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.

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

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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.5.1
  - CCSS.RL.5.2
  - CCSS.RL.5.3
  - NMSS.5.a
  - NMSS.5.b
- **Craft and Structure**
  - CCSS.RL.5.4
  - CCSS.RL.5.5
  - CCSS.RL.5.6

- **Integration of Knowledge and Ideas**
  - CCSS.RL.5.7
  - CCSS.RL.8 (not applicable to Literature)
  - CCSS.RL.5.9
- **Range of Reading Level and Text Complexity**
  - CCSS.RL.5.10

RL.5.1

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
5	**Reading: Literature (RL)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences (conclusions) from the text.	*Previous Grades:* RL. K.1, 1.1, 2.1, 3.1, 4.1	*Future Grades:* RL. 6.1, 7.1, 8.1

Clarification Statement	Vocabulary for Teacher Development
Students quote from the text to support their explanations about what the text states as well as the conclusions they have made from the text.	**explicit, explicitly:** stated clearly and directly, leaving no room for confusion or interpretation **inference:** a conclusion derived from logical reasoning following an investigation of available evidence **claim:** an assertion of the truth of something, typically one that is disputed or in doubt **conclusion:** a judgment or decision reached by reasoning **text evidence:** relevant quote from the text that supports a claim or inference

Students Who Demonstrate Understanding Can...

- use a quote from the text that is relevant to the support of a claim or conclusion about what the text says.
- use a quote from the text that is relevant to support an inference drawn from the text.

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RL.5.2

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
5	**Reading: Literature (RL)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	*Previous Grades:* RL. K.2, 1.2, 2.2, 3.2,4.2	*Future Grades:* RL. 6.2, 7.2, 8.2

Clarification Statement	Vocabulary for Teacher Development
Students infer the theme of a story, drama, or poem by carefully examining key details. Students consider how the characters in a story or a drama react to conflicts, obstacles, and other challenges. Students also consider what a poem's speaker thinks about the subject. Students provide a summary of the text by using key details.	● **drama**: a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue; can be referred to as a play 4 ● **poem:** a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) ● **summary/summarize:** a brief statement of the main points of a larger work or text; the act of providing such a statement or account ● **theme:** the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1- 3, theme is often referred to as central message ● **topic:** the subject or matter being discussed or written about in a text, speech, etc. ● **claim**: an assertion of the truth of something, typically one that is disputed or in doubt

Students Who Demonstrate Understanding Can...

● use details (such as how the character responds to a problem in the story/ drama, how a speaker reflects upon a topic in a poem) to make a claim about the theme in a story, drama, or poem.

RL.5.3

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
5	**Reading: Literature (RL)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	*Previous Grades:* RL K.3, 1.3, 2.3, 3.3, 4.3	*Future Grades:* RL 6.3, 7.3, 8.3

Clarification Statement	Vocabulary for Teacher Development
Students compare and contrast two or more characters, settings, or events in a story or drama using specific details. For example, students consider how characters interact with one another, or how two settings influence the events. Students also consider character traits or responses to events.	**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 **contrast:** the state of being strikingly different from something else in juxtaposition or close association **drama:** a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue; can be referred to as a play **event:** a thing that happens; an occurrence **setting:** the time and place of the action in a book, play, story, etc. 5 **text evidence:** relevant quote from the text that supports a claim or inference

Students Who Demonstrate Understanding Can...

- read a story or drama with several characters, settings, and events.
- provide a comparison and contrast of two or more characters in a story or drama (how the characters interact, how the characters problem solves, etc.).
- provide a comparison and contrast of two or more settings in a story or drama, drawing on specific details in a text.

