

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

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

In this guide you will find:

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

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

STANDARDS BREAKDOWN

<ul style="list-style-type: none"> ● Key Ideas and Details <ul style="list-style-type: none"> ○ CCSS.RI.2.1 ○ CCSS.RI.2.2 ○ CCSS.RI.2.3 ● Craft and Structure <ul style="list-style-type: none"> ○ CCSS.RI.2.4 ○ CCSS.RI.2.5 ○ CCSS.RI.2.6 	<ul style="list-style-type: none"> ● Integration of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.RI.2.7 ○ CCSS.RI.2.8 ○ CCSS.RI.2.9 ○ NMSS.2.1 ○ NMSS.2.2 ● Range of Reading Level and Text Complexity <ul style="list-style-type: none"> ○ CCSS.RI.2.10
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RI.2.1



Anchor Standard: Key Ideas and Details

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

Grade	CCSS Domain	CCSS Strand	
2	Reading: Informational (RI)	Key Ideas and Details	
Standard		Vertical Alignment	
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		<i>Previous Grades:</i> RI. K.1, 1.1	<i>Future Grades:</i> RI 3.1, 4.1, 5.1
Clarification Statement		Vocabulary for Teacher Development	
Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard.		<ul style="list-style-type: none"> ● key details – specific and important parts of the text that provide information, support, and elaboration ● 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 questions about the text that demonstrate understanding of the text. ● provide answers to questions about a text that demonstrate comprehension and understanding. 			

RI.2.2		
	<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
2	Reading: Informational (RI)	Key Ideas and Details
Standard	Vertical Alignment	
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<i>Previous Grades:</i> RI.K.2, 1.2	<i>Future Grades:</i> RI 3.2, 4.2, 5.2
Clarification Statement	Vocabulary for Teacher Development	
Students recognize the main topic of a text with multiple paragraphs. They also state the main focus of each paragraph in the text.	<ul style="list-style-type: none"> main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 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"> identify the topic of a multi-paragraph text. identify the focus of specific paragraphs within the text. 		

RI.2.3				
	<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		
2	Reading: Informational (RI)	Key Ideas and Details		
Standard		Vertical Alignment		
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> K.3, 1.3</td> <td style="width: 50%;"><i>Future Grades:</i> RI 3.3,.4.3, 5.3</td> </tr> </table>	<i>Previous Grades:</i> K.3, 1.3	<i>Future Grades:</i> RI 3.3,.4.3, 5.3
<i>Previous Grades:</i> K.3, 1.3	<i>Future Grades:</i> RI 3.3,.4.3, 5.3			
Clarification Statement		Vocabulary for Teacher Development		
Students describe specific connections shown within the texts. These connections may be a series of historical events, scientific concepts or ideas, or steps in a technical procedure.		<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 ● technical procedure – a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in which steps build on and relate to previous ones. ● 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"> ● make connections between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure. ● describe the connections that are made. 				

RI.2.4



Anchor Standard: Craft and Structure

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

Grade	CCSS Domain	CCSS Strand	
2	Reading: Informational (RI)	Craft and Structure	
Standard		Vertical Alignment	
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		<i>Previous Grades:</i> RI K.4, 1.4	<i>Future Grades:</i> RI 3.4, 4.4, 5.4
Clarification Statement		Vocabulary for Teacher Development	
Students read informational texts connected to grade 2 topics and subject areas and determine the meaning of words or phrases within the texts.		<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.”) ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● 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"> ● locate academic and domain specific words and phrases in a text. ● determine the meaning of words and phrases in grade 2 topic and subject areas. 			

RI.2.5		
	<p>Anchor Standard: Craft and Structure</p> <p><i>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Reading: Informational (RI)	Craft and Structure
Standard	Vertical Alignment	
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<i>Previous Grades:</i> RI. K.5, 1.5	<i>Future Grades:</i> RI. 3.5, 4.5, 5.5
Clarification Statement	Vocabulary for Teacher Development	
Students are familiar with and make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. Students know that different text features provide different information, and they use the correct text features to find the needed information efficiently.	<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 features – 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. 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● use text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to quickly locate key information in a text. 		

