

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, all standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the literature strand, including:
 - Vertical alignment guidance
 - Essential vocabulary related to the standard
 - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned [assessment items](#)
- Companion resources guides that address:
 - [Planning Literacy Instruction with MLSS Guide](#)
 - [Choosing a Complex Text](#)
 - [Text Dependent Questions with Complex Texts](#)
 - [Vocabulary Instruction with Complex Texts](#)
 - [Speaking, Listening, and Writing](#)
 - [Differentiating Support for All Learners](#)
 - [Cross-Curricular Connections with Literacy](#)
 - [Cultural and Linguistic Responsiveness in Literacy](#)

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

- **Key Ideas and Details**

- [CCSS.RI.6.1](#)
- [CCSS.RI.6.2](#)
- [CCSS.RI.6.3](#)

- **Craft and Structure**

- [CCSS.RI.6.4](#)
- [CCSS.RI.6.5](#)
- [CCSS.RI.6.6](#)

- **Integration of Knowledge and Ideas**

- [CCSS.RI.6.7](#)
- [CCSS.RI.6.8](#)
- [CCSS.RI.6.9](#)
- [NMSS.6.1](#)
- [NMSS.6.2](#)

- **Range of Reading Level and Text Complexity**

- [CCSS.RI.6.10](#)

RI.6.1			
	Anchor Standard: Key Ideas and Details <i>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>		
Grade	CCSS Domain	CCSS Strand	
6	Reading: Informational (RI)	Key Ideas and Details	
Standard		Vertical Alignment	
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<i>Previous Grades:</i> RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1 <table border="1" style="float: right; margin-left: 20px;"> <tr> <td> <i>Future Grades:</i> RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1 </td> </tr> </table>	<i>Future Grades:</i> RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1
<i>Future Grades:</i> RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1			
Clarification Statement		Vocabulary for Teacher Development	
Students use evidence from the text to support their analyses of what the text directly and indirectly states.		<ul style="list-style-type: none"> ● analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole ● 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 ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● draw conclusions using details from a text. ● determine how details support a central idea. ● explain how details support inferences. 			

RI.6.2		
	Anchor Standard: Key Ideas and Details <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Key Ideas and Details
Standard	Vertical Alignment	
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<i>Previous Grades:</i> RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2	<i>Future Grades:</i> RI.7.2, RI.8.2, RI.9-10.2, RI.11-12.2
Clarification Statement	Vocabulary for Teacher Development	
Students establish the central idea of a text and consider how it is developed through certain details in the text. Using the central idea and key details, students summarize the text without personal feelings or judgments.	<ul style="list-style-type: none"> ● central idea – the unifying concept within an informational text to which other elements and ideas relate ● conveyed – to make an idea or feeling known to another person; to carry over from one to another ● summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify how details contribute to the theme. ● identify a central argument and the supporting evidence. ● explain how a title reflects the central idea of a text. ● craft an unbiased summary of the text that clearly illustrates the relationship between supporting details and the overall central idea of the work. 		

RI.6.3		
	<p>Anchor Standard: Key Ideas and Details</p> <p><i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Key Ideas and Details
Standard	Vertical Alignment	
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<p><i>Previous Grades:</i> RI.1.3, RI.2.3, RI.3.3, RI.4.3, RI.5.3</p>	<p><i>Future Grades:</i> RI.7.3, RI.8.3, RI.9-10.3, RI.11-12.3</p>
Clarification Statement	Vocabulary for Teacher Development	
Students thoroughly examine how an important individual, event, or idea is first mentioned in the text, how it is made more clear or apparent, and how it is developed by using examples, anecdotes, or descriptions.	<ul style="list-style-type: none"> ● analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole ● 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...		
<ul style="list-style-type: none"> ● identify how an author introduces an idea. ● explain how an author elaborates on ideas. ● determine how details support inferences. 		

