

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

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

In this guide you will find:

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

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

STANDARDS BREAKDOWN

- **Key Ideas and Details**

- [CCSS.RL.1.1](#)
- [CCSS.RL.1.2](#)
- [CCSS.RL.1.3](#)
- [NMSS.1.a](#)
- [NMSS.1.b](#)
- [NMSS.1.c](#)

- **Craft and Structure**

- [CCSS.RL.1.4](#)
- [CCSS.RL.1.5](#)
- [CCSS.RL.1.6](#)

- **Integration of Knowledge and Ideas**

- [CCSS.RL.1.7](#)
- CCSS.RL.1.8 (not applicable to Literature)
- [CCSS.RL.1.9](#)

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

- [CCSS.RL.1.10](#)

RL.1.1				
	<p>Anchor Standard: Key Ideas and Details</p> <p><i>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>			
Grade	CCSS Domain	CCSS Strand		
1	Reading: Literature (RL)	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> RL.K.1</td> <td style="padding: 5px;"><i>Future Grades:</i> RL 2.1,3.1,.4.1, 5.1</td> </tr> </table>	<i>Previous Grades:</i> RL.K.1	<i>Future Grades:</i> RL 2.1,3.1,.4.1, 5.1
<i>Previous Grades:</i> RL.K.1	<i>Future Grades:</i> RL 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"> key details – specific and important parts of the text that provide information, support, and elaboration plot – logical sequence of important events in a story: beginning, middle, end. text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ask and answer questions about the most important details in a text. ask questions about key details in a text such as “who? Where? When? Why? How?” answer questions about key details in a text such as “who? Where? When? Why? How?” 				

RL.1.2		
	<p>Anchor Standard: Key Ideas and Details</p> <p><i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	
Grade	CCSS Domain	CCSS Strand
1	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<i>Previous Grades:</i> RL.K.2	<i>Future Grades:</i> RL.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"> ● analyze – break down into parts ● central message – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades ● key details – specific and important parts of the text that provide information, support, and elaboration ● retell – 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 ● theme – meaning that a story or event is intended to convey to a reader 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify key details in a text. ● use key details in a text to retell a story. ● explain the central message or lesson in a story based on the key details. 		

RL.1.3				
	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		
1	Reading: Literature (RL)	Key Ideas and Details		
Standard		Vertical Alignment		
Describe characters, settings, and major events in a story, using key details.		<table border="1"> <tr> <td><i>Previous Grades:</i> RL.K.3</td> <td><i>Future Grades:</i> RL.2.3, 3.3, 4.3,5.3</td> </tr> </table>	<i>Previous Grades:</i> RL.K.3	<i>Future Grades:</i> RL.2.3, 3.3, 4.3,5.3
<i>Previous Grades:</i> RL.K.3	<i>Future Grades:</i> RL.2.3, 3.3, 4.3,5.3			
Clarification Statement		Vocabulary for Teacher Development		
Students will describe characters, settings, or important events by referring to specific details from the text		<ul style="list-style-type: none"> ● describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account ● event – a thing that happens, an occurrence ● key details – specific and important parts of the text that provide information, support, and elaboration ● major events – the most important events that occur within a literary work; similar to main ideas, major events cannot be eliminated without changing the primary progression of the work or the development of the characters ● setting – the time and place of the action in a book, play, story, etc. 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● use key details in the text to describe the elements of a story: characters, settings, and major events. 				

1.a		
Grade	NMSS Domain	
1	Reading: Literature (RL)	
Standard	Vertical Alignment	
1st grade students will identify the main topic, retell key details of a text, and make predictions.	<i>Previous Grades:</i> K.1	<i>Future Grades:</i> 2.a, 3.a, 4.a
Clarification Statement	Vocabulary for Teacher Development	
Students identify the main topic and key details of a text both orally and in pictures or writing. Students make predictions before and during reading to monitor their comprehension.	<ul style="list-style-type: none"> ● main topic – the leading subject of an informational text. From the Greek word for “place” ● key details – the most important evidence from the text that supports the main topic ● prediction – a statement about the future. “Pre” means “before” and “diction” is associated with talking. 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify the main topic of a fiction text. ● retell key details of an informational text that support the main topic. ● make predictions about a fiction text before and during reading. 		