RI.2.6



Anchor Standard: Craft and Structure

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

Grade	CCSS Domain	CCSS Strand		
2	Reading: Informational (RI)	Craft and Structure		
Standard		Vertical Alignment		
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> RI. K.6, 1.6</td> <td style="width: 50%;"><i>Future Grades:</i> RI 3.6, 4.6, 5.6</td> </tr> </table>	<i>Previous Grades:</i> RI. K.6, 1.6	<i>Future Grades:</i> RI 3.6, 4.6, 5.6
<i>Previous Grades:</i> RI. K.6, 1.6	<i>Future Grades:</i> RI 3.6, 4.6, 5.6			
Clarification Statement		Vocabulary for Teacher Development		
Students determine the author's purpose in writing the text. As they read the text, they consider why the author wrote it, such as to answer a question, explain/describe a topic, or describe an event or action.		<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 ● purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) ● 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"> ● describe what the author explains, answers, or describes in the text. ● make a claim about the main purpose of a text. 				

RI.2.7		
	<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
2	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<i>Previous Grades:</i> RI.K.7, 1.7	<i>Future Grades:</i> RI 3.7, 4.7, 5.7
Clarification Statement	Vocabulary for Teacher Development	
Students are able to describe visuals such as photos, illustrations, charts, diagrams, graphs, etc. enrich the content of the informational text, clarify the text, organize, and/or supply additional information for readers.	<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"> ● determine the central idea of an informational text. ● explain how specific images contribute to the central idea or meaning of a text. 		

RI.2.8		
	<p>Anchor Standard: Integration of Knowledge and Ideas</p> <p><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
2	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Describe how reasons support specific points the author makes in a text.	<i>Previous Grades:</i> RI K.8, 1.8	<i>Future Grades:</i> RI 3.8, 4.8, 5.8
Clarification Statement	Vocabulary for Teacher Development	
Students recognize what ideas an author is providing in an informational text. They are able to name what points in the text the author uses to develop or clarify those ideas.	<ul style="list-style-type: none"> ● reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic ● 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"> ● determine specific points the author makes in an informational text. ● describe the reasons that the author gives to support the specific points in the text. 		

RI.2.9		
	<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
2	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Compare and contrast the most important points presented by two texts on the same topic.	<i>Previous Grades:</i> RI K.9, 1.9	<i>Future Grades:</i> RI 3.9, 4.9, 5.9
Clarification Statement	Vocabulary for Teacher Development	
Students explain the differences and similarities of the key points of two texts on the same topic.	<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 ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topics –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"> ● identify the most important points presented in two informational texts on the same topic. ● compare and contrast the most important points and key details across two texts. 		

RI.2.10



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	
2	Reading: Informational (RI)	Range of Reading Level and Text Complexity	
Standard		Vertical Alignment	
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		<i>Previous Grades:</i> RI 1.10, 2.10	<i>Future Grades:</i> RI 3.10, 4.10, 5.10
Clarification Statement		Vocabulary for Teacher Development	
By the end of grade 2, students competently read and understand informational texts on the low end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.		<ul style="list-style-type: none"> ● independently – on one’s own, without aid from another (such as a teacher) informational text—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) ● proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success ● text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself) 	
Students Who Demonstrate Understanding Can...			

- read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts.
- read with appropriate stamina independently.
- read texts of appropriate Lexile levels (420-820).

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to 2.1, 2.2, and 2.3**
 - 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 2.4**

Grade	CCSS Domain	CCSS Strand
2	Reading: Informational (RI)	Key Ideas and Details
Sample Task #1 (Constructed Response)		
Adapted from CCSS Appendix B:		
Using the excerpt from <i>If the World Were a Village: A Book about the World's People</i> , explain how the details in paragraphs 1 and 2 support the main topic of the text. Provide evidence from the text to support your answer.		
Exemplar Student Responses		
RI.2.1 RI.2.2 RI.2.3	<ul style="list-style-type: none"> ● The main topic of the text is the earth's population. ● The author states that the total population of the earth is 6,200,000,00 in paragraph 1. ● In paragraph 2, the author includes details to help us envision how many people this is. The author tells us to envision a village of 100 people- except every person in the village would represent sixty-two million humans on earth. 	
	DOK	Blooms
	Level 2	Understand
	Possible Aligned Language Objectives	Possible Misconceptions
	<ul style="list-style-type: none"> ● Students can recount the main topic of the excerpt and reference details from the paragraphs to support their claim. (Recount, Speaking, Bridging) 	<ul style="list-style-type: none"> ● Students may not cite the most relevant information from paragraphs 1 and 2 to support their claim. ● Students may overlook the topic of the earth's population and instead get distracted by some of the details and descriptions about the village.

Evidence of Text Complexity and Cultural and Linguistic Responsiveness

Text Summary and evidence of Complexity:

- By exploring the lives of the 100 villagers, children will discover that life in other nations is often very different from their own. If the World Were a Village is part of CitizenKid: A collection of books that inform children about the world and inspire them to be better global citizens.