- provide a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text.
- use text evidence to compare and contrast characters, settings, events within a text

5.a

Grade	NMSS Domain

5	**Reading: Literature (RL)**

Standard	Vertical Alignment	
Grade 5 students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition;	*Previous Grades:* 2.b, 3.a, 4.a	*Future Grades:*

Clarification Statement	Vocabulary for Teacher Development
Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies and explore their own identities. They will also study oral tradition to explore their identity. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom.	● **self-identity:** the recognition of one's potential and qualities as an individual (inclusive of ethnicity, gender, orientation, religion, language, disabilities, and age culture, as well as other aspects of identity.) especially in relation to social context. ● **culture:** the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. ● **media:** a form of digitized information ● **oral tradition:** a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another ● **cultural and linguistic relevance:** the validation and affirmation of students' home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students

Students Who Demonstrate Understanding Can...

- learn about cultures, societies, and people through literature, media, and oral tradition.
- connect literature, media, and oral tradition to explore self-identity.

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5.b	
Grade	**NMSS Domain**
5	**Reading: Literature (RL)**

Standard	Vertical Alignment	
Grade 5 students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective	*Previous Grades:* 3.b, 4.b	*Future Grades:*

Clarification Statement	Vocabulary for Teacher Development
Students will gain exposure to oral tribal history and understand its significance as a historical perspective. Students will be able to articulate the difference between oral tribal history and the literature genres myth, fable, and folktale	● **oral tradition:** a form of human communication inclusive of oracy wherein knowledge of art, ideas, beliefs, and culture is received, preserved and transmitted through speech from one generation to another ● **oral tribal history:** a form of historical record passed down through oral tradition from one generation to another

Students Who Demonstrate Understanding Can...

- identify the features of oral tribal history.
- read and comprehend oral tribal history as a historical perspective.
- differentiate oral tribal history from a myth, fable, or folktale.

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RL.5.4

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

Standard	Vertical Alignment	
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	*Previous Grades:* RL. K.4, 1.4, 2.4, 3.4, 4.4	*Future Grades:* RL. 6.4, 7.4, 8.4

Clarification Statement	Vocabulary for Teacher Development
Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They identify words that add to the meaning and tone of the text.	● **phrase(s):** a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "Running through the forest, she breathed in the fresh, crisp air." ● **tone:** the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view ● **connotation:** an idea or feeling that a word invokes in addition to its literal or primary meaning ● **technical:** meanings of words used in specific areas or fields. These words are used to describe the meanings of specific things ● **figurative:** departing from a literal use of words; metaphorical

Students Who Demonstrate Understanding Can...

● demonstrate an understanding of the meaning of figurative language such as tone, metaphors and similes and/or other forms that the author uses in the text.
● determine the meaning of unknown words in context by using questioning, inferencing, rereading, etc.

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RL.5.5

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

Standard	Vertical Alignment	

	Previous Grades:	*Future Grades:*
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL. K.5, 1.5, 2.5, 3.5, .4.5	RL. 6.5, 7.5, 8.5

Clarification Statement	Vocabulary for Teacher Development
Students describe how chapters, scenes, or stanzas fit together to create the overall structure of a story, drama, or poem.	● **chapter:** the main division within a book ● **drama:** a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue ● **poem:** a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) ● **stanza:** the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing

Students Who Demonstrate Understanding Can...

- identify significant stanzas, chapters, or scenes in text.
- explain how stanzas, chapters, or scenes in a text fit together.
- explain how stanzas contribute to a poem.
- explain how chapters contribute to a story.
- explain how scenes contribute to a drama.

RL.5.6

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

Standard	Vertical Alignment	
Describe how a narrator's or speaker's point of view influences how events are described.	*Previous Grades:* RL. K.6, 1.6, 2.6, 3.6, 4.6	*Future Grades:* RL. 6.6, 7.6, 8.6

Clarification Statement	Vocabulary for Teacher Development
Students explain how a narrator/speaker views events in a story and explain how the point of view impacts how events are described	**describe, description, descriptive details:** to explain something in written or verbal form; the details necessary to give a full and precise account **event:** a thing that happens; an occurrence **point of view:** the vantage points from which one relates the events of a story or makes an argument. Point of view also includes a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage points from which one relates the events of a story or makes an argument

Students Who Demonstrate Understanding Can...