1.b		
<i>Grade</i>	<i>NMSS Domain</i>	
1	Reading: Literature (RL)	
Standard	Vertical Alignment	
1st grade students will identify characters and simple story lines from selected myths and stories from around the world	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 2.b, 3.b, 4.b, 4.c
Clarification Statement	Vocabulary for Teacher Development	
Students will read stories and myths from around the world and identify characters and storylines in these texts.	<ul style="list-style-type: none"> ● story line – the series of events that happens in a story, also known as the plot ● myth – a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify characters in myths and stories from around the world. ● identify story lines from myths and stories from around the world such as character’s problem. 		

RL.1.4				
	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		
1	Reading: Literature (RL)	Craft and Structure		
Standard		Vertical Alignment		
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RL.K.4</td> <td style="padding: 5px;"><i>Future Grades:</i> RL 2.4,3.4,4.4, 5.4</td> </tr> </table>	<i>Previous Grades:</i> RL.K.4	<i>Future Grades:</i> RL 2.4,3.4,4.4, 5.4
<i>Previous Grades:</i> RL.K.4	<i>Future Grades:</i> RL 2.4,3.4,4.4, 5.4			
Clarification Statement		Vocabulary for Teacher Development		
Students determine words or phrases in a story or poem that suggest feelings (e.g., fear, excitement, worry) or appeal to the senses (e.g., glowing, delicious, freezing, quietly).		<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. ● 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"> ● identify words and phrases in stories that caused the reader to feel an emotion verbally and in writing. ● identify descriptive words and phrases that appeal to the reader's senses (sight, hearing, smell, touch, taste). 				

RL.1.5				
	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		
1	Reading: Literature (RL)	Craft and Structure		
Standard		Vertical Alignment		
Explain major differences between books that tell stories and books that give information		<table border="1"> <tr> <td><i>Previous Grades:</i> RL.K.5</td> <td><i>Future Grades:</i> RL.1.5, 2.5, 3.5, 4.5, 5.5</td> </tr> </table>	<i>Previous Grades:</i> RL.K.5	<i>Future Grades:</i> RL.1.5, 2.5, 3.5, 4.5, 5.5
<i>Previous Grades:</i> RL.K.5	<i>Future Grades:</i> RL.1.5, 2.5, 3.5, 4.5, 5.5			
Clarification Statement		Vocabulary for Teacher Development		
<p>Students recognize and are able to explain the different characteristics and text features of literature and informational text.</p> <p>Features of literature: setting, characters, problem, climax, solution/ resolution, dialogue, made up experiences</p> <p>Features of nonfiction: information, facts, true-life experiences</p>		<ul style="list-style-type: none"> ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more. ● narrator – a character who recounts the events of a story or poem 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● recognize and explain features of books that tell stories. ● recognize and explain features of books that give information. ● differentiate between books that tell stories and books that give information. 				

RL.1.6		
	<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
1	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Identify who is telling the story at various points in a text.	<i>Previous Grades:</i> RL.K.6	<i>Future Grades:</i> RL.2.6, 3.6, 4.6,5.6
Clarification Statement	Vocabulary for Teacher Development	
Student’s name who is telling the story in different parts of the text.	<ul style="list-style-type: none"> ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more. 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify the narrator in the story. ● identify if the narrator changes in a story. 		

1.c		
Grade	NMSS Domain	
1	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 1 students will recognize repetition and predict repeated phrases.	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> N/A
Clarification Statement	Vocabulary for Teacher Development	
Students can read and identify patterns and repetition in fictional texts or poems. Students can use their knowledge of the pattern and/ or repetition to predict repeated phrases in a text.	<ul style="list-style-type: none"> ● repetition – the reoccurrence of a word or phrase in a text ● predict – to forecast or anticipate 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify examples of repetition in a text or poem. ● predict a repeated phrase that will appear in the text using evidence from previous sections of text. 		

RL.1.7			
	<p>Anchor Standard: Integration of Knowledge and Ideas <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: Literature (RL)	Integration of Knowledge and Ideas	
Standard		Vertical Alignment	
Use illustrations and details in a story to describe its characters, setting, or events		<i>Previous Grades:</i> RL.K.7	<i>Future Grades:</i> RL 2.7, RL.3.7, RL.4.7, RL.5.7
Clarification Statement		Vocabulary for Teacher Development	
Students explain the characters, settings, or events in a story by using the visuals and details from the story in their explanations		<ul style="list-style-type: none"> ● describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account ● event – a thing that happens, an occurrence ● illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim ● setting – the time and place of the action in a book, play, story, etc. 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● use illustrations and details to describe a character in a story. ● use illustrations and details to describe the setting in a story. ● use illustrations and details to describe the events in a story. 			

