

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.2.1 ○ CCSS.RL.2.2 ○ CCSS.RL.2.3 ○ NMSS.2.a ○ NMSS.2.b ○ NMSS.2.c ● Craft and Structure <ul style="list-style-type: none"> ○ CCSS.RL.2.4 ○ CCSS.RL.2.5 ○ CCSS.RL.2.6 	<ul style="list-style-type: none"> ● Integration of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.RL.2.7 ○ CCSS.RL.8 (not applicable to Literature) ○ CCSS.RL.2.9 ● Range of Reading Level and Text Complexity <ul style="list-style-type: none"> ○ CCSS.RL.2.10
--	--

RL.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: Literature (RL)	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> RL.1.1, K.1	<i>Future Grades:</i> RL.3.1, 4.1, 5.1
Clarification Statement		Vocabulary for Teacher Development	
<p>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.</p> <p>Students cite text evidence to support their understanding of key details.</p>		<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 ● plot – logical sequence of important events in a story: beginning, middle, end. 	
<p>Students Who Demonstrate Understanding Can...</p>			
<ul style="list-style-type: none"> ● ask and answer questions about the most important details in a text that address the who, what, when, why and how of the story. ● support answers to questions using evidence from the text. 			

RL.2.2



Anchor Standard: Key Ideas and Details

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade	CCSS Domain	CCSS Strand	
2	Reading: Literature (RL)	Key Ideas and Details	
Standard		Vertical Alignment	
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		<i>Previous Grades:</i> RL.1.2, K.2	<i>Future Grades:</i> RL.3.2, 4.2, 5.2
Clarification Statement		Vocabulary for Teacher Development	
Students recount fictional stories that include, but are not limited to, fables and folktales from many different cultures. Students also establish the central messages, morals, or lessons of the stories.		<ul style="list-style-type: none"> ● central message – the unifying concept within a text; often referred to as theme in upper grades ● fable – a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral ● folktales – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth) 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● read fables and folktales from diverse cultures. ● retell the important details of stories. ● determine the central message, lesson, or moral in stories. 			

RL.2.3				
	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		
2	Reading: Literature (RL)	Key Ideas and Details		
Standard		Vertical Alignment		
Describe how characters in a story respond to major events and challenges.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RL.1.3, K.3</td> <td style="padding: 5px;"><i>Future Grades:</i> RL.3.3, 4.3, 5.3</td> </tr> </table>	<i>Previous Grades:</i> RL.1.3, K.3	<i>Future Grades:</i> RL.3.3, 4.3, 5.3
<i>Previous Grades:</i> RL.1.3, K.3	<i>Future Grades:</i> RL.3.3, 4.3, 5.3			
Clarification Statement		Vocabulary for Teacher Development		
Students explain how characters react and respond to the important events or challenges in the story.		<ul style="list-style-type: none"> ● describe, description, descriptive details – to explain something fully in words; the details necessary to give a full and precise account ● 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 ● respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● determine major events and challenges facing characters in a story. ● describe how the characters in the story respond to these challenges. 				

2.a

Grade

NMSS Domain

2

Reading: Literature (RL)

Standard

Vertical Alignment

2nd grade students will identify the main topic, retell key details of a text, and make predictions.

Previous Grades:
K.1, 1.a

Future Grades:
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.

- **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...

- 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.

2.b

Grade

NMSS Domain

2

Reading: Literature (RL)

Standard		Vertical Alignment	
2nd grade students will use literature and media to develop an understanding of people, cultures, and societies to explore self-identity.		<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 3.b, 4.a, 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. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom.		<ul style="list-style-type: none"> ● culture – the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. ● 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 ● 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 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● learn about cultures, societies, and people through literature and media. ● connect literature and media about people, cultures, and societies to explore self-identity. 			

RL.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: Literature (RL)	Craft and Structure	
Standard		Vertical Alignment	
Describe How words and phrases supply rhythm and meaning in a story, poem, or song		<i>Previous Grades:</i> RL.K.4, 1.4	<i>Future Grades:</i> RL.3.4, 4.4, 5.4
Clarification Statement		Vocabulary for Teacher Development	
Students explain how words and phrases provide rhythm and meaning to a story, poem, or song such as regular beats, repeated lines, rhyme, and alliteration.		<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 ● 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 ● alliteration – the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● understand what rhythm is in a story, poem, or song. ● describe how words and phrases provide rhythm in a story, poem, or song. 			

RL.2.5		
	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
2	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.	<i>Previous Grades:</i> RL.K.5, RL.1.5	<i>Future Grades:</i> RL.3.5,4.5, 5.5
Clarification Statement	Vocabulary for Teacher Development	
Students describe how the story is structured from the beginning to the end. Students understand that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.	<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 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> describe the plot elements in a story such as the beginning, the events in the middle, and the conclusion. 		