RI.6.4		
	Anchor Standard: Craft and Structure <i>R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Craft and Structure
Standard	Vertical Alignment	
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning.	<i>Previous Grades:</i> RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4	<i>Future Grades:</i> RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4
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. Students analyze how a word chosen by the author influences the meaning of the text as a whole.	<ul style="list-style-type: none"> ● analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole ● 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.”) 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● circle unknown words and underline any context that could provide insights into the meanings of the words. ● discuss the relationships between the author’s word choices and the overall meaning of a piece. 		

RI.6.5		
	Anchor Standard: Craft and Structure <i>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Craft and Structure
Standard	Vertical Alignment	
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<i>Previous Grades:</i> RI.1.5, RI.2.5, RI.3.5, RI.4.5, RI.5.5	<i>Future Grades:</i> RI.7.5, RI.8.5, RI.9-10.5, RI.11-12.5
Clarification Statement	Vocabulary for Teacher Development	
Students examine how a specific sentence, paragraph, chapter, or section fits as part of the whole text and adds to the development of ideas.	<ul style="list-style-type: none"> ● analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole ● chapter – the main division within 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...		
<ul style="list-style-type: none"> ● explain how a sentence fits as part of a paragraph. ● analyze how a paragraph fits into the chapter or section of text and adds to the development of an idea. ● determine specific sentences that are key to a paragraph and explain why. 		

RI.6.6		
	<p>Anchor Standard: Craft and Structure</p> <p><i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Craft and Structure
Standard	Vertical Alignment	
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<p><i>Previous Grades:</i> RI.1.6, RI.2.6, RI.3.6, RI.4.6, RI.5.6</p>	<p><i>Future Grades:</i> RI.7.6, RI.8.6, RI.9-10.6, RI.11-12.6</p>
Clarification Statement	Vocabulary for Teacher Development	
Students establish the author's beliefs about a subject or their reason for writing a text (to inform, persuade, entertain, describe) and explain how this is shown in the text.	<ul style="list-style-type: none"> ● conveyed – to make an idea or feeling known to another person; to carry over from one to another ● point of view – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given their orientation (physically and/or mentally) to the events or information; the vantage point ● 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) ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● explain how an author develops a point of view. ● annotate, (by highlighting or underlining), specific words and describe what those words tell them about an author's view. ● highlight sentences that provide clues explaining why an author wrote a text. 		

RI.6.7		
	Anchor Standard: Integration of Knowledge and Ideas <i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<i>Previous Grades:</i> RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7	<i>Future Grades:</i> RI.7.7, RI.8.7, RI.9-10.7, RI.11-12.7
Clarification Statement	Vocabulary for Teacher Development	
Students combine information from different print and non-print media to create a clear understanding of a topic or issue. Visual print and non-print media include: written text, illustrations, video, etc. Quantitative print and non-print media include: text with numbers or measures, graphs, charts, etc.	<ul style="list-style-type: none"> ● coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together ● quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively –in such a manner that allows something to be measured in terms of descriptive experience and reflection) ● topic – the subject or matter being discussed or written about in a text, speech, etc. 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● identify how a graphic supports a text. ● determine how graphics relate to a text. ● identify how graphics and a text support claims. ● explain how graphics support the central ideas of a text. 		

RI.6.8		
	<p>Anchor Standard: Integration of Knowledge and Ideas <i>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.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p><i>Previous Grades:</i> RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8</p>	<p><i>Future Grades:</i> RI.7.8, RI.8.8, RI.9-10.8, RI.11-12.8</p>
Clarification Statement	Vocabulary for Teacher Development	
Students follow and assess the argument and specific claims made in a text, pointing out claims that are supported by reasons and evidence and those that are not.	<ul style="list-style-type: none"> ● argument – value statement(s) supported by evidence whose purpose is to persuade or explain ● claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth ● evaluate – to determine quality or value after careful analysis or investigation ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement ● reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, 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 how an author uses evidence to support arguments.
- identify how evidence supports a claim.
- analyze whether or not a claim is supported by evidence

