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		
⚓	*Anchor Standard*	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.
	Priority Standard	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.RI.K.1
  - CCSS.RI.K.2
  - CCSS.RI.K.3
- **Craft and Structure**
  - CCSS.RI.K.4
  - CCSS.RI.K.5
  - CCSS.RI.K.6

- **Integration of Knowledge and Ideas**
  - CCSS.RI.K.7
  - CCSS.RI.K.8
  - CCSS.RI.K.9
  - NMSS.K.1
- **Range of Reading Level and Text Complexity**
  - CCSS.RI.K.10

RI.K.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
K	**Reading: Informational (RI)**	**Key Ideas and Details**

Standard	Vertical Alignment	
With prompting and support, ask and answer questions about key details in a text.	*Previous Grades:* N/A	*Future Grades:* RI 1.1, 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 about those important details in the text. Teachers and/or peers provide support and prompting	● **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 ● **inference** – a conclusion based on evidence from the text and reasoning

Students Who Demonstrate Understanding Can...

● ask questions about key details in a text.

● answer questions about key details in a text.

RI.K.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
K	**Reading: Informational (RI)**	**Key Ideas and Details**

Standard	Vertical Alignment	
With prompting and support, identify the main topic and retell key details of a text.	*Previous Grades:* N/A	*Future Grades:* RI 1.2, 2.2, 3.2, 4.2, 5.2

Clarification Statement	Vocabulary for Teacher Development
Students state the main topic of an informational text. Students also state important details from the text.	● **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 ● **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...

- identify the main topic of a text with prompting and support.

- select the most important details from a text to retell.

RI.K.3

Anchor Standard: Key Ideas and Details
R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade	CCSS Domain	CCSS Strand
K	**Reading: Informational (RI)**	**Key Ideas and Details**

Standard	Vertical Alignment	
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	*Previous Grades:* N/A	*Future Grades:* RI 1.3, 2.3, RI.4,3, 5.3

Clarification Statement	Vocabulary for Teacher Development
Students explain how two individuals, events, ideas, or pieces of information from a text are related.	• **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 • **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...

- identify two individuals, events, ideas, or pieces of information in a text.

- describe the connection between the individual events, ideas, or pieces of information by discussing how they are related, similar, or different.

- identify and learn about topics in a text with teacher support.

RI.K.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
K	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	
With prompting and support, ask and answer questions about unknown words in a text.	*Previous Grades:* N/A	*Future Grades:* RI 1.4, 2.4, 3.4, 4.4, 5.4

Clarification Statement	Vocabulary for Teacher Development
Students ask questions about unfamiliar and familiar words in a text (such as bold face or italicized words). Students also answer questions about those words. The teacher and/or peers provide support and prompting.	● **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...

● ask questions about the meaning of unknown words or phrases in a text with prompting and support.

● answer questions about the meaning of unknown words or phrases in a text with prompting and support.

● determine the meaning of words and phrases in kindergarten topics and subject areas using context and other strategies.

RI.K.5

Anchor Standard: Craft and Structure
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.

Grade	CCSS Domain	CCSS Strand
K	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	
Identify the front cover, back cover, and title page of a book.	*Previous Grades:* N/A	*Future Grades:* RI 1.5, 2.5, 3.5, 4.5, 5.5

Clarification Statement	Vocabulary for Teacher Development
Students point out the front cover, back cover, and title page of a book.	● **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...

● identify the front cover, back cover, and title page of a book.

RI.K.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
K	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	*Previous Grades:* N/A	*Future Grades:* RI 1.6, 2.6, 3.6, 4.6, 5.6

Clarification Statement	Vocabulary for Teacher Development
Students describe the roles of the author and the illustrator in presenting the information in the text with support from the teacher and/or peers.	● **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...

● name the author of a text.

● name the illustrator of a text.

● define the role of the author in presenting ideas and information in the text.

● define the role of the illustration in presenting ideas and information in the text through visuals.