RL.2.6		
	<p>Anchor Standard: Craft and Structure <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
2	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading the dialogue out loud.	<i>Previous Grades:</i> RL. 1.6, K.6	<i>Future Grades:</i> RL.3.6,4.6,5.6
Clarification Statement	Vocabulary for Teacher Development	
Students recognize the differences in the points of view of characters. When reading aloud, students use different voices for each character.	<ul style="list-style-type: none"> ● point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument ● purpose of a text – the writer’s reason for writing. Many texts have more than one purpose, but usually one will stand out as primary 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify the point of view of various characters. ● distinguish how the point of view of one character is different from that of another character. ● demonstrate the difference by speaking in a different voice or each character when reading out loud. 		

RL.2.7



Anchor Standard: Integration of Knowledge and Ideas

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade	CCSS Domain	CCSS Strand		
2	Reading: Literature (RL)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> RL.K.7, 1.7</td> <td style="width: 50%;"><i>Future Grades:</i> RL.3.7,4.7,5.7</td> </tr> </table>	<i>Previous Grades:</i> RL.K.7, 1.7	<i>Future Grades:</i> RL.3.7,4.7,5.7
<i>Previous Grades:</i> RL.K.7, 1.7	<i>Future Grades:</i> RL.3.7,4.7,5.7			
Clarification Statement		Vocabulary for Teacher Development		
Students explain the characters, setting, or plot using what they learn from the illustrations and words in a text. These texts can be print and/or digital.		<ul style="list-style-type: none"> ● illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim ● plot – the sequence of events in a story, play, movie, etc. ● setting – the time and place of the action in a book, play, story, etc. ● 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"> ● locate information in illustrations and words in print/ digital text. ● use information to demonstrate understanding of characters, setting, plot. 				

RL.2.9				
	<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		
2	Reading: Literature (RL)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
Compare and contrast two or more versions of the same story by different authors or from different cultures		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>Previous Grades:</i> RL. K.9, 1.9</td> <td style="padding: 2px;"><i>Future Grades:</i> RL.3.9, 4.9, 5.9</td> </tr> </table>	<i>Previous Grades:</i> RL. K.9, 1.9	<i>Future Grades:</i> RL.3.9, 4.9, 5.9
<i>Previous Grades:</i> RL. K.9, 1.9	<i>Future Grades:</i> RL.3.9, 4.9, 5.9			
Clarification Statement		Vocabulary for Teacher Development		
Students explain how two or more versions of the same story are similar and different (such as Cinderella, the Three Little Pigs, The Gingerbread Man). These versions should be by different authors and/or from different 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 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● compare and contrast the same story written by two different authors. ● compare and contrast the same story from a different culture. 				

RL.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: Literature (RL)	Range of Reading Level and Text Complexity	
Standard		Vertical Alignment	
By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		<i>Previous Grades:</i> RL.K.10, 1.10	<i>Future Grades:</i> RL.3.10, 4.10, 5.10
Clarification Statement		Vocabulary for Teacher Development	
By the end of grade 2, students competently read and understand literary 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"> ● <u>independently</u> – on one’s own, without aid from another (such as a teacher) ● <u>proficient/proficiently</u> – 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 ● <u>text</u> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● <u>text complexity band</u> – 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 texts with a Lexile between 420-820 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 2.1 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 2.9**

Grade	CCSS Domain	CCSS Strand
2	Reading: Literature (RL)	Key Ideas and Details
RL.2.1 RL.2.3	Sample Task #1 (Constructed Response)	
	Adapted from <i>CCSS Appendix B</i>	
	In a short paragraph, describe how the character of Bud in Christopher Paul Curtis' story, <i>Bud Not Buddy</i> , responds to being placed in a foster home. Use evidence from the text in your response.	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● Bud seems like he is not phased by going to a foster home, but we can tell he is hiding some of his emotions. ● He says his eyes "cannot cry no more" - this means he is used to being disappointed ● This is contrasted with his foster brother Jerry who cannot stop crying. 	
	DOK	Blooms
	Level 1	Understanding
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students can describe details from the text that show Bud's response to moving into a foster home (Explain- Writing- Bridging). 	<ul style="list-style-type: none"> ● Students may need support to identify that Bud is resistant to moving into a foster home. ● Students may identify details that are not related to the key event (moving into the foster home). 	

Evidence of Text Complexity and Cultural and Linguistic Responsiveness

Text Summary and evidence of Complexity:

- Bud Caldwell is a ten-year-old, African American, orphan growing up in Flint, MI during the Great Depression of the 1930's. His mother left him with just a few trinkets when she died, and these seemingly insignificant possessions trigger Bud's desire to find his father based on their clues. There are adults in his life that help him along the way, as well as a big surprise waiting on him when he reaches his destination.