RL.1.9			
	<p>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></p>		
	Grade	CCSS Domain	CCSS Strand
1	Reading: Literature (RL)	Integration of Knowledge and Ideas	
Standard		Vertical Alignment	
Compare and contrast the adventures and experiences of characters in stories		<i>Previous Grades:</i> RL K.9	<i>Future Grades:</i> RL.2.9, RL.3.9, RL.4.9, RL.5.9
Clarification Statement		Vocabulary for Teacher Development	
Students describe the similarities and differences between the adventures and experiences of characters.		<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 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> compare and contrast the adventures of characters in different stories. compare and contrast the experiences of characters in different stories. 			

1.d		
Grade	NMSS Domain	
1	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 1 students will relate prior knowledge to textual information.	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> N/A
Clarification Statement	Vocabulary for Teacher Development	
Students will use prior knowledge to make connections to information presented in the text and use information in the text to make connections to prior knowledge. This standard should enable students to make connections across different content areas and build knowledge.	<ul style="list-style-type: none"> ● Prior knowledge – educational context a learner already has before they learn something new. ● textual information – context a learner extracts from a piece of writing 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● use the text to make connections to prior knowledge. ● use prior knowledge to make connections to information in the text. 		

RL.1.10				
	<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		
1	Reading: Literature (RL)	Range of Reading Level and Text Complexity		
Standard		Vertical Alignment		
With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RL.K.10</td> <td style="padding: 5px;"><i>Future Grades:</i> RL 2.10, 3.10,4.0, 5.10</td> </tr> </table>	<i>Previous Grades:</i> RL.K.10	<i>Future Grades:</i> RL 2.10, 3.10,4.0, 5.10
<i>Previous Grades:</i> RL.K.10	<i>Future Grades:</i> RL 2.10, 3.10,4.0, 5.10			
Clarification Statement		Vocabulary for Teacher Development		
Students read and understand various types of literature appropriately complex for grade 1 for extended periods. Sustained reading time should be supported. Students read with prompting and support as needed.		<ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself) 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> read and comprehend grade-level texts with prompting and support. 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 1.4 and 1.7**
 - 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 1.9**

Grade	CCSS Domain	CCSS Strand
1	Reading: Literature (RL)	Integration of Knowledge and Ideas
RL.1.4	Sample Task #1 (Constructed Response)	
	Identify words and phrases within Tomás and the Library Lady that appeal to the senses and suggest the feelings of happiness experienced by Tomas as he was reading.	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● Students should cite specific text evidence of word choices that appeal to the senses and how this shows Tomás’ happiness while reading. For example: <ul style="list-style-type: none"> ○ When the author said, “He felt the warm neck of the dinosaur as he held on tight for a ride,” this shows that Tomás felt like he was IN the book! This shows that he was really happy when he was reading because he forgot about everything else. The author uses the sense of touch to show this. 	
	DOK	Blooms
	Level 1	Analyze
	Possible Aligned Language Objectives	Possible Misconceptions
	<ul style="list-style-type: none"> ● Students can identify reasons for the author’s word choices in Tomas and the Library Lady. 	<ul style="list-style-type: none"> ● Students may struggle to identify specific words that appeal to the senses if they lack background knowledge. ● Students may struggle to connect the feelings Tomas had while reading with the author’s literal

		words of showing Tomás in the books/stories.
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Evidence of Text Complexity and Cultural and Linguistic Responsiveness		
RL.1.7 RL.1.9	<p><u>Text Summary and evidence of Complexity:</u></p> <ul style="list-style-type: none"> Tomás is a son of migrant workers. Every summer he and his family follow the crops north from Texas to Iowa, spending long, arduous days in the fields. At night they gather around to hear Grandfather's wonderful stories. But before long, Tomás knows all the stories by heart. "There are more stories in the library," Papa Grande tells him. The very next day, Tomás meets the library lady and a whole new world opens up for him. Based on the true story of the Mexican-American author and educator Tomás Rivera, a child of migrant workers who went on to become the first minority Chancellor in the University of California system, this inspirational story suggests what libraries--and education--can make possible. 	
	<p><u>Evidence of Cultural and Linguistic Responsiveness:</u></p> <ul style="list-style-type: none"> Who is represented in the text used to assess this cluster of standards? This text represents a Mexican-American, migrant family who travel between Texas and Iowa to farm and earn money. How are those groups and individuals portrayed? The family is portrayed as hard working, close knit. They are very loving, and supportive of one another. Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? This book provokes thoughts around the importance of access to literature in every person's life and how valuable storytelling is to building a love of literacy for young people. What supports are provided to teachers to identify blind spots? Pat Mora provides companion literature in Spanish and English, such as a poem written from Tomás' perspective called <i>Library Magic</i>. This poem helps students understand Tomás' character and shows how strong his feelings about the library and stories are. How is this text culturally/linguistically responsive? This text is culturally and linguistically responsive because it brings the life and culture of a Spanish-speaking, Mexican-American family to the forefront of the story and celebrates the uniqueness and value of their culture and lives. 	

