


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.K.1 ○ CCSS.RL.K.2 ○ CCSS.RL.K.3 ○ NMSS.K.a ○ NMSS.K.b ○ NMSS.K.c ● Craft and Structure <ul style="list-style-type: none"> ○ CCSS.RL.K.4 ○ CCSS.RL.K.5 ○ CCSS.RL.K.6 	<ul style="list-style-type: none"> ● Integration of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.RL.K.7 ○ CCSS.RL.8 (not applicable to Literature) ○ CCSS.RL.K.9 ● Range of Reading Level and Text Complexity <ul style="list-style-type: none"> ○ CCSS.RL.K.10
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RL.K.1				
	Anchor Standard: Key Ideas and Details <i>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>			
Grade	CCSS Domain	CCSS Strand		
K	Reading: Literature (RL)	Key Ideas and Details		
Standard		Vertical Alignment		
With prompting and support, 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> N/A</td> <td style="padding: 5px;"><i>Future Grades:</i> RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.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.		<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 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.K.2		
	Anchor Standard: Key Ideas and Details <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Grade	CCSS Domain	CCSS Strand
K	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
With prompting and support, retell familiar stories, including key details.	<i>Previous Grades: N/A</i>	<i>Future Grades: RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2</i>
Clarification Statement	Vocabulary for Teacher Development	
By answering the 5 W's and any other important details, students should be able to retell what happened in a story they have read or listened to.	<ul style="list-style-type: none"> ● 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 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● retell familiar stories. ● include key details in a retell of the story. 		


RL.K.3		
	<p>Anchor Standard: Key Ideas and Details</p> <p><i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
K	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
With prompting and support, identify characters, settings, and major events in a story.	<i>Previous Grades: N/A</i>	<i>Future Grades: RL.2.3, RL.3.3, RL.4.3, RL.5.3</i>
Clarification Statement	Vocabulary for Teacher Development	
Students name characters in a story, including both main and supporting characters. They also name specific places where the story happens. Students name the important events in the story.	<ul style="list-style-type: none"> ● event – a thing that happens; an occurrence ● major events – the most important events that occur within a literary work; similar to main ideas ● 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"> ● identify the elements of a story including characters, settings, and major events when directed and supported to do so. 		


1.a		
Grade	NMSS Domain	
K	Reading: Literature (RL)	
Standard	Vertical Alignment	
Kindergarten students will identify the main topic, retell key details of a text, and make predictions.	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 1.a, 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 an informational text. ● retell key details of an informational text that support the main topic. ● make predictions about an informational text before and during reading. 		


RL.K.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
K	Reading: Literature (RL)	Craft and Structure
Standard		Vertical Alignment
Ask and answer questions about unknown words in a text		<i>Previous Grades:</i> N/A <i>Future Grades:</i> RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4
Clarification Statement		Vocabulary for Teacher Development
Students ask questions about words in a text that suggest feelings (e.g. happy, mad, sad) or appeal to the senses (e.g. stinky smell, bright sight, loud sound, delicious taste, soft touch). Students also answer questions about unknown words. The teacher and/or peers provide support and prompting.		<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"> ask and answer questions about unknown words in a text that suggest feelings. ask and answer questions about words in a text that appeal to the senses. 		

RL.K.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
K	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Recognize common types of texts (e.g., storybooks, poems).	<i>Previous Grades: N/A</i>	<i>Future Grades: RL.1.5, RL 2.5, RL.3.5, RL.4.5, RL.5.5</i>
Clarification Statement	Vocabulary for Teacher Development	
Students identify different types of text, including poems, stories, and informational books.	<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"> ● recognize storybooks based on features such as author, title, illustrations/ pictures, sentences, paragraphs, and dialogues. ● recognize poems-based features such as stanzas. 		

RL.K.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
K	Reading: Literature (RL)	Craft and Structure
Standard		Vertical Alignment
<p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>		<p><i>Previous Grades:</i> N/A</p> <p><i>Future Grades:</i> RL.1.1, RL 2.1, RL.3.1, RL.4.1 RL.5.1</p>
Clarification Statement		Vocabulary for Teacher Development
<p>Students describe the roles of the author and the illustrator. They explain how each contributes to the telling of the story. The teacher and/or peers provide support and prompting.</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
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> name the author of a story and their role in telling the story. name the illustrator of the story and their role in telling the story. 		

