


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

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


In this guide you will find:


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


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


## STANDARDS BREAKDOWN


<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.X.1</a></li> <li>○ <a href="#">CCSS.RI.X.2</a></li> <li>○ <a href="#">CCSS.RI.X.3</a></li> </ul> </li> <li>● <b>Craft and Structure</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.X.4</a></li> <li>○ <a href="#">CCSS.RI.X.5</a></li> <li>○ <a href="#">CCSS.RI.X.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.X.7</a></li> <li>○ <a href="#">CCSS.RI.X.8</a></li> <li>○ <a href="#">CCSS.RI.X.9</a></li> <li>○ <a href="#">NMSS.X.1</a></li> <li>○ <a href="#">NMSS.X.2</a></li> </ul> </li> <li>● <b>Range of Reading Level and Text Complexity</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.X.10</a></li> </ul> </li> </ul>
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RI.1.1				
	<b>Anchor Standard: Key Ideas and Details</b> <i>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>			
Grade	CCSS Domain	CCSS Strand		
1	Reading: Informational (RI)	Key Ideas and Details		
Standard		Vertical Alignment		
Ask and answer questions about key details in a text.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI.K.1</td> <td style="padding: 5px;"><i>Future Grades:</i> RI 2.1, 3.1, 4.1, 5.1</td> </tr> </table>	<i>Previous Grades:</i> RI.K.1	<i>Future Grades:</i> RI 2.1, 3.1, 4.1, 5.1
<i>Previous Grades:</i> RI.K.1	<i>Future Grades:</i> RI 2.1, 3.1, 4.1, 5.1			
Clarification Statement		Vocabulary for Teacher Development		
Students ask questions about the important details in the text. They also correctly answer questions key details in the text.		<ul style="list-style-type: none"> <li><b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>ask questions referring explicitly to key details in a text.</li> <li>answer questions referring explicitly to the key details in the text.</li> </ul>				

RI.1.2		
	<b>Anchor Standard: Key Ideas and Details</b> <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Grade	CCSS Domain	CCSS Strand
1	Reading: Informational (RI)	Key Ideas and Details
Standard	Vertical Alignment	
Identify the main topic and retell key details of a text.	<i>Previous Grades:</i> RI.K.2	<i>Future Grades:</i> RI. 2.2, 3.2, 4.2, 5.2
Clarification Statement	Vocabulary for Teacher Development	
Students retell stories using important details from the text. They provide the central message or lesson of the stories orally or in writing.	<ul style="list-style-type: none"> <li>● <b>analyze</b> – break down into parts</li> <li>● <b>central message</b> – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades</li> <li>● <b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li>● <b>retell</b> – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original</li> <li>● <b>theme</b> – meaning that a story or event is intended to convey to a reader</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● identify key details in a text.</li> <li>● use key details in a text to retell a story.</li> <li>● explain the central message or lesson in a story based on the key details.</li> </ul>		


RI.1.3				
	<p><b>Anchor Standard: Key Ideas and Details</b></p> <p><i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>			
Grade	CCSS Domain	CCSS Strand		
1	Reading: Informational (RI)	Key Ideas and Details		
<b>Standard</b>		<b>Vertical Alignment</b>		
Describe the connection between two individuals, events, ideas, or pieces of information in a text.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>Previous Grades:</i> RI.K.3</td> <td style="padding: 2px;"><i>Future Grades:</i> RI 2.3, RI 4.3, 5.3</td> </tr> </table>	<i>Previous Grades:</i> RI.K.3	<i>Future Grades:</i> RI 2.3, RI 4.3, 5.3
<i>Previous Grades:</i> RI.K.3	<i>Future Grades:</i> RI 2.3, RI 4.3, 5.3			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students explain how two individuals, events, ideas, or pieces of information from a text are related.		<ul style="list-style-type: none"> <li>● <b>describe</b> – to explain something in words with the details necessary to give a full and precise account of an event</li> <li>● <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>● <b>event</b> – an important happening in the story</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● identify two individuals, events, ideas, or pieces of information in a text.</li> <li>● compare and contrast to describe the connection between two individuals, events, ideas, or pieces of information.</li> </ul>				