- recount the point of view that a story is told from.
- determine how point of view influences how events are explained in a story.

RL.5.7

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

Standard	Vertical Alignment	
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	*Previous Grades:* RL. K.7, 1.7, 2.7, 3.7, 4.7	*Future Grades:* RL. 6.7, 7.7, 8.7

Clarification Statement	Vocabulary for Teacher Development
Students examine visual elements (pictures, drawings, cartoons) and multimedia elements (video, audio, interactive images) to understand how these elements add to the meaning, tone, or beauty of a text, such as a graphic novel or multimedia presentation of fiction, folktale, myth or poem.	● **aesthetics**: concerning the nature and appreciation of beauty ● **analyze**: to critically examine the components of a subject to understand its meaning and/or nature as a whole ● **beauty**: a combination of qualities, such as shape, color, or form that pleases the aesthetic senses, especially the sight ● **tone:** the general character or attitude of a place, piece of writing, situation, etc. ● **meaning:** the understanding a reader can apply to their own lives from the text

Students Who Demonstrate Understanding Can...

- identify visual and multimedia elements in texts such as graphic novels, multimedia presentations, and fiction.
- use text evidence in graphic novels, multimedia presentations, and fiction to:
    1) analyze how the elements (visual, multimedia) contribute to meaning.3
    2) analyze how the elements (visual, multimedia) contribute to tone.
    3) analyze how elements (visual, multimedia) contribute to the beauty of a text.

RL.5.9

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

Standard	Vertical Alignment	
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	*Previous Grades:* RL. K.9, 1.9, 2.9, 3.9, 4.9	*Future Grades:* RL. 6.9, 7.9, 8.9

Clarification Statement	Vocabulary for Teacher Development
Students analyze the similarities and differences in stories of the same genre (e.g., mysteries, adventure stories) focusing on how they explore a variety of themes and topics.	**approaches**: the particular decisions an author makes when deciding how to present a topic **compare and contrast:** 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 **genre:** a category or type of literature or art characterized by similarities in form, style, and subject **theme:** the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1- 3, theme is often referred to as central message **topic:** the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- compare and contrast themes from stories of the same genre (mysteries, adventure stories).
- compare and contrast topics from stories of the same genre (mysteries, adventure stories)..

RL.5.10

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
5	**Reading: Literature (RL)**	**Range of Reading Level and Text Complexity**

Standard	Vertical Alignment	
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	*Previous Grades:*	*Future Grades:*

Clarification Statement	Vocabulary for Teacher Development
By the end of grade 5, students competently read and understand literary texts on the high end of the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.	● **independently:** on one's own, without aid from another (such as a teacher) ● **proficient/proficiently:** competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success ● **text complexity band:** stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length 13 and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself ● **subgenres:** a genre that is part of a larger genre

Students Who Demonstrate Understanding Can...
● read and comprehend literature from multiple different subgenres such as stories, dramas, poetry. ● read with appropriate stamina, prosody, and pacing independently. ● read texts of grade level Lexile levels (740-1010).

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ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to RL.5.3**
  - **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 RL.5.2**
- **Constructed Response Assessment Task aligned to RL.5.6**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
5	**Reading: Literature (RL)**	**Key Ideas and Details**

RL.5.3	
	Sample Task #1 (Constructed Response)
	From: Where the Mountain Meets the Moon by Grace Lin Link to the full text Minli's mother and father represent very different characters. Compare and contrast the two and analyze their impact on Minli.
	Exemplar Student Responses
	• Minli's mother takes on a harsher and more negative role. • She is strict and often pessimistic. Her body language and actions like her audible sighs, often express impatience or disapproval. • She frowns when hearing the stories Minli's father tells believing they are nonsense. • Minli's mother puts the burden of responsibility mainly on Minli's shoulders and makes her feel the true weight of their situation. • Minli's father provides the balance to her mothers' negative personality. • He seems gentle, patient, and kind. • His stories provided a needed distraction to their harsh daily lives in poverty and provide Minli with hope that things will get better. • Her fathers stories keep her from becoming "dull and brown" like the rest of the village.