RI.K.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
K	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	*Previous Grades:* N/A	*Future Grades:* RI 1.7, 2.7, 1.7, 2.7, 3.7, 4.7, 5.7

Clarification Statement	Vocabulary for Teacher Development
Students explain how the words and illustrations within a text provide insight into what is happening in the text. They explain the connection between the words and the illustrations, such as what person, place, thing, or idea in the text an illustration depicts.	● **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account ● **illustration** – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim ● **relationship** – the way in which two concepts, objects, or people are connected

Students Who Demonstrate Understanding Can...

● with prompting and support, connect key details to illustrations in the text.

● with prompting and support, describe how an illustration depicts a person, place, thing, or idea in the text.

RI.K.8

Anchor Standard: Integration of Knowledge and Ideas
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.

Grade	CCSS Domain	CCSS Strand
K	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
With prompting and support, identify the reasons an author gives to support points in a text.	*Previous Grades:* N/A	*Future Grades:* RI 1.8, 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 the text the author uses to develop or clarify those ideas. Students are guided and supported by the teacher and/or peers.	● **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, 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...

- determine the central ideas or claims in a text.

- identify the reasons an author gives to support points in the text.

RI.K.9

	Anchor Standard: Integration of Knowledge and Ideas *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.*

Grade	*CCSS Domain*	*CCSS Strand*
K	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**

Standard	**Vertical Alignment**	
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	*Previous Grades:* N/A	*Future Grades:* RI.2.9, 3.9, 4.9, 5.9

Clarification Statement	**Vocabulary for Teacher Development**
Students recognize how two texts with the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures. The teacher and/or peers provide support and prompting.	● **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...

● identify similarities between two texts on the same topic.

● identify differences between two texts on the same topic.

● compare and contrast illustrations, descriptions, and procedures in the texts to determine the similarities and differences.

RI.K.10

Grade	NMSS Domain

K	**Reading: Informational Text (RI)**

Standard	**Vertical Alignment**	
Actively engage in group reading activities with purpose and understanding.	*Previous Grades:* N/A	*Future Grades:* RI.1.10, 2.10, 3.10, 4.10, 5.10

Clarification Statement	**Vocabulary for Teacher Development**
As a class or in small groups, students engage in activities such asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud	● **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)

Students Who Demonstrate Understanding Can...

● engage in informational reading activities in a whole class setting.

● engage in informational reading activities with peers.

● establish purposes for informational reading in small groups and class settings.

● use metacognitive strategies to comprehend informational text.

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to K.1, K.2, and K.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 K.6**

Grade	CCSS Domain	CCSS Strand
K	**Reading: Informational (RI)**	**Key Ideas and Details**

RI.K.1 RI.K.2 RI.K.3	Sample Task #1 (Constructed Response)	
	Students (with prompting and support from the teacher) describe the connection between drag and flying in Fran Hodgkins and True Kelley's How People Learned to Fly by performing the "arm spinning" experiment described in the text.	
	Exemplar Student Responses	
	- Students can explain that the drag causes us to feel pressure of the wind on our arms when we spin. - Students can use the word "drag" when they cite a reason for the air pushing on their arms. - Students can articulate that the drag works against objects that are trying to fly.	
	DOK	**Blooms**
	Level 1	Understand
	Possible Aligned Language Objectives	**Possible Misconceptions**
	Students can explain the steps to the arm spinning experiment and how it relates to the central idea of the text. (Explain-Speaking-Entering)	- Students may not connect the activity to the central idea of the text. - Students may not understand the meaning of the word "drag' as it relates to objects that can fly.