RI.1.4				
	<b>Anchor Standard: Craft and Structure</b> <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		
1	Reading: Informational (RI)	Craft and Structure		
Standard		Vertical Alignment		
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI K.4</td> <td style="padding: 5px;"><i>Future Grades:</i> RI 1.4, 2.4, 3.4, 4.4, 5.4</td> </tr> </table>	<i>Previous Grades:</i> RI K.4	<i>Future Grades:</i> RI 1.4, 2.4, 3.4, 4.4, 5.4
<i>Previous Grades:</i> RI K.4	<i>Future Grades:</i> RI 1.4, 2.4, 3.4, 4.4, 5.4			
Clarification Statement		Vocabulary for Teacher Development		
Students ask and answer questions about words or phrases that require further understanding or clarity in an informational text.		<ul style="list-style-type: none"> <li><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both.</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>ask questions about the meaning of unknown words or phrases in a text.</li> <li>answer questions about the meaning of unknown words or phrases in a text.</li> <li>determine the meaning of words and phrases in grade 1 topic and subject areas using context and other strategies.</li> </ul>				


RI.1.5				
	<b>Anchor Standard: Craft and Structure</b> <i>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>			
Grade	CCSS Domain	CCSS Strand		
1	Reading: Informational (RI)	Craft and Structure		
Standard		Vertical Alignment		
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI K.5</td> <td style="padding: 5px;"><i>Future Grades:</i> 2.5, 3.5, 4.5, 5.5</td> </tr> </table>	<i>Previous Grades:</i> RI K.5	<i>Future Grades:</i> 2.5, 3.5, 4.5, 5.5
<i>Previous Grades:</i> RI K.5	<i>Future Grades:</i> 2.5, 3.5, 4.5, 5.5			
Clarification Statement		Vocabulary for Teacher Development		
Students are familiar with and make use of text features such as the headings, tables of content, glossaries, electronic menus, icons, and captions to find key information or facts		<ul style="list-style-type: none"> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li><b>text features</b> – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>use text features (headings, tables of contents, glossaries, electronic menus, icons) to quickly locate key information in a text.</li> </ul>				

RI.1.6				
	<b>Anchor Standard: Craft and Structure</b>			
	<i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>1</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		<table border="1"> <tr> <td><i>Previous Grades:</i> RI K.6</td> <td><i>Future Grades:</i> RI 2.6, 3.6, 4.6, 5.6</td> </tr> </table>	<i>Previous Grades:</i> RI K.6	<i>Future Grades:</i> RI 2.6, 3.6, 4.6, 5.6
<i>Previous Grades:</i> RI K.6	<i>Future Grades:</i> RI 2.6, 3.6, 4.6, 5.6			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
<p>Students differentiate between information learned from illustrations/other images and information learned through the words in the text.</p> <p>Students provide descriptions of an informational text’s important ideas. They use the visuals and details from the text in their descriptions.</p>		<ul style="list-style-type: none"> <li>● <b>illustration</b> –a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</li> <li>● <b>text</b>–anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● describe what the author explains, answers, or describes in the text using words.</li> <li>● describe what the author explains, answers, or describes using pictures or illustrations.</li> <li>● compare and contrast the information provided by words and the information provided by pictures and illustrations.</li> </ul>				



RI.1.7				
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></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		
1	Reading: Informational (RI)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
Use the illustrations and details in a text to describe its key ideas.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI K.7</td> <td style="padding: 5px;"><i>Future Grades:</i> RI 2.7, 3.7, 4.7, 5.7</td> </tr> </table>	<i>Previous Grades:</i> RI K.7	<i>Future Grades:</i> RI 2.7, 3.7, 4.7, 5.7
<i>Previous Grades:</i> RI K.7	<i>Future Grades:</i> RI 2.7, 3.7, 4.7, 5.7			
Clarification Statement		Vocabulary for Teacher Development		
Students provide descriptions of an informational text’s key ideas. They use the visuals and details from the text in their descriptions.		<ul style="list-style-type: none"> <li><b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li><b>illustration</b> – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</li> <li><b>key ideas</b> – most important thoughts addressed in a text or discussion.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>determine the key ideas in a text using illustrations and details from the text.</li> </ul>				

