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.RL.K.1
  - CCSS.RL.K.2
  - CCSS.RL.K.3
  - NMSS.K.a
  - NMSS.K.b
  - NMSS.K.c
- **Craft and Structure**
  - CCSS.RL.K.4
  - CCSS.RL.K.5
  - CCSS.RL.K.6

- **Integration of Knowledge and Ideas**
  - CCSS.RL.K.7
  - CCSS.RL.8 (not applicable to Literature)
  - CCSS.RL.K.9
- **Range of Reading Level and Text Complexity**
  - CCSS.RL.K.10

RL.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: Literature (RL)**	**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:* 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.	● **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...

● 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?

NEW MEXICO
Public Education Department

RL.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: Literature (RL)**	**Key Ideas and Details**

Standard	**Vertical Alignment**	
With prompting and support, retell familiar stories, including key details.	*Previous Grades:* N/A	*Future Grades:* RL.1.2 RL.2.2, RL.3.2, RL.4.2, RL.5.2

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.	• **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...

- retell familiar stories.

- include key details in a retell of the story.

NEW MEXICO
Public Education Department

RL.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: Literature (RL)**	**Key Ideas and Details**

Standard	Vertical Alignment	
With prompting and support, identify characters, settings, and major events in a story.	*Previous Grades:* N/A	*Future Grades:* RL.2.3, RL.3.3, RL.4.3, RL.5.3

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.	● **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...

● 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.	*Previous Grades:* N/A	*Future Grades:* 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.	● **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 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
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: Literature (RL)**	**Craft and Structure**

Standard	Vertical Alignment	
Ask and answer questions about unknown words in a text	*Previous Grades:* N/A	*Future Grades:* 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.	● **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 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

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: Literature (RL)**	**Craft and Structure**

Standard	Vertical Alignment	
Recognize common types of texts (e.g., storybooks, poems).	*Previous Grades:* N/A	*Future Grades:* RL.1.5, RL 2.5, RL.3.5, RL.4.5, RL.5.5

Clarification Statement	Vocabulary for Teacher Development
Students identify different types of text, including poems, stories, and informational books.	● **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...

- recognize storybooks based on features such as author, title, illustrations/ pictures, sentences, paragraphs, and dialogues.

- recognize poems-based features such as stanzas.

NEW MEXICO

Public Education Department

RL.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: Literature (RL)**	**Craft and Structure**

Standard	**Vertical Alignment**	
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	*Previous Grades:* N/A	*Future Grades:* RL.1.1, RL 2.1, RL.3.1, RL.4.1 RL.5.1

Clarification Statement	**Vocabulary for Teacher Development**
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.	● **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 story and their role in telling the story.

- name the illustrator of the story and their role in telling the story.

NEW MEXICO
Public Education Department

RL.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: 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.	● **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...

● 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

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: Literature (RL)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	*Previous Grades:* N/A	*Future Grades:* RL.1.9, RL 2.9, RL.3.9, RL.4.9, RL.5.9

Clarification Statement	Vocabulary for Teacher Development
Students describe the similarities and differences between the adventures and experiences of characters in known stories. The teacher and/or peers provide support and prompting.	● **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...

- 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

⚓ | **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
K	**Reading: Literature (RL)**	**Range of Reading Level and Text Complexity**

Standard	Vertical Alignment	
Actively engage in group reading activities with purpose and understanding.	*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
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.	● **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 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: ● 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**
	● 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.	● 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
RL.K.1 **RL.K.3**	**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.

NEW MEXICO
Public Education Department

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: 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? **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)	**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? **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)
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: 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? **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)	**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? **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)

RL.K.1
RL.K.3

NEW MEXICO
Public Education Department

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 <mark>Vocabulary Instruction with Complex Texts</mark>
   - Choose words that are <u>not</u> 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 <mark>Text Dependent Questions with Complex Texts</mark>
   - *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: 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.	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

NEW MEXICO
Public Education Department

Grade	CCSS Domain	CCSS Strand
K	**Reading: Literature (RL)**	**Craft and Structure**

RL.K.5		
	Sample Task #2 (Constructed Response)	
	From Common Core Appendix B 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.	
	Exemplar Student Responses	
	● 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**
	● 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)	● 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.

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.

NEW MEXICO
Public Education Department

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.

NEW MEXICO
Public Education Department

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**

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.	

RI.K.1
RI.K.2
RI.K.3

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

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 <u>not</u> 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)
RI.K.6	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.