RL.K.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
K	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
With prompting and support, define the role of the author and illustrator in telling the story	Previous Grades: N/A	Future Grades: RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7
Clarification Statement	Vocabulary for Teacher Development	
Students explain how words and illustrations contribute to what is happening in a story. They explain the connection between the words and the illustrations, such as what moment in the story an illustration depicts.	<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 ● illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● define the role of the author in telling the story and list the things authors do in a story. ● define the role of the illustrator in telling the story and list the things illustrators do in a story. 		

RL.K.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		
K	Reading: Literature (RL)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
<p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> N/A</td> <td style="padding: 5px;"><i>Future Grades:</i> RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9			
Clarification Statement		Vocabulary for Teacher Development		
<p>Students describe the similarities and differences between the adventures and experiences of characters in known stories. The teacher and/or peers provide support and prompting.</p>		<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"> ● determine the adventures and experiences of characters in familiar stories. ● compare and contrast adventures of characters in familiar stories. ● compare and contrast experiences of characters in familiar stories. 				

RL.K.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		
K	Reading: Literature (RL)	Range of Reading Level and Text Complexity		
Standard		Vertical Alignment		
Actively engage in group reading activities with purpose and understanding.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> N/A</td> <td style="padding: 5px;"><i>Future Grades:</i> RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7			
Clarification Statement		Vocabulary for Teacher Development		
As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud.		<ul style="list-style-type: none"> ● 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...				
<ul style="list-style-type: none"> ● engage in reading activities in a whole class setting. ● engage in reading activities with peers. ● establish purposes for reading in small groups and class settings. ● use metacognitive strategies to comprehend the text. 				

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to K.1 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.5**

Grade	CCSS Domain	CCSS Strand
K	Reading: Literature (RL)	Key Ideas and Details
RL.K.1 RL.K.3	Sample Task #1 (Constructed Response)	
	Ask students to retell one of the short stories within Frog and Toad are Friends. Be sure to support students in retelling by naming the characters, setting, and important events of the story.	
	Exemplar Student Responses	
	Responses may vary depending on which short story a student chooses to retell. This is an exemplar for the short story A Lost Button :	
	<ul style="list-style-type: none"> ● Frog and Toad went for a walk in a meadow, the woods, and by the river then they realized Toad lost a button and had to go back on their walk to find it. Frog, a sparrow, and a raccoon found many buttons, but they weren't Toad's buttons. Toad was very angry that he didn't find his button and ran home but when he got there, he found his button. Toad thanked Frog by giving him his jacket with all the buttons they found sewed on it. 	
	DOK	Blooms
	1	Remember
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● With prompting, sentence starters, and or drawings, students can retell a short story about Frog and Toad. ● Students orally retell characters, setting, and important events from a short story. 	<ul style="list-style-type: none"> ● Students may confuse details of the short stories within Frog and Toad are Friends when they retell. ● Students may select details that are not part of the major storyline of the text. 	

Evidence of Text Complexity and Cultural and Linguistic Responsiveness

Text Summary and evidence of Complexity:

- Frog and Toad are best friends—they do everything together. When Toad admires the flowers in Frog's garden, Frog gives him seeds to grow a garden of his own. When Toad bakes cookies, Frog helps him eat them. When both Frog and Toad are scared, they are brave together. The two very different characters share their differences and support each other as they develop a close friendship.

Evidence of Cultural and Linguistic Responsiveness:

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

The text represents two different groups of animals, Frog and Toad.

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

Frog and Toad are portrayed as friends who have similarities and differences and support each other throughout their friendship. They recognize the strengths and weaknesses in their different personalities and build a friendship that compliments one another.

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

While we recognize this text does not directly represent a specific marginalized community, it allows for thematic connections to many groups who may experience discrimination based on perceived differences. The text allows students to explore their sense of self identity, and embrace and accept the differences in others. Frog and Toad go swimming. Toad feels embarrassed by his appearance, but frog encourages him to embrace himself. The text allows students to understand how diverse friendships can help them overcome obstacles.

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

This book is one in a series of Frog and Toad books that further demonstrate the value and importance of diverse friendship and can be used to reinforce SEL skills during the literacy block.