RI.1.8		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b> <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
1	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Identify the reasons an author gives to support points in a text.	<i>Previous Grades:</i> RI K.8	<i>Future Grades:</i> RI 2.8, 3.8, 4.8, 5.8
Clarification Statement	Vocabulary for Teacher Development	
Students recognize what ideas an author is providing in a text. They are able to name what points in the text the author uses to develop or clarify those ideas. Students are guided and supported by the teacher and/or peers.	<ul style="list-style-type: none"> <li>● <b>reasons/reasoning</b> – 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</li> <li>● <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>● <b>fact</b> – a piece of information that is true and cannot be changed.</li> <li>● <b>opinion</b> – a piece of information that is not necessarily true for all people. It is formed by what people think.</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● determine the central ideas or claims in a text.</li> <li>● identify the reasons that an author gives to support these points.</li> </ul>		

RI.1.9				
	<b>Anchor Standard: Integration of Knowledge and Ideas</b> <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		
<b>1</b>	<b>Reading: Informational (RI)</b>	<b>Integration of Knowledge and Ideas</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> RI K.9</td> <td style="width: 50%;"><i>Future Grades:</i> RI.2.9, 3.9, 4.9, 5.9</td> </tr> </table>	<i>Previous Grades:</i> RI K.9	<i>Future Grades:</i> RI.2.9, 3.9, 4.9, 5.9
<i>Previous Grades:</i> RI K.9	<i>Future Grades:</i> RI.2.9, 3.9, 4.9, 5.9			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students recognize how two texts with same topic are similar and different; this includes examining the similarities and differences between illustrations, descriptions, or procedures		<ul style="list-style-type: none"> <li>● <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>● <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● identify similarities between two texts on the same topic.</li> <li>● identify differences between two texts on the same topic.</li> <li>● compare and contrast illustrations, descriptions, and procedures in the texts to determine the similarities and differences.</li> </ul>				

**RI.1.10**



**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		
<b>1</b>	<b>Reading: Informational (RI)</b>	<b>Range of Reading Level and Text Complexity</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
With prompting and support, read informational texts appropriately complex for grade 1.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> RI.K.10</td> <td style="width: 50%;"><i>Future Grades:</i> RI 2.10, 3.10,4.0, 5.10</td> </tr> </table>	<i>Previous Grades:</i> RI.K.10	<i>Future Grades:</i> RI 2.10, 3.10,4.0, 5.10
<i>Previous Grades:</i> RI.K.10	<i>Future Grades:</i> RI 2.10, 3.10,4.0, 5.10			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students read various types of informational texts appropriately complex for grade 1 for extended periods of time. Sustained reading time should be supported. Students read with prompting and support as needed.		<ul style="list-style-type: none"> <li><b>informational text</b>—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts with prompting and support.</li> <li>read grade-level texts.</li> </ul>				

## ASSESSMENT GUIDE

- Constructed Response Assessment Task aligned to 1.1, 1.2, and 1.3.
  - 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 1.5.

Grade	CCSS Domain	CCSS Strand
<b>1</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>
<b>RI.1.1 RI.1.2 RI.1.3</b>	<b>Sample Task #1 (Constructed Response)</b>	
	Compare and contrast the adventures and experiences of the owl in Adapted from CCSS Appendix B:	
	After listening to Gail Gibbons’ Fire! Fire! students work with a partner to create three questions about how firefighters respond to a fire. Then, they respond to the questions another group created using key details from the text.	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>● Three questions about how firefighters respond to a fire, such as, “How does the firefighter respond when the dispatcher receives a call?”, “Why do the firefighters go into action?”, “What does the fire chief do?”</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 1	Recall
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
<ul style="list-style-type: none"> <li>● Students can answer “Wh-” oral questions about the text. (Recount, Writing, Entering)</li> </ul>	<ul style="list-style-type: none"> <li>● Students may not be able to use “wh” stems to create questions.</li> <li>● Students may not correctly answer questions citing text evidence.</li> </ul>	

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

**Text Summary and evidence of Complexity:**

- The book highlights how firefighters work to put out fires in the cities, the country, in forests and on water. Although fires occur everywhere, the methods and tools used to fight them are different and diverse based on the area.

**Evidence of Cultural and Linguistic Responsiveness:**

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

There are characters portrayed in the illustrations from different ethnic backgrounds and genders. These characters equally represent different positions within the field of firefighting. Also, within the illustrations we see the different nationalities portrayed in context of social and geographic settings.

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

It appears that characters from diverse backgrounds, age and gender are equally portrayed in the occupations- firefighters, operators, captain. The book illustrates how firefighters respond to a fire in different geographic locations (such as a city vs. farm vs. forest). This provides children in many different regions to connect with the book.