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 Speaking & Listening 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

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

- **Comprehension and Collaboration**
  - CCSS.SL.K.1
  - CCSS.SL.K.2
  - CCSS.SL.K.3

- **Presentation of Knowledge and Ideas**
  - CCSS.SL.K.4
  - CCSS.SL.K.5
  - CCSS.SL.K.6
  - SL.K.a

NEW MEXICO
Public Education Department

SL.K.1

Anchor Standard: Speaking and Listening
SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grade	CCSS Domain	CCSS Strand
K	**Speaking and Listening (SL)**	**Comprehension and Collaboration**

Standard	Vertical Alignment	

| SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b) Continue a conversation through multiple exchanges. | *Previous Grades:*
N/A | *Future Grades:*
SL.1.1, SL.2.1 |

Clarification Statement	Vocabulary for Teacher Development
Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings. Students help develop, understand, and agree to follow discussion rules and norms such as listening to others and taking turns speaking about the topics and texts under discussion. Students add to a conversation with appropriate comments.	● **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. ● **topic** – the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

● talk about and add to discussion of grade-level appropriate topics and texts with different partners.

● help develop, understand and agree to follow directions, rules and norms.

- add to a conversation by adding thoughts about the topic.

- add to a conversation by asking questions about the topic.

- respond to questions asked by others about the topic.

SL.K.2

Anchor Standard: Speaking and Listening
SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade	CCSS Domain	CCSS Strand
K	**Speaking and Listening (SL)**	**Comprehension and Collaboration**

Standard	Vertical Alignment	
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	*Previous Grades:* N/A	*Future Grades:* SL.1.2, SL.2.2

Clarification Statement	Vocabulary for Teacher Development
Students demonstrate their understanding by asking and answering questions about important information in a text read aloud, or on an oral presentation, or presented in a different way.	● **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...

● use words, pictures, or statements made during the presentation or read aloud to ask questions for clarification.

● use words, pictures, or statements made during the presentation or read aloud to answer questions about key details.

SL.K.3

Anchor Standard: Speaking and Listening
SL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade	CCSS Domain	CCSS Strand
K	**Speaking and Listening (SL)**	**Comprehension and Collaboration**

Standard	Vertical Alignment	
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	*Previous Grades:* N/A	*Future Grades:* SL.1.3, SL. 2.3

Clarification Statement	Vocabulary for Teacher Development
Students ask questions if they need help, need additional information, or need clarity. Students also answer questions to provide information or make information clear.	● N/A

Students Who Demonstrate Understanding Can...

- ask when they need help, need clarity and to get information.
- answer questions for clarity, information and to help.

SL.K.4

Anchor Standard: Speaking and Listening
SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade	CCSS Domain	CCSS Strand
K	**Speaking and Listening (SL)**	**Presentation of Knowledge and Ideas**

Standard	Vertical Alignment	
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	*Previous Grades:* N/A	*Future Grades:* SL.1.4, SL.2.4

Clarification Statement	Vocabulary for Teacher Development
Students speak about a variety of K topics. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood.	● N/A

Students Who Demonstrate Understanding Can...

- speak so they can be heard and understood by the listener.

- describe familiar people with enough details and information to be understood.

- describe familiar places with enough details and information to be understood.

- describe familiar things with enough details and information to be understood.

- provide additional details when directed and supported to do so.

SL.K.5

Anchor Standard: Speaking and Listening
SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Grade	CCSS Domain	CCSS Strand
K	**Speaking and Listening (SL)**	**Presentation of Knowledge and Ideas**

Standard	Vertical Alignment	
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail	*Previous Grades:* N/A	*Future Grades:* SL.1.5, SL.2.5

Clarification Statement	Vocabulary for Teacher Development
Students add pictures or other visuals to provide more information to a description. The visuals should support their descriptions and offer additional details.	● N/A

Students Who Demonstrate Understanding Can...

- draw a picture to report facts and relevant details about an experience.

- use magazines, drawings or clip art to support facts or details.

NEW MEXICO
Public Education Department

RL.K.6

	Anchor Standard: Speaking and Listening *SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

Grade	CCSS Domain	CCSS Strand	
K	**Speaking and Listening (SL)**	**Presentation of Knowledge and Ideas**	

Standard	**Vertical Alignment**	
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	*Previous Grades:* N/A	*Future Grades:* SL.1.6, SL.2.6

Clarification Statement	**Vocabulary for Teacher Development**
Students speak so that they can be heard and understood by the listener. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood.	● N/A

Students Who Demonstrate Understanding Can...