VABB Analysis		
RL.1.7 RL.1.9	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: Tomás has many adults in his life that help encourage and help him. Think about your own life, do you have any adults or peers who help and encourage you?</p> <p>ESR: Answers will vary based on student experiences. If students are struggling to find an adult they connect with, suggest they think about peers.</p>	<p>Question: Do you think it is important to have people in our lives that encourage us? Why or why not? How do you like to be encouraged?</p> <p>ESR: Answers will vary based on student experiences and preference but should include an example of encouragement.</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: In the text, Tomás connects with the stories he reads and hears. What stories do you connect with most and why?</p> <p>ESR: Answers will vary based on student experiences, but should include at least one actual story each student connects with.</p>	<p>Question: Think about your own community. What stories would you want written about it?</p> <p>ESR: Answers will vary based on student experiences. Students should think about both the positive and negative situations people in their community experience and discuss how a story about that topic would be important to the community and others.</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>Gulps</u></p> <p>Think Aloud: When I am not really thirsty, I will take little sips of water (teacher demonstrate how to sip) When I am really thirsty and I take my first drink, I want to get the water into my system very fast so I will take very big drinks or gulps (teacher demonstrate gulping water). That is what a gulp is.</p>	<p>In the story Tomás puts the book in the sun to bake away the smell. What does the word bake mean in the sentence?</p> <p>ESR: When I get home from playing, my mom makes me leave my stinky shoes outside to let the sun air them out. Bake might mean the same thing in this story.</p>

Tier 2 Vocabulary

Tomás was on his way to Iowa again with his family. His mother and father were farm workers. They picked fruit and vegetables for Texas farmers in the winter and for Iowa farmers in the summer. Year after year they bump-bumped song in their rusty old car. “Mama,” whispered Tomás, “if I had a glass of cold water, I would drink it in large gulps. I would suck the ice. I would pour the last drops of water on my face.”

Paul Colon’s *Tomás and the Library Lady*
[Link to the full text](#)

Text Dependent Question

Some days Tomás went with his parents to the town dump. They looked for pieces of iron to sell. Enrique looked for toys. Tomás looked for books. He would put the books in the sun to bake away the smell.

Paul Colon’s *Tomás and the Library Lady*
[Link to the full text](#)

Grade	CCSS Domain	CCSS Strand
1	Reading: Literature (RL)	Integration of Knowledge and Ideas
RL.1.9	Sample Task #2 (Constructed Response)	
	<p>Adapted from Wit and Wisdom’s Assessment Resources:</p> <p>Text: Cinderella Stories from Around the World, including:</p> <ul style="list-style-type: none"> ● A Caribbean Cinderella ● Adelita: A Mexican Cinderella Story ● Bigfoot Cinderella ● Glass Slipper, Gold Sandal: A Worldwide Cinderella ● The Rough Face Girl ● The Korean Cinderella <p>Select and read two texts. Create a Venn Diagram and experience cards that depict experiences of the characters from two of the stories. Students sort experience cards onto the Venn Diagram based on whether the experience happened to the character in one book or both books. Students should cite text evidence to support their justification for sorting on the Venn Diagram.</p>	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● Exemplar Student responses will vary, but students should use evidence from both texts to support their response. 	
	DOK	Blooms
	Level 3	Evaluate
	Possible Aligned Language Objectives	Possible Misconceptions
	<ul style="list-style-type: none"> ● Students can state an association between two texts by comparing and contrasting the experience of the characters in both. (Explain-Speaking-Developing) 	<ul style="list-style-type: none"> ● Students may struggle to find similarities and differences beyond surface-level observations of both texts.