DOK	Blooms
Level 3	Applying

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Possible Aligned Language Objectives	Possible Misconceptions
- Students can cite evidence from both the mother and father's actions, words and thoughts to support their claim. (Argue-Writing-Bridging) - Students will describe the parental actions that impact Minli(Explain- Writing-Bridging)	- Students may not support their analysis of Minli's mother and father with text evidence. - Students may use less-relevant evidence to support their claim of the impact on Minli. - Students may merely list the characteristic of Minli's parents without comparing or contrasting them.

RL.5.3

Evidence of Text Complexity and Cultural and Linguistic Responsiveness

Text Summary and evidence of Complexity:
- In the poor village of Fruitless Mountain where there is always lots of work to do and little food or time to rest, a young girl named Minli decides to set off on a journey to find a way to improve her family's plight. Lin's story takes you on a magical adventure with a vivid setting and wondrous characters.

Evidence of Cultural and Linguistic Responsiveness:
- **Who is represented in the text used to assess this cluster of standards?**
  Minli, the main character is Chinese and the story revolves around traditional Chinese folklore.
- **How are those groups and individuals portrayed?**
  Minli, the female heroine, is portrayed as courageous, resourceful and resilient.
- **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**
  By reading this story we can make connections to local and historical cultural folktales. These can be compared and contrasted to identify key concepts or differences. Questions involving the female heroine's journey can also be used as a cross cultural reference point.
- **What supports are provided to teachers to identify blind spots?**
  Activating prior knowledge of folktales and/ or oral traditions that students may already be familiar with. Background knowledge of the historical societal structure of ancient China.
- **How is this text culturally/linguistically responsive?**
  This text is culturally responsive because it's based on traditional Chinese folktales and family dynamics. This can be easily related to local folktales as well as the family dynamic shared by students. The author is Taiwanese-American and used her cultural connection as motivation for this novel.

VABB Analysis

Validate	Affirm
The intentional and purposeful legitimization of the home culture and language of the student.	*The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.*
Question: What are some experiences with storytelling (similar to Minli and her father) you or your family have had so far that have been relevant to your life yourself and your identity? *ESR:* Answers may vary, but students may be able to share how they've been told different stories and/or folktales from their elders. Some of these could have involved stories that represent their different cultural backgrounds.	**Question:** Despite the poor living conditions in her village, Minli is able to remain positive. What does this show us about her character? *ESR:* The resilience and positivity shown by Minli throughout the story shows us that she is not only hopeful that her life can change, but also willing to make sacrifices to help improve her situation.
Build	**Bridge**
Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.	*Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Question: What can we learn from Minli's actions and choices throughout the text? *ESR:* From Minli, we can learn that through our own courageous actions and choices it is possible to bring about positive changes in our community. Additionally, we can learn that no matter how difficult our own situations may be, there are always people with more severe problems. Understanding this helps us to be grateful for what we have even if it is not a lot.	**Question:** What is an example of bravery and sacrifice in your own life/ community that has brought about positive change? What was the impact of this example? *ESR:* Answers may vary, but students should be encouraged to think of times they have witnessed examples of bravery and/or sacrifice in their personal lives and/or community. Responses will be elevated by having students identify the impact (personal or community wide) of the example they provided.

RL.5.3

Layer 1: Universal Supports
High-quality core instruction for all students

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.
 	
1. Pre-teach Tier 2 Vocabulary Words
    ● *Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension.* To learn more, please visit Resource Guide on <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: reverence **Think Aloud:** To have reverence towards someone or something means to have a great deal of respect for them/it.	**Question**: When reading the passage, "Those words filled Jade Dragon with anger. Tired of rain! Glad the clouds were gone! Jade Dragon was ***indignant***. How dare the villagers dishonor her that way!" What do you think the author means when she says that Jade Dragon was "indignant"? **ESR**: In the passage, the author describes Jade Dragon feeling anger, and dishonored. I was able to determine that indignant means angry.