- speak clearly for peers and adults to understand.

- explains thoughts, feelings, and ideas on a variety of Kindergarten topics.

- participate in opportunities to express ideas both verbally and in writing.

NEW MEXICO
Public Education Department

SL.K.a

⚓

Anchor Standard: Speaking and LIstening
SL.K.a: New Mexico State Standards

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

Standard	Vertical Alignment	
1. demonstrate familiarity with stories and activities related to various ethnic groups and countries; 2. with prompting and support: role play; make predictions; and follow oral and graphic instructions.	*Previous Grades:* N/A	*Future Grades:* N/A

Clarification Statement	Vocabulary for Teacher Development
Students will recognize and engage with stories and activities related to various ethnic groups and countries. With support from the teacher and classmates, students will role play, make predictions, and follow directions that are presented both verbally and with picture supports.	● **oral instructions-** directions for completing a task that are communicated verbally ● **graphic instructions-** directions for completing a task that are communicated through pictures or visual representations

Students Who Demonstrate Understanding Can...

● Recognize stories and activities associated with different ethnic groups and countries.

● Role play in groups with prompting and support

● Make predictions about what will happen next with prompting and support.

● Follow oral (verbal) and graphic (picture) instructions to complete a task.

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 Writing 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

NEW MEXICO
Public Education Department

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

- **Text Types and Purposes**
  - CCSS.W.K.1
  - CCSS.W.K.2
  - CCSS.W.K.3
- **Production and Distribution of Writing**
  - CCSS.W.K.5
  - CCSS.W.K.6

- **Research to Build and Present Knowledge**
  - CCSS.W.K.7
  - CCSS.W.K.8

NEW MEXICO
Public Education Department

W.K.1

Anchor Standard: Writing
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).	*Previous Grades:* N/A	*Future Grades:* W.1.1, W.2.1

Clarification Statement	Vocabulary for Teacher Development
Students discuss thoughts with their peers and the teacher. Students state opinions by responding to simple questions such as, "What is your favorite book?" After students learn to state their opinions orally, they begin to put their thoughts on paper. Early writing in kindergarten often looks like squiggles and random marks on paper, and then progresses to strings or groups of letters. This is valid writing for developing authors. Kindergarten students also draw pictures to add details. The teacher asks questions and makes suggestions to help students strengthen their writing.	**dictating** – to say or read aloud with the purpose of having another write down what is spoken **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. **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **topic** – the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- state the name, topic and opinion of a book.
- use a combination of drawing, dictating or writing about an opinion on the topic.
- use a combination of drawing, dictating or writing details to support their opinion.

NEW MEXICO
NMPED
Public Education Department

W.K.2

Anchor Standard: Writing
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

	Previous Grades:	Future Grades:
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	N/A	W.1.2, W. 2.2

Clarification Statement	Vocabulary for Teacher Development
Students work in groups and, with adult guidance, the class chooses a topic to research. With the help of adults, students research facts about the topic and include the information in their writing. The teacher guides students in the use of print or digital media to find facts about the subject. The teacher uses a chart or board to record information about the topic. Students then draw, dictate, or write the name of the topic and facts about the topic. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people's behaviors. Kindergarten students use dictating, drawing, and writing to identify and supply information about a topic and demonstrate their knowledge about the topic.	**dictating** – to say or read aloud with the purpose of having another write down what is spoken **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. **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **topic** – the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- use a combination of drawing, dictating or writing to name the topic.
- participate in research (either print or digital) about their topic.
- use a combination of drawing, dictating or writing to supply some information/details about the topic.

W.K.3

	Anchor Standard: Writing
⚓	*Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.*

Grade	*CCSS Domain*	*CCSS Strand*
K	**Writing (W)**	**Text Types and Purposes**

Standard	**Vertical Alignment**	
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	*Previous Grades:* N/A	*Future Grades:* W.1.3, W.2.3

Clarification Statement	**Vocabulary for Teacher Development**
Kindergarten students learn to share their many stories by developing their voices as narrative writers. Kindergarten students write about a single event or several roughly related events in a sequential order and, with teacher support as needed, provide a reaction to what happened. Students' first narratives are simply drawings. The teacher guides students to think of an event, picture the event in their head, and tell a partner about it. After students share their stories, the teacher models drawing his/her story. As the teacher draws, she/he tells the story out loud and adds details to the drawing as needed. Students think about, picture, tell, and draw their own stories.	● **dictating** – to say or read aloud with the purpose of having another write down what is spoken ● **event** – a thing that happens; an occurrence ● **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. ● **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

Students Who Demonstrate Understanding Can...