Evidence of Cultural and Linguistic Responsiveness:

- **Who is represented in the text used to assess this cluster of standards?**
Families, countries, and cultures from all over the world are represented in the text.
- **How are those groups and individuals portrayed?**
The groups are represented as symbols of their countries and representatives of a percentage of the population.
- **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**
This text provides information of the similarities and differences amongst the people of the world. Whether that is languages, lifestyles, religion, or culture. All groups are represented as bringing value to the world as a whole.
- **What supports are provided to teachers to identify blind spots?**
The text references inequalities of resources throughout the world, but mentions that there are enough available if they were distributed equally. Students may struggle with this concept and need more background knowledge on world hunger and breakdown of poverty and wealth in the world.
- **How is this text culturally/linguistically responsive?**
This text is culturally and linguistically responsive because it depicts the uniqueness and value of all cultures and languages in the world.

RI.2.2
RI.2.6

VABB Analysis		
RI.2.2 RI.2.6	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 the corporate mainstream.</i>
	<p>Question: Which culture or language do you connect with in the text?</p> <p>ESR: Answers will vary, but should highlight one of the cultures and/or languages present in the text. “I connect with the villagers who speak Spanish because my grandparents always speak Spanish to me at home.”</p>	<p>Question: What is the most interesting culture or language you learned about? Where is this culture or language from? Why is it your favorite?</p> <p>ESR: Students' answers will vary but should include the language and/or culture represented in the text. It should also include an explanation of why it is their favorite.</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: The text talks a lot about the different resources available in each part of the world. Can you think of resources that are most important to you and your family? Why are those resources so important?</p> <p>ESR: Answers will vary by student, but should reference resources such as food, shelter, and clean air and explain why those resources are important.</p>	<p>Question: Now that you have learned about the different countries, cultures, and languages around the world, how do you think we should approach the needs of others in the world?</p> <p>ESR: Answers will vary by student, but should reference resources such as food, shelter, and clean air and brainstorm ideas to promote equal distribution of said resources.</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: Draw</p> <p>Think Aloud: Today when we read, we will hear and see the word draw. Often when we hear this word, we think of drawing a picture, but today this word will have a different meaning. Draw can also mean, to make you want to come in close. For example, have you ever smelled a really good scent coming from the kitchen and wanted to find out what was cooking? That scent drew you in. So, draw means to make you want to come close.</p>	<p>Based on the text, what do you think the word tongues means?</p> <p>ESR: I think the author means many different languages when he says tongues. I can tell because many people greet one another in their different languages.</p>
<p>Tier 2 Vocabulary</p> <p>The smells and sounds of the market draw you nearby. The tables are piled with fresh baked bread, vegetables, tofu, and rice. Chickens cluck and ducks quack. In a pen not far away, a cow moos at the passing crowd.</p> <p>David Smith's <i>If the World Were a Village: A Book About the World's People</i> Link to the full text</p>	
<p>Text Dependent Question</p> <p>The villagers greet one another in a babel of tongues. What languages do the people of the global village speak?</p> <p>In the global village there are almost 6,000 languages, but more than half of the people speak 8 languages: Chinese, English, Hindi, Spanish, Arabic, Bengali, Portuguese, and Russian.</p> <p>David Smith's <i>If the World Were a Village: A Book About the World's People</i> Link to the full text</p>	

Grade	CCSS Domain	CCSS Strand
2	Reading: Informational (RI)	Craft and Structure
Sample Task #2 (Constructed Response)		
<p>Adapted from CCSS Appendix B:</p> <p>Determine the meanings of Tier 3 vocabulary words and phrases encountered in Sarah L. Thomson’s <i>Where Do Polar Bears Live?</i> such as cub, den, and the Arctic. How do these words help us understand the main idea?</p>		
Exemplar Student Responses		
RI.2.4	<ul style="list-style-type: none"> ● A cub is a baby polar bear. ● A den is a polar bear’s shelter or home ● The Arctic is a geographical area in the North Pole. ● All of these words help the reader understand where polar bears live would represent sixty-two million humans on earth. 	
	DOK	Blooms
	Level 2	Understand
	Possible Aligned Language Objectives	Possible Misconceptions
	<ul style="list-style-type: none"> ● Students can indicate which words relate to the main idea using labeled pictures. (Argue-Writing-Entering) 	<ul style="list-style-type: none"> ● Students may not be able to precisely define the different terms based on context from the text. ● Students may not connect the meaning of the terms to the main idea of the text.