RI.K.2 **RI.K.6**	**Evidence of Text Complexity and Cultural and Linguistic Responsiveness** **Text Summary and evidence of Complexity:** ● People have taken dangerous risks trying to fly. Some inventors built wings for their arms and flapped them like birds. Others tried to fly with balloons or tried to glide with the wind. This book describes the creative, fascinating, and wacky experiments that people tried before the airplane was invented. This nonfiction picture book is an excellent choice to share for educational purposes, in particular for children ages 4 to 6. It's a fun way to learn to read and as a supplement for activity books for children. **Evidence of Cultural and Linguistic Responsiveness:** ● **Who is represented in the text used to assess this cluster of standards?** The text represents people throughout time from across the world, who are exploring the science of flying. ● **How are those groups and individuals portrayed?** The people in the text are portrayed as curious, explorers, and inquisitive. The text shows that people throughout time from various cultures or regions have been interested in the science behind flying and continue to explore this concept. It shows that people persevere when they are working to learn something new. ● **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?** The text shows that people became interested in flying through oral storytelling and shows that this type of storytelling is vital for many cultures. The text provides examples from different cultures about how flight has been explored around the world. ● **What supports are provided to teachers to identify blind spots?** Background knowledge may be necessary for students to understand and explore the Greek mythology and oral storytelling that was the origin of flight. ● **How is this text culturally/linguistically responsive?** This text is culturally responsive because it demonstrates that many different peoples and cultures from around the world are all interested in learning more about the science of flight. It demonstrates that the science of flight is not limited to one group or individual, but that diverse communities have explored it and will continue to do so.

VABB Analysis	
Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.*
Question: In the story people wanted to fly, but many times they were unsuccessful. Have you ever failed at something that you wanted to do? **ESR:** One time I wanted to tie my shoe by myself. I tried to tie it six times, but I still could not do it. (Student responses may vary-just push students to be specific)	**Question:** In the text the author says, "If you do, you aren't alone". What does the author mean when she says you are not alone? **ESR:** I think it means that other people want to fly too, not just one person.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Question: What did you learn from the many attempts that you made to tie your show? (Or other student examples) **ESR:** I learned that some ways did not work and that I should not do those again. I learned that other people have ideas that can help me succeed. (Student responses may vary-just push students to be specific)	**Question:** How did your practice help you learn and get better? **ESR:** Mistakes help me learn what to do or what not to do. They teach me. The practice helped me be able to tie my shoes and it felt really good.

**RI.K.2
RI.K.6**

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	Text Dependent Question
Vocabulary Word: Force **Think Aloud:** Today in our text you will see many different scientific terms that connect with flight. One word you will see is the word force. This word can mean many things, but in our text today, force means a powerful effect that changes the direction or speed of something. For example, when you push your chair into your desk you are changing its speed and direction. You are applying force! We can also see force in action with magnets, when magnets attract or push away other magnets, that's force! Think about the different forces we will see in the text.	Look at the picture. The text states that birds and bats soar, what does the word, **soar,** mean? How do you know? **ESR:** I think the word soar means to fly high through the air. I can tell because the birds and bats are both flying in the picture and the narrator wants to **soar** in the clouds.

Tier 2 Vocabulary

When air molecules push back on a moving object, that is a **force** called drag. You can feel drag for yourself. Hold out your arms. Now spin around. Feel the push of air on your arms and hands! That's drag. Like gravity, drag works against objects that are trying to fly.

Fran Hodgkins' *How People Learned to Fly*
Link to the full text

Text Dependent Question

Do you run with your arms out, imagining that you're **soaring** among the clouds? Do you make paper airplanes? Do you fly kites?...They watched the birds and bats **soar.**

NEW MEXICO
Public Education Department

Fran Hodgkins' *How People Learned to Fly*
Link to the full text

Grade	CCSS Domain	CCSS Strand
K	**Reading: Informational (RI)**	**Craft and Structure**

RI.K.6	
	Sample Task #2 (Constructed Response)
	Students identify Edith Thacher Hurd as the author of "Starfish" and Robin Brickman as the illustrator of the text and define the role and materials each contributes to the text.
	Exemplar Student Responses
	● Students should use the cover of the text to determine that Edith Thatcher Hurd is the author and Robin Brickman is the illustrator. ● Students should explain how words and information are Brickman's contribution to the nonfiction text. ● Students should point to the illustrations as contributions of Brickman.

DOK	Blooms
Level 1	Remember

Possible Aligned Language Objectives	Possible Misconceptions
● Students can make a claim about the role of the author and illustrator in the text and cite evidence to support their claim. (Argue-Reading-Expanding)	● Students may mix up the names of the author and illustrator. ● Students may struggle to cite evidence to justify their claim distinguishing the author and the illustrator.