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

This text is culturally responsive because it demonstrates that diverse groups can be supportive of one another and establish meaningful relationships.

RL.K.1
RL.K.3

VABB Analysis		
RL.K.1 RL.K.3	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: Think about your best friend. How are you the same and different from your best friend, like Frog and Toad are the same and different in the story?</p> <p>ESR: I have red hair and my friend has brown hair. I speak English and my friend can speak English AND Spanish. (Responses may vary-push students to be specific)</p>	<p>Question: In the book, Frog and Toad had many differences but they supported each other as friends. Does being different stop us from being friends? How do you know?</p> <p>ESR: Differences can sometimes make friendship difficult, but they do not stop friendship. My friend and I may be mad at each other but then we can work it out by saying "I feel mad when you don't play with me" but then we say I'm sorry and play again. (Responses may vary-push students to be specific)</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 book, Frog and Toad had many differences, but they supported each other as friends. In what ways do you and your best friend support each other to overcome problems?</p> <p>ESR: We work together as a class to clean up our town and to beat Ms. Otero's class to bring the most recycled water bottles to school. (Responses may vary-push students to be specific)</p>	<p>Question: What is a problem that you and your friend could work together to solve in your community? What different strengths do you each bring to solve this problem?</p> <p>ESR: We could work together to clean up our town. My friend could make signs in Spanish, and I could make them in English to remind people to pick up their trash. (Responses may vary-push students to be specific)</p>

Layer 1: Universal Supports

High-quality core instruction for all students

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Preteach Tier 2 Vocabulary Words
 - Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension. To learn more, please visit Resource Guide on [Vocabulary Instruction with Complex Texts](#)
 - Choose words that are not implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on [Text Dependent Questions with Complex Texts](#)
 - *Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.*

Universal Supports

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

Tier 2 Vocabulary to Preteach

Vocabulary Word: Shutters

Think Aloud: There are many things we use to cover our windows like curtains and blinds. Those coverings are found on the inside of our windows. Shutters are another way to cover our windows. They are usually made of wood and can be found on the outside of the house to cover the outside of the windows.

Text Dependent Question

Look at the picture. Then read the sentence that says, "They walked back to the large **meadow**." What does the word **meadow** mean? What clues do you have in the text to help find the meaning of the word **meadow**?

ESR: I think that meadow means a big area with lots of tall grass. I think that because in the picture Frog looks like he's walking through really tall grass. I also read the sentence that said they were looking for the button in the tall grass.

Tier 2 Vocabulary

Frog walked into the house. It was dark. All the **shutters** were closed. "Toad, where are you?" called Frog. "Go away," said the voice from a corner of the room. Toad was lying in bed.

Arnold Lobel's *Frog and Toad Are Friends*

[Link to the full text](#)

Text Dependent Question

They walked back to the large **meadow**. They began to look for the button in the tall grass. "Here is your button!" cried Frog. "That is not my button," said Toad. "That button is black. My button is white."

Arnold Lobel's *Frog and Toad Are Friends*

[Link to the full text](#)

Grade	CCSS Domain	CCSS Strand
K	Reading: Literature (RL)	Craft and Structure
RL.K.5	Sample Task #2 (Constructed Response)	
	<p><i>From Common Core Appendix B</i> Students read two texts on the topic of pancakes (Tomie DePaola’s “Pancakes for Breakfast” and Christina Rossetti’s “Mix a Pancake”) and distinguish between the text that is a storybook and the text that is a poem.</p>	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● Poems have stanzas- How to Mix a Pancake is organized by stanzas ● Storybooks use sentences and paragraphs and usually have illustrations, like Pancakes for Breakfast ● Students should cite other reasons that distinguish a poem from a storybook. 	
	DOK	Blooms
	Level 3	Analyze
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Identify details that distinguish a storybook from the poem in Tomie DePaola’s “Pancakes for Breakfast” and Christina Rossetti’s “Mix a Pancake” (Argue, Listening, Reaching) ● Identify differences between two texts on pancakes. (Aruge, Reading, Reaching) 	<ul style="list-style-type: none"> ● Students may identify both texts as a storybook. ● Students may confuse vocabulary- story and poem. ● Students may cite incorrect evidence to support their claim distinguishing the storybook from the poem. 	