Tier 2 Vocabulary
Once when there were no rivers on the earth, the Jade Dragon was in charge of clouds. She decided when and where the clouds would rain upon the land and when they would stop. She was very proud of her power and of the **reverence** the people of earth paid her. Jade Dragon had four dragon children: Pearl, Yellow, Long, and Black.
(chapter 1 page 15)

Where the Mountain Meets the Moon by Grace Lin
Link to the full text

Text Dependent Question
Those words filled Jade Dragon
with anger. Tired of rain! Glad the
the clouds were gone! Jade Dragon was
indignant. How dare the villagers
dishonor her that way.
(chapter 1 page 19)

Where the Mountain Meets the Moon by Grace Lin
Link to the full text

Grade	CCSS Domain	CCSS Strand
5	**Reading: Literature (RL)**	**Key Ideas and Details**

Sample Task #2 (Constructed Response)

From Cognia:
Explain a theme of "A Dress for the Moon," including how the main character responds to the challenges he faces. Provide evidence from the folktale to support your answer.

Exemplar Student Responses

RL.5.2

- Possible themes for the folktale include variations on "growing through failure/challenges" and "the importance of learning humility," etc.
- The folktale demonstrates the theme through Madan's attitude and actions. He is a very good tailor, but he is also boastful and proud. (" The more his fame spread, the more proud and boastful Madan became.") His skill leads him to believe that he can do anything—even make a dress for the moon.
- When he announces that he wants to make a dress for the moon, the coconut tree warns Madan that he will not be able to.
- But Madan is proud, so he does not heed the tree's warning. (" The coconut tree tried to say something more, but Madan would not listen.")
- When Madan's dresses fail to fit the moon, he becomes increasingly frustrated. Finally, he is so disappointed that he begins to cry. In his sadness, he is finally able to hear the tree's full warning: that the moon changes sizes nightly, so making a dress that fits all the time would be impossible.
- After this experience, Madan apologizes to the moon and resolves to become a better, more modest person. Only by facing challenges and learning humility is Madan able to change and grow.
- Madan faces several challenges in this story. His first challenge is to make a dress for the moon. Because he is quite proud, he assumes that this task will be easy. ("I am sure I can make a dress for the moon.") When he offers his first attempt, it doesn't fit. He can't believe that his dress doesn't fit perfectly ("The clothes I make always fit perfectly.") so he tries again. Again, it doesn't fit. Madan feels frustrated and confused ("I can't believe it! How could I go wrong?") because he is not used to his clothes being rejected.
- Madan learns from his failure to make a perfect dress for the moon that even he has limits. ("I am not as great a tailor as I thought.") He responds to this challenge by learning modesty/humility/etc. ("He was not vain anymore.") This new attitude also makes him more popular. ("People liked him better because he was an excellent tailor and a humble one, too.")

DOK	Blooms
Level 3	Applying
Possible Aligned Language Objectives	**Possible Misconceptions**
- Students will be able to produce a paragraph around the central themes of growing up and humility. (Explain- Writing-Developing) - Students will be able to connect the content-related theme of "growing up" and "humility" to Madan's actions in the story (Explain- Writing-Expanding)	- Students may incorrectly identify the theme. - Students may use less-relevant evidence to support their claim even if the theme they identify is correct. - Students may summarize the entire story, including text evidence that does not directly support the theme.

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

RL.5.6	

Sample Task #3 (Constructed Response)

From Cognia:
Describe how the narrator's point of view influences how the events are described in the passage. Quote accurately from the passage to support your answer.

Exemplar Student Responses

The use of the first-person point of view helps the reader understand:
- that the narrator and her parents did not have enough food in the city.
- that the narrator feels overwhelmed by the new experience.
- that the narrator is unsure of whether her grandparents wanted her there at first.
- that the narrator values social relationships.
- how the narrator grows and changes over time. • that the narrator is an avid reader.
- that the narrator enjoys learning.
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DOK	Blooms
Level 3	Applying/Analyzing

Possible Aligned Language Objectives	Possible Misconceptions
• Students can evaluate the specific words/ structure used by the author to enhance the descriptions of the narrator's feelings. (Explain-Reading-Reaching)	• Students may misidentify the point of view that the story is told from. • Students may correctly identify the point of view but use the wrong supporting evidence to support their identification. • Students may not analyze the deeper meaning of the first-person point of view to make inferences.

NEW MEXICO

Public Education Department

	Multiple Choice Assessment Items	
Grade	*CCSS Domain*	*CCSS Strand*
5	**Reading: Literature (RL)**	**Key Ideas and Details**

RL.5.2	Based on "Think Like a Horse," with which idea would Kristi's father most likely agree?
	    A) **Experience is the best teacher.**
	    B) Confidence develops over a lifetime.
	    C) People appreciate being told what to do.
	    D) Children often know more than adults.
	
	Text Reference: Think Like a Horse

RL.5.2	At the beginning of the story, what is the most likely reason Madan wants to make a dress for the moon?
	    A) **He wants the moon to admire him.**
	    B) He wants the moon to speak to him.
	    C) He wants the moon to shine closer to him.
	    D) He wants the moon to shine less brightly on him.
	
	Text Reference: A Dress for the Moon

RL.5.3	In "Think Like a Horse," how are Kristi and her father different?
	    A) Kristi is cautious on her horse, but her father has few riding rules.
	    B) Kristi wants to jump her horse, but her father prefers she ride on trails.
	    C) **Kristi is a young horse rider, but her father is an established horse trainer.**
	    D) Kristi likes to ride her pony slowly, but her father prefers riding his palomino fast.
	
	Text Reference: Think Like a Horse & The Snow Monster

RL.5.3	In "The Snow Monster," how are Jane and Lily alike?
	    A) Both get upset with each other.
	    B) Both make loud noises at bedtime.
	    C) Both have been frightened by monsters.
	    D) Both have had to sleep with the lights on.
	Text Reference: Think Like a Horse & The Snow Monster

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

RL.5.4	Read the sentences from paragraph 5. From the porch I could keep an eye on the lake. One day it is quiet, smooth, shiny, and bright blue like my mother's good silk dress. What does the phrase like my mother's good silk dress mean? **A) The lake was glassy, brilliant, and still.** B) The lake was disguised, robed, and veiled. C) The lake was valued, treasured, and special. D) The lake was attractive, stylish, and valuable. Text Reference: That Wild Berries Should Grow
RL.5.4	Read the sentence from paragraph 13 of the story "The Footbridge." "We've crossed it so many times that it feels like our own backyard!" What does the phrase like our own backyard suggest in the sentence? A) The footbridge needs repairs. **B) The footbridge is familiar and safe.** C) The family lives close to the footbridge. D) The family has the same footbridge at home. Text Reference: The Footbridge
RL.5.5	How do the poems at the beginning of each chapter fit together in "That Wild Berries Should Grow"? **A) They show the mood Elsa is in.** B) They describe the animals Elsa sees. C) They explain where Elsa spends her days. D) They show how Elsa feels about animals. Text Reference: That Wild Berries Should Grow

RL.5.5	How do the two chapters of "That Wild Berries Should Grow" fit together?
	    A) The first chapter explains how Elsa misses her friends in the city, and the second chapter explains how bored she is in the country.
	    B) The first chapter discusses Elsa's surroundings in the country, and the second chapter discusses the relationships she has with her friends at home.
	    C) The first chapter shows how unhappy Elsa is staying far away from home, and the second chapter shows how her feelings have changed over time.
	    D) The first chapter describes Elsa's excitement over having her own country garden, and the second chapter describes her sadness at the end of the harvest season.
	
	Text Reference: That Wild Berries Should Grow