Evidence of Cultural and Linguistic Responsiveness:

- **Who is represented in the text used to assess this cluster of standards?**
The main character, Bud, is used to assess the cluster in which students identify how Bud responds to the major events in his life, as well as the challenges he faces. Some of these challenges are losing his mother, being placed in multiple foster homes, bullying, running away, rejection, etc.
- **How are those groups and individuals portrayed?**
Bud is an African American orphan who is represented as a very resourceful and independent child, facing many challenges in his life. He is also portrayed as a child who faces poverty, racism, and a search for self and family.
- **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**
The text does provoke critical questions about students who face similar problems as Bud. These problems may include racism, poverty, and the search for family. It is important to note that this story takes place during the Great Depression in Flint, MI. The setting plays a large part in the plot, referencing several times the difficulties that Bud faced growing up in the time and place that he did. These difficulties can directly relate to students in the present day as well.
- **What supports are provided to teachers to identify blind spots?**
Having the specific references that are used to create the setting would be beneficial to help students understand exactly what Bud is facing. It would also be helpful to have non-fiction support to provide specific background knowledge. Some background knowledge may be the stock market crash, the Great Depression, foster care, homelessness/shelters and Hoovervilles.
- **How is this text culturally/linguistically responsive?**
This text is culturally responsive because it takes students through the time of the Great Depression through the lens of an African American child dealing with the challenges of poverty, racism, and homelessness. The text is also linguistically responsive because it represents the use of African American Vernacular English.

RL.2.7
RL.2.9

VABB Analysis		
RL.2.7 RL.2.9	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 the corporate mainstream.</i>
	<p>Question: In Bud, Not Buddy the author uses the text to show that Bud is in search of a family. In your own words, what makes a family?</p> <p>ESR: A family can look different for many people. For some people a family is made up of the people who live together in the same house, or people that they see often that help take care of them. For other people, a family is a community of people that work together to overcome obstacles and persevere through everyday life.</p>	<p>Question: In life everyone faces challenges. In Bud, Not Buddy the author carefully takes us through the many challenges that Bud faces. What is the greatest challenge that you have faced and what feelings were present throughout your challenge?</p> <p>ESR: Answers will vary - example: "My greatest challenge was losing my dog Lucy. When she died, I felt very sad, angry, and confused. There was even one day that I remember I could not stop crying."</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 Bud, Not Buddy the author shows us that Bud brings several items with him on his journey. What are three items that you would bring with you if you were placed in Bud's position and why would you bring those particular items?</p> <p>ESR: Answers will vary - example: "If I were in Bud's position, I would bring a family picture, my teddy, and a journal. I would like my picture to help me find what I am searching for. I would want my teddy to keep me warm and safe. Lastly, I would like my journal so I could write about my adventures that I go on."</p>	<p>Question: In the story, Bud had a situation when he had to get himself out of trouble. Think about a time in which you had to get out of trouble. How did you get into trouble? What did you do to try and resolve the situation? What was the result?</p> <p>ESR: Answers will vary - example: "One time I was playing in my backyard practicing baseball. I accidentally threw the ball too hard and broke my neighbor's window. I should not have been practicing in that part of my yard. I was very scared at first, but I knew I needed to tell my mom. I went to her right away and she helped me make a plan to fix it. She walked with me to tell my neighbor that I was sorry and that I would help him pick up leaves on Saturday. I also told my mom that I would do chores to help pay them back for the window. "</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>Prestige</u></p> <p>Think Aloud: During the depression, jobs were very difficult to find, especially among the African American community. Having any job during this time period would have been a privilege but being a Pullman porter or a redcap were considered extra special.</p>	<p>Based on the text below, what does the author mean when he uses the word devoured?</p> <p>ESR: I think the author used devoured to show us that Bud really enjoyed the book and could not put it down. I also think it means that he read it really fast and that he was excited about what he was reading.</p>
<p>Tier 2 Vocabulary</p> <p>The Pullman porter and redcap were among the few open to African American men at that time and carried a certain prestige in the black community.</p> <p>Christopher Paul Curtis' <i>Bud, Not Buddy</i> Link to the full text</p>	
<p>Text Dependent Question</p> <p>The librarian was standing over me saying, "I am very impressed, you really devoured that book, didn't you? But it's time to close now. You may start up again first thing tomorrow!"</p> <p>Christopher Paul Curtis' <i>Bud, Not Buddy</i> Link to the full text</p>	

Grade	CCSS Domain	CCSS Strand
2	Reading: Literature (RL)	Integration of Knowledge and Ideas
RL.2.9	Sample Task #2 (Constructed Response)	
	<p>Adapted from Wit and Wisdom:</p> <p>Read John Henry and John Henry American Legend. Select a main event that happens in both texts and describe the event. Support your response with evidence from both texts.</p>	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● Students should conclude that John Henry tries to beat the machine in both texts. ● Students should support their response with the following evidence: <ul style="list-style-type: none"> ○ Text 1: John Henry says, “let’s find out!” when challenged about beating the machine ○ Text 2: John Henry says, “try me!” when challenged about beating the machine 	
	DOK	Blooms
	Level 3	Evaluate
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students can synthesize main ideas from two texts using supporting evidence from the texts. (explain-speaking-reaching) 	<ul style="list-style-type: none"> ● Students may struggle to make the inference about the dialogue presented in both texts to conclude that in both instances, John Henry is showing confidence that he will beat the machine. ● Students may cite incorrect evidence from one or both of the texts or cite from only one text to support their response. 	