- use a combination of drawing, dictating, and writing to tell about an event.
- include a loosely linked beginning, middle, end.
- provide a reaction to what happened.

W.K.5

Anchor Standard: Writing
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	*Previous Grades:* N/A	*Future Grades:* W.1.5, W.2.5

Clarification Statement	Vocabulary for Teacher Development
Throughout the writing process, the teacher meets with individual students to offer support and guidance, ask questions, and make suggestions to help students strengthen their work. Students also meet with their peers to share their information and ask and answer questions to help clarify writing.	● N/A

Students Who Demonstrate Understanding Can...

- add new additions and revisions to writing based on suggestions from adults/peers.
- be able to respond to questions and suggestions about their writing.
- understand how to add descriptive words to their writing.
- Recognize spelling, grammar, and punctuation errors.

NEW MEXICO
Public Education Department

W.K.6

	Anchor Standard: Writing *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	*Previous Grades:* N/A	*Future Grades:* W.1.6, W.2.6

Clarification Statement	Vocabulary for Teacher Development
Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.	● **digital tools** – programs, online resources, and websites that contain information. ● **evaluate** – form an idea, assess

Students Who Demonstrate Understanding Can...
● create published writing pieces to share with peers, family, and/or community. ● utilize digital technology with support from adults to publish writing pieces.

W.K.7

Anchor Standard: Writing
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade	CCSS Domain	CCSS Strand
K	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	*Previous Grades:* N/A	*Future Grades:* W.1.7, W.27.7

Clarification Statement	Vocabulary for Teacher Development
As a class, students explore and write about a topic.	● **topic** – the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- participate in writing and research projects with peers.
- look at multiple sources about a topic and/or various books by the same author.
- express opinion about the topic, by drawing, dictating or writing.
- use drawing, dictating or writing to give a reason that supports their opinion.

NEW MEXICO
Public Education Department

W.K.8

	Anchor Standard: Writing
⚓	*Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

Grade	*CCSS Domain*	*CCSS Strand*
K	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	*Previous Grades:* N/A	*Future Grades:* W.1.8, W.2.8

Clarification Statement	Vocabulary for Teacher Development
Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance, as needed.	● N/A

Students Who Demonstrate Understanding Can...

- retell/recall key details from experiences.
- look at multiple sources or gather information.
- use experiences and/or multiple sources to come up with answers to questions.

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 Reading Foundational Skills 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

NEW MEXICO
Public Education Department

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

- **Print Concepts**
  - CCSS.RF.K.1

- **Handwriting**
  - CCSS.RF.K.2

- **Phonological Awareness**
  - CCSS.RF.K.3

- **Phonics and Word Recognition**
  - CCSS.RF.K.4

- **Fluency**
  - CCSS.RF.K.5

NEW MEXICO
Public Education Department

RF.K.1

Foundational Skills
From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Grade	CCSS Domain	CCSS Strand
K	**Foundational Skills (RF)**	**Print Concepts**

Standard	Vertical Alignment	
Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page B. Recognize that spoken words are represented in written language by specific sequences of letter C. Understand that words are separated by spaces in print. D. Recognize and name all upper-and lowercase letters of the alphabet.	*Previous Grades:* N/A	*Future Grades:* RF. 1.1

Clarification Statement	Vocabulary for Teacher Development
Students should be able to show proficiency in understanding the basic concepts of print such as following words in the correct direction, connecting spoken language to written language and letters, and understanding spacing between words. Students should be able to name and recognize upper-case and lowercase letters.	• **return sweep** – moving your eyes from the end of one line of text to the start of another line • **one-to-one correspondence of words** – matching the printed word to the spoken word • **letter recognition** – visually recognizing the name of a printed letter

Students Who Demonstrate Understanding Can...
• move from the top of the page to the bottom of the page, and move from one page to the next • understand that words are made of letters and that spoken words can be written to become a piece of writing. • understand that letters together in a certain sequence make words and these words are written with spaces between them. • name all letters in uppercase and lowercase forms

RF.K.2

Foundational Skills
From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Grade	CCSS Domain	CCSS Strand
K	**Foundational Skills (RF)**	**Handwriting**

Standard	Vertical Alignment	
RF.K.2: Print upper-and lowercase letters.	*Previous Grades:* N/A	*Future Grades:* RF. 1.2, 2.2, 3.2, 4.2, 5.2

Clarification Statement	Vocabulary for Teacher Development
Students form proper letter formation using the headline, midline and baseline. Activities to practice this include, tracing letters, using magnets or materials to model alphabet letters, practicing finger writing in sand, etc.	● **headline** – the top line of the primary paper ● **midline** – the middle line of the primary paper ● **baseline** – the bottom line

Students Who Demonstrate Understanding Can...