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

The text, along with the illustrations, provide the opportunity for all students to find a representation of themselves. They can see a possibility of themselves pursuing a career as a firefighter. The positive portrayal of both gender and ethnicity within the different careers along with the geographic locations throughout the book provide the students with models for them to become firefighters.

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

Teachers can use the geographic locations represented within the text to enable students to make connections to their lives and their peers.

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

This text is culturally responsive because it depicts firefighters from many diverse groups including ethnicity, genders, age and geographic location.

**RI.1.2**  
**RI.1.6**

VABB Analysis		
<b>RI.1.2</b> <b>RI.1.6</b>	<b>Validate</b>  <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<b>Affirm</b>  <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
	<p><b>Question:</b> As we read this story, do you see yourself or someone in your family or community in this story? If so, in what ways?</p> <p><b>ESR:</b> Answers will vary but should include a personal connection to the text. In this story we see fire fighters who demonstrate diversity in many ways (age, gender, ethnicity, and geographical locations etc.)</p>	<p><b>Question:</b> Is it possible for you to be a firefighter? What information from the story makes you feel this way?</p> <p><b>ESR:</b> I could be a firefighter! I saw a woman leading the fire fighters. This shows that girls can be firefighters too!</p>
	<b>Build</b>  <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<b>Bridge</b>  <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p><b>Question:</b> How can you prevent fires right now in your community?</p> <p><b>ESR:</b> I could tell my dad not to weld on our horse trailer during windy days. I could tell my mom to buy more extension cords for our Christmas lights so that we don't overload our outlets. I could be in charge of putting water on the campfire before we go to bed.</p>	<p><b>Question:</b> How would you convince a friend or family member that they could be a firefighter?</p> <p><b>ESR:</b> I would tell my cousin "You can be a firefighter because anyone can be a firefighter." I could tell my mom that she could help fight fires too. I saw an older lady in the book that was a 911 operator.</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. Preteach Tier 2 Vocabulary Words
  - Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension. To learn more, please visit Resource Guide on [Vocabulary Instruction with Complex Texts](#)
  - Choose words that are not implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on [Text Dependent Questions with Complex Texts](#)
  - *Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.*

**Universal Supports**

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

**Tier 2 Vocabulary to Preteach**

**Vocabulary Word:** Roar

**Think Aloud:** Most of the time when we hear the word **roar**, we think of animals-like lions. (have the students roar like a lion). You notice that a roar is a very loud sound that gets your attention. We hear the roar of a vehicle, like an ambulance or a fire truck, and it is a loud sound meaning that the vehicle is in a hurry and that we need to pay attention and get out of the way.

**Text Dependent Question**

Look at the ladder in the pictures. Now listen to the sentences from the book "At the same time, an aerial ladder is taking other firefighters to the floor above the fire." Now the **aerial** ladder is swung over the roof of the burning building." What does the word **aerial** mean? What clues from the text help you figure this out?

**ESR:** When I look at the pictures and hear the text, I see the ladder is going to the top of the building. I know that the word air might go high, like an airplane, so aerial might be something that goes high.

**Tier 2 Vocabulary**

The big trucks roar out of the firehouse.

Sirens scream and lights flash.

Gail Gibbon's *Fire! Fire!*

[Link to the full text](#)

**Text Dependent Question**

At the same time, an aerial ladder is taking other firefighters to the floor above the fire.

Water is sprayed onto the fire to keep it from moving up through the apartment house.

Gail Gibbon's *Fire! Fire!*

[Link to the full text](#)



Grade	CCSS Domain	CCSS Strand
<b>1</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>
<b>RI.1.5</b>	<b>Sample Task #2 (Constructed Response)</b>	
	<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key information in a text.</p> <p>Adapted from CCSS Appendix B:</p> <p>Locate three different text features from Claire Llewellyn’s Earthworms (headings, table of contents, glossary) and they flag them with a sticky note from the story. Students should discuss how these features are useful when reading and locating key details from the text.</p>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>Responses may vary, but students should correctly identify text features and the information that they are able to locate from the text using that text feature.</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 3	Synthesize
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
	<ul style="list-style-type: none"> <li>Students can identify information related to events from graphics and other text features in Earthworms (Argue-Reading-Emerging)</li> </ul>	<ul style="list-style-type: none"> <li>Students may need support to connect the fact that they list with a text feature that helps them to locate information.</li> <li>Students may need support to correctly use vocabulary related to text features.</li> </ul>