RI.6.9				
	<p>Anchor Standard: Integration of Knowledge and Ideas</p> <p><i>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p>			
Grade	CCSS Domain	CCSS Strand		
6	Reading: Informational (RI)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9</td> <td style="padding: 5px;"><i>Future Grades:</i> RI.7.9, RI.8.9, RI.9-10.9, RI.11-12.9</td> </tr> </table>	<i>Previous Grades:</i> RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9	<i>Future Grades:</i> RI.7.9, RI.8.9, RI.9-10.9, RI.11-12.9
<i>Previous Grades:</i> RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9	<i>Future Grades:</i> RI.7.9, RI.8.9, RI.9-10.9, RI.11-12.9			
Clarification Statement		Vocabulary for Teacher Development		
Students determine the similarities and differences between how two authors present information about events (for example, a memoir by a person versus a biography about that person).		<ul style="list-style-type: none"> compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar event – a thing that happens; an occurrence 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> identify how two authors present information differently. compare how authors present information on the same topic. identify differences in how authors present information in texts. 				

6.1

Grade		NMSS Domain	
6	Reading: Informational Text (RI)		
Standard		Vertical Alignment	
Students in Grade 6 will distinguish between primary and secondary sources.	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 7.1, 8.1	
Clarification Statement		Vocabulary for Teacher Development	
Students can distinguish between primary and secondary sources and understand the defining characteristics of each and how they should be used in understanding a topic.	<ul style="list-style-type: none"> ● primary source – immediate, first-hand account of a topic, from people who had a direct connection with it ● secondary source – a text that comments on, interprets, or discusses primary sources; documents written after an event has occurred by someone who was not present. 		
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● identify the key characteristics of a primary source and secondary source. ● compare a primary source and secondary source on the same topic and analyze the difference in tone, structure, and point of view. 			

6.2		
Grade	NMSS Domain	
6	Reading: Informational Text (RI)	
Standard	Vertical Alignment	
Students in Grade 6 will describe how the media use propaganda, bias, and stereotyping to influence audiences.	<i>Previous Grades:</i>	<i>Future Grades:</i> 7.2, 8.2
Clarification Statement	Vocabulary for Teacher Development	
Students can explain how the media use specific techniques of propaganda, bias and stereotyping to influence an audience’s perception of a topic.	<ul style="list-style-type: none"> ● bias – prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair ● media – various means of communication such as newspapers, television, and the Internet ● propaganda – information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view ● stereotyping – using a set idea about what a particular type of person is like, especially an idea that is wrong 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● differentiate between propaganda, bias and stereotyping and identify and analyze examples of each. ● compare two media coverages of the same topic and identify the use or lack thereof of propaganda, bias, and stereotyping in each. 		

RI.6.10



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	
6	Reading: Informational (RI)	Range of Reading Level and Text Complexity	
Standard		Vertical Alignment	
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		<i>Previous Grades:</i> RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10	<i>Future Grades:</i> RI.7.10, RI.8.10, RI.9-10.10, RI.11-12.10
Clarification Statement		Vocabulary for Teacher Development	
By the end of grade 6, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.		<ul style="list-style-type: none"> ● independently – on one’s own, without aid from another (such as a teacher) ● informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) ● 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 – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● 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 and frequency, sentence length, and cohesion), and 3) reader 	

	and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)
Students Who Demonstrate Understanding Can...	
<ul style="list-style-type: none">● use a strategy or keep a purpose in mind to monitor their comprehension.● annotate expository texts, marking passages for connections, interpretations, and confusions.● write in journal entry-form thoughts they had while independently reading.	

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to RI.6.1, RI.6.2, and RI.6.3**
 - 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 RI.6.5**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Key Ideas and Details
Sample Task #1 (Constructed Response)		
<p>After reading “The History of Earth Day” by Amanda Davis, students must answer: Based on information in both texts and the video, write an essay arguing whether Gaylord Nelson’s original concerns have been adequately addressed. Be sure to use details from the text as you craft your response.</p>		
Exemplar Student Responses		
RI.6.1 RI.6.2 RI.6.3	<ul style="list-style-type: none"> ● Exemplar precise student response where student does the thinking and references text evidence: <ul style="list-style-type: none"> ○ Pro: <ul style="list-style-type: none"> ■ Nelson’s concerns have been addressed in that many more people became concerned about the environment. <ul style="list-style-type: none"> ● Millions of people became aware of concerns: “On April 22, 1970, more than 20 million demonstrators and thousands of schools and local communities participated in Nelson’s demonstration. The occasion made people sit up and pay attention to environmental issues. Word about the environment began to spread.” ● Even internationally, concerns were acknowledged: “On March 21, 1971, the UN Secretary General signed a proclamation establishing Earth Day as an official international holiday. Now people all over the world are learning about environmental issues in their communities.” ● Generations will continue to fight for the environment: “younger generations continue his fight to preserve the world’s environment.” ○ Con: <ul style="list-style-type: none"> ■ Nelson’s concerns have not been addressed in that: <ul style="list-style-type: none"> ● Clearly there are still concerns as people continue to have to fight for the environment: “as younger generations continue his fight to preserve the world’s environment.” 	
	DOK	Blooms
	Level 4	Evaluating
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students will cite textual evidence to support their analysis of whether the original essayists’ concerns have been met. ● Students will analyze a key idea and make a 	<ul style="list-style-type: none"> ● Students may summarize the information in the text without making a strong claim in response to the question. 	

	determination based on details in the text.	
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Evidence of Text Complexity and Cultural and Linguistic Responsiveness		
RI.6.1 RI.6.2 RI.6.3	<u>Text Summary and evidence of Complexity:</u>	
	<ul style="list-style-type: none"> • The text describes the actions and motivations of Gaylord Nelson regarding the creation of Earth Day. It discusses how he approached President John F. Kennedy as well as the protests and demonstrations supporting the creation of Earth Day. The text gives a short overview of Nelson's actions and broad support towards the creation of Earth Day. • “The History of Earth Day” by Amanda Davis is worthy of students’ time to read and also meets the expectations for text complexity at Grade 6 at the lower end of complexity for the grade band and therefore is most appropriate for grade 6. Some vocabulary may be challenging but there is strong context for students to determine meaning. 	
	<u>Evidence of Cultural and Linguistic Responsiveness:</u>	
	<ul style="list-style-type: none"> • Who is represented in the text used to assess this cluster of standards? In the text, it centers how the idea of one person can gain support and momentum; it shows how a small, grassroots idea can become larger with protesting, awareness, and support. The text asks, “What if the rain forests, and all of the exotic plants and colorful animals that call it home, suddenly did not exist?” This shows representation from across the global community and biodiversity. • How are those groups and individuals portrayed? These individuals and groups are portrayed as successful with the creation of Earth Day. Nelson gathers support from various groups and individuals, and they are portrayed in a positive, peaceful way. The demonstrators are portrayed as motivated and successful with their ideas and support. • Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? The text provokes critical questions about gathering support from grassroots organizations/communities, and taking an idea to a global level. It represents a global community, which includes marginalized groups. However, the text struggles to provoke direct questions about the cultural and linguistic diversity of marginalized groups. • What supports are provided to teachers to identify blind spots? There are a few teacher supports in the text. The emphasis of the expansion of the grassroots movement component would address blind spots. This text would represent cultural and linguistic diversity more responsively when presented with other texts (examining different viewpoints). Incorporating biodiversity and recognizing the values of other cultures would help. Teachers may want to bring up local grassroots movements to help address blind spots. • How is this text culturally/linguistically responsive? This text is culturally responsive because it shows how a grassroots movement can bring awareness and change. It shows how a small idea can become a globally recognized idea with awareness support. The text also demonstrates how an idea can impact future generations. 	

VABB Analysis		
RI.6.1 RI.6.2 RI.6.3	Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
	<p>Question: Why does the author pose the question “What if the rain forests, and all of the exotic plants and colorful animals that call it home, suddenly did not exist?” How does this intrigue the reader?</p> <p>ESR: The author poses this question to include every human on earth with the concept of Earth Day, and to draw on the collective biodiversity of our home. This intrigues the reader as it includes everyone as an individual entity that is an equal part of the collective.</p>	<p>Question: Why was Nelson able to get so much support for his demonstration on April 22, 1970? What does this show us about communication and inclusivity?</p> <p>ESR: Nelson was able to get so much support (20 million people) for his demonstration because he extended an invitation to include everyone. He communicated clearly that every person has an equal voice and an equal place. It shows that inclusivity is powerful.</p>
	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p>Question: “The History of Earth Day” shows how one idea can generate communal and global change. How did Nelson generate change? What is a connection the reader can make about one idea generating change?</p> <p>ESR: Nelson generated change by taking a concern that he had, amplifying his idea, and garnering support for it. The reader can connect to this idea by reflecting on an idea (or issue) they have, and how they want to change the status quo.</p>	<p>Question: What do Nelson’s actions and choices show us with regards to our personal, local, and global communities? What is a current school/local issue that the reader could get collective support on?</p> <p>ESR: Nelson’s actions show that by reaching out to others, communicating, and collaborating, an individual idea can gather grassroots support. Nelson’s choices demonstrate the power that one voice can have on the personal, local, and global level.</p> <p>Note: Student responses may vary on the second question. Students could think about current issues at school or in their communities, and how to raise awareness and support on these ideas/issues.</p>

Layer 1: Universal Supports

High-quality core instruction for all students

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

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

Universal Supports

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

Tier 2 Vocabulary to Preteach

Word: international

Think Aloud: International means an idea or event that is known across the globe.

Text Dependent Question

Question: How did Gaylord Nelson gather support for the establishment of Earth Day?

ESR: To gather widespread support for the establishment of Earth Day, Nelson invited everyone during a 1969 Seattle conference to attend a nationwide grassroots demonstration. During the demonstration, more than 20 million people attended. With all of the attention, he was able to gain support and on March 21, 1971, Earth Day became an official international holiday.

Tier 2 Vocabulary:

“On March 21, 1971, the UN Secretary-General signed a proclamation establishing Earth Day as an official international holiday. Now people all over the world are learning about environmental issues in their communities.”

“The History of Earth Day” by Amanda Davis

[Link to Full Text](#)

Text Dependent Question:

“It was September of 1969, at a conference in Seattle, when Nelson announced that he would stage a nationwide grassroots demonstration on behalf of the environment the next spring. He invited everyone in the audience to attend.

On April 22, 1970, more than 20 million demonstrators and thousands of schools and local communities participated in Nelson's demonstration. The occasion made people sit up and pay attention to environmental issues. Word about the environment began to spread.

On March 21, 1971, the UN Secretary-General signed a proclamation establishing Earth Day as an official international holiday. Now people all over the world are learning about environmental issues in their

communities.”

“The History of Earth Day” by Amanda Davis

[Link to Full Text](#)

Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Craft and Structure
RI.6.5	Sample Task #2 (Constructed Response)	
	<p>After reading “The Making of a Scientist” by Richard Feynman students must answer: How do paragraphs 1–3 of this passage help the reader understand the rest of the passage? Restate the specific sentence from these paragraphs that best supports your response.</p>	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● A strong response would include some or all of the following ideas: <ul style="list-style-type: none"> ○ Paragraphs 1-3 introduce how Feynman’s father taught him through observation at an early age which helps introduce the main ideas in the passage. ○ The sentence “So he started very early to tell me about the world and how interesting it is” best supports this idea in Paragraphs 1-3 and then further developed throughout the text. 	
	DOK	Blooms
	Level 3	Analyzing
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students will analyze how a particular paragraph(s) fits into the overall structure of a text. ● Students will analyze how a particular sentence contributes to the development of the theme. 	<ul style="list-style-type: none"> ● Students may simply summarize paragraphs 1-3 without analyzing how they help the reader understand the rest of the passage. ● Students may instinctively choose the first sentence of paragraph 1 with the idea that it is most important versus focusing on the question demand. 	

Multiple Choice Assessment Items		
Grade	CCSS Domain	CCSS Strand
6	Reading: Informational (RI)	Craft and Structure
RI.6.4	<p>What is the definition of “vital” as it is used in paragraph 6?</p> <ul style="list-style-type: none"> A. related B. harmful C. essential D. unfamiliar <p>Text Reference: Excerpt from Go Outside and Play! By Jennifer Kroll from New York State Testing Program Grade 6 ELA Test Released Questions 2021</p> <p>Read this quotation from paragraph 6.</p> <p style="padding-left: 40px;">Between 1,500 and 2,000 thunderstorms are crackling and booming around the world at this very moment...</p> <p>Why does the author use the words “crackling and booming” instead of “occurring”?</p> <ul style="list-style-type: none"> A. To help the reader experience the speed of lightning B. To help the reader imagine the sounds of thunderstorms C. To be clear about the electrical nature of lightning D. To be accurate about how common thunderstorms are <p>Text Reference: “Lightning Strikes” by Charlene Brusso from New York State Testing Program Grade 6 ELA Test Released Questions 2021</p>	
RI.6.6	<p>How does the graph best support Richard Louv’s claim that people are “separated from nature” (paragraph 15)?</p> <ul style="list-style-type: none"> A. By showing that activities such as bird watching and camping are less popular than other activities B. By showing that spending time with friends is the most popular activity C. By showing that listening to music is an activity that happens as often as using electronic devices D. By showing that many do not know how to bike, fish, or camp <p>Text Reference: Excerpt from Go Outside and Play! By Jennifer Kroll from New York State Testing Program Grade 6 ELA Test Released Questions 2021</p> <p>What does paragraph 9 suggest about the author’s point of view in the article?</p>	

	<p>A. The author has great respect for lightning. B. The author has difficulty understanding lightning. C. The author believes that lightning can be useful. D. The author believes that it is impossible to avoid lightning.</p> <p>Text Reference: “Lightning Strikes” by Charlene Brusso from New York State Testing Program Grade 6 ELA Test Released Questions 2021</p>	
<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
6	Reading: Informational (RI)	Integration of Knowledge and Ideas
RI.6.7	<p>Which detail from “Lost in a Corn Maze” does the photograph best show?</p> <p>A. “You walk along paths filled with turns, loops, and dead ends.” B. “Seen from above, its winding paths may form a picture.” C. “The designer begins with a sketch, drawn either by hand or on a computer.” D. “Many designers use a digital device.”</p> <p>Text Reference: “Lost in a Corn Maze” by Laurie Wallmark from Cogna</p> <p>Which statement from “The Maze Craze” relates to the photograph in “Lost in a Corn Maze”?</p> <p>A. “Stolworthy is one of a number of farmers...who have recently moved into the improbably popular business of corn-maze design.” B. “Corn farmers can certainly use a boost these days—prices in the past few years have been hovering at or near all-time lows.” C. “You want your maze to be easy to get to, and you want it to look sharp and clean from the air.” D. “People need an objective to accomplish, beyond just making it through, so we try to create interactive games for them while they’re inside.”</p> <p>Text Reference: “The Maze Craze” by Toby Lester and “Lost in a Corn Maze” by Laurie Wallmark from Cogna</p>	
RI.6.9	<p>How do the two authors’ presentations on how to create a corn maze differ?</p> <p>A. In “The Maze Craze,” the author points out the many steps and time involved; in “Lost in a Corn Maze,” the author details techniques used in ancient times. B. In “The Maze Craze,” the author describes the most time-efficient methods; in “Lose in a Corn Maze,” the author highlights the artistic process involved. C. In “The Maze Craze,” the author includes the high costs involved; in “Lost in a Corn Maze,” the author stresses the importance of the finished product. D. In “The Maze Craze,” the author stresses the use of low-tech machinery to achieve the desired results; in “Lost in a Corn Maze,” the author stresses the importance of the designer in the process.</p>	

Text References: [“The Maze Craze” by Toby Lester](#) and [“Lost in a Corn Maze” by Laurie Wallmark](#) from Cogna

How do the authors of each article present the information about Don Frantz’s “Cornelius the Cobasaurus” comparably?

- A. Both compare smaller mazes to this large corn maze.
- B. Both credit this maze for making corn mazes popular.**
- C. Both acknowledge the hard work that goes into making corn mazes.
- D. Both praise farmers for allowing designers to turn their land into entertainment.

Text References: [“The Maze Craze” by Toby Lester](#) and [“Lost in a Corn Maze” by Laurie Wallmark](#) from Cogna

Text Reference for MC Assessment Item RI.6.4 and RI.6.6

Excerpt from *Go Outside and Play!*

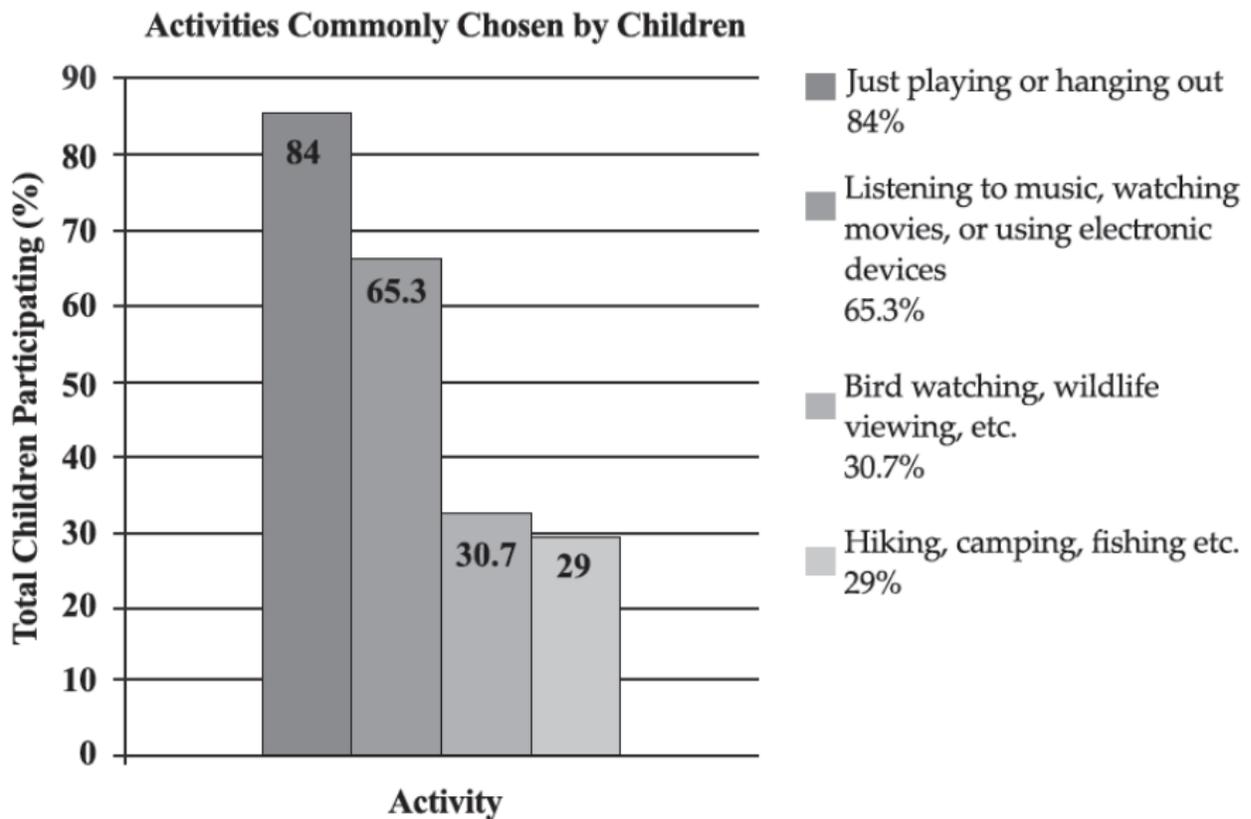
by Jennifer Kroll

- 1 Think about how much time you spent outside last week. Really “outside.” Walking from the car into the mall doesn’t count.
- 2 Now think about how much time you spent indoors—on the Internet or playing video games or watching TV.
- 3 “I play inside more than outside,” says Casey M., of South Bend, Ind. “I like to play games on the computer.”
- 4 If you’re like Casey and many other people, it’s likely that you spent more time inside four walls than outside in fresh air. Kids today spend two fewer hours per week on sports and outdoor activities than kids did 20 years ago. That’s according to a University of Michigan study. *Sedentary* (nonmoving) activities are more popular. Most people in the study reported spending most of their free time watching TV (85 percent) or playing computer games (81 percent). The costs “include obesity, greater stress, higher rates of physical and emotional illnesses—and less joy in being alive and aware,” says Richard Louv, author of *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*.
- 5 So why is this happening? And what can you do about it?
Why Play? Why Outside?
- 6 Play is important, even for adults. Goofing around relieves stress and lets us feel free and creative. And playing outside is especially good. Just being exposed to the great outdoors does wonders. “Outside light is . . . vital to the immune system and simply makes us feel happier,” Pica says.
- 7 Plugged in and missing out? Here are four great reasons to get outside and play.
- 8 **Outdoor activity expands your senses.** Try this: The next time you sit down to IM¹ your buddies, take note of your senses during and after your session. Then do the same experiment after you’ve done something outside.
- 9 Which makes you feel better?

- 10 Being outdoors brings the senses to life. In fact, 75 percent of students polled by *Weekly Reader* said they felt better after spending time outside. “Hiking, exploring, and fishing help hone all of your senses,” says Betsy Keller. She’s a professor of exercise and sports sciences at Ithaca College in New York. “Smell, sight . . . [they’re] all engaged when you’re outside.”
- 11 Bonus! With your senses engaged, you’ll feel free and more creative. Clements reports that in a park near her home, young people turned a concrete slab into their own outdoor theater. “They’re role-playing . . . enjoying the creativity and imagination that you can’t when you’re indoors,” she says.
- 12 **Playing outside helps your body.** Want to get fit? Go outside! “The outdoors is the best place for [you] to practice and master physical skills and to experience the pure joy of movement,” says Pica.
- 13 You’ve probably heard teachers and others tell you that getting 30 minutes of exercise a day or walking 10,000 steps helps you stay fit. “We’ve emphasized physical activity levels and not focused on the fun aspect,” Keller admits. But if you’re having fun, you’re more likely to stick with it, and being outside offers special fun and fitness. When playing outside, says Keller, “the terrain varies. You can be on stairs, hills, walls, play equipment. It challenges your balance, coordination, and stamina. Playing on a flat floor doesn’t always do that.”
- 14 Time spent outdoors pays off later too. It helps keep your body’s clock on track so that you sleep better at night and feel less sleepy during the day.
- 15 **Outdoor play eases your mind.** Are you stressed out? Having trouble concentrating? Too much time indoors—away from the natural world—may be a cause. Louv uses a term to describe the set of problems caused by too much time indoors: *nature-deficit disorder*. “I use it not as a medical diagnosis,” he says. “I use it to describe the price we pay for being so separated from nature.”
- 16 **Spending time outdoors brings you closer to the environment.** Hearing the leaves crackle underfoot and breathing in fresh air builds awareness and appreciation of the environment. If you walk through the woods in search of cool birds and plants, you may find your mind expanding.

17 No woods nearby? You don't need a huge park to enjoy nature's benefits. Nature can be as close as your own backyard or that clump of trees at the end of the street. There are bits of nature everywhere—even in cities. "Some naturalists call that 'nearby nature,'" Louv says. "It's a great way to experience a piece of the natural world without wandering too far from home."

18 So the next time you sit down to spend quality time with a video game, consider treating yourself to a little outdoor play instead. It's not called the great outdoors for nothing.



¹IM: Instant message (such as a phone text message or online chat)

Text Reference for MC Assessment Item RI.6.4 and RI.6.6

Lightning Strikes

by Charlene Brusso