● write upper-case and lower-case letters of the alphabet.

RF.K.3

Foundational Skills
From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Grade	*CCSS Domain*	*CCSS Strand*
K	**Foundational Skills (RF)**	**Phonological Awareness**

Standard	Vertical Alignment	

| RF.K.3: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | *Previous Grades:* N/A | *Future Grades:* RF. 1.3, 2.3 |

Clarification Statement	Vocabulary for Teacher Development
Building phonological awareness includes building knowledge of oral rhymes, alliteration, syllables, onset/rime, phonemes.	**phoneme** – individual sounds in words **alliteration:** the occurrence of the same letter or sound at the beginning of closely connected words. **syllable** – a unit of pronunciation having one vowel sound, with or without surrounding consonants **onset-rime** – the initial phonological unit of any word, rime is the string of letters that follow. **rhyming words** – (word, syllable, line) having or ending with an identical corresponding sound to another **CVC words** – three letter words that follow a consonant-vowel-consonant pattern

Students Who Demonstrate Understanding Can...

- identify and create rhyming words.
- divide words into syllables and count those syllables
- say the sounds in the syllables and blend them to create words.
- in single-syllable words, blend and segment the onset and rime (The onset in "mat" is /m/ and the rime is /at/).
- segment CVC (consonant-vowel-consonant) words (e.g. dot) so that each sound is heard in isolation (e.g. /d//o//t/ is "dot" note: except for CVC endings /l/, /r/, and /x/).
- manipulate phonemes (sounds) in single syllable words to make new words (e.g. substitute /c/ in "mat" to make "cat" or add /l/ to "fat" to make "flat").

NEW MEXICO
Public Education Department

RF.K.4

⚓	**Foundational Skills** From Achieve the Core: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.

K	**Foundational Skills (RF)**	**Fluency**	
	Standard	**Vertical Alignment**	

Standard	**Vertical Alignment**	
RF. K.4: Know and apply grade-level phonics and word analysis skills in decoding words. ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. ● Associate the long and short sounds with common spellings (graphemes) for the five major vowels. ● Read common high-frequency words by sight ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	*Previous Grades:* N/A	*Future Grades:* RF. 1.4, 2.4, 3.4, 4.4, 5.4

Clarification Statement	**Vocabulary for Teacher Development**
Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences, knowledge of graphemes, reading common high frequency words, and distinguishing between similarly spelled words.	● **decoding** – learning to read words by recognizing and stringing together sounds ● **encoding** – using letter sounds to write ● **automaticity** – decoding that is done so rapidly that it seems the word has been recognized as a whole ● **word recognition** – recognizing words in the moment of reading ● **graphemes** – letters or groups of letters that represent sounds ● **sound and spelling pattern** – the phonics-based skill of focus in a scope and sequence, usually a letter, letter pair, or word par

Students Who Demonstrate Understanding Can...
● produce all the primary sounds for consonants.

- know the long and short vowel sounds and their common spellings.
- read frequently seen words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- identify the sound that is different in two similarly spelled words (e.g., went and want, students identify that /e/ in went is different than /a/ in want).

RF.K.5

Foundational Skills
From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Grade	CCSS Domain	CCSS Strand
K	**Foundational Skills (RF)**	**Phonics and Word Recognition**

Standard	Vertical Alignment	
RF. K.5: Read emergent-reader text with purpose and understanding	*Previous Grades:* N/A	*Future Grades:* RF. 1.5, 2.5, 3.5, 4.5, 5.5

Clarification Statement	Vocabulary for Teacher Development
Students read and understand texts with predictable patterns, short sentences, sight words, CVC words, and strong picture support.	**accuracy** – the ability to correctly decode a word on sight. Over time, accuracy will lead to developing a bank of "sight words," or words that are correctly and instantly recognized without applying decoding knowledge **rate** – words read per minute. Fluent reading is not speed reading; an appropriate rate reflects conversational speech and varies based on grade level. **prosody** – reading with appropriate expression. Components of prosody include timing, phrasing, emphasis, and intonation.

Students Who Demonstrate Understanding Can...

- read predictable patterns in text.
- read short sentences in text.
- read sight words.
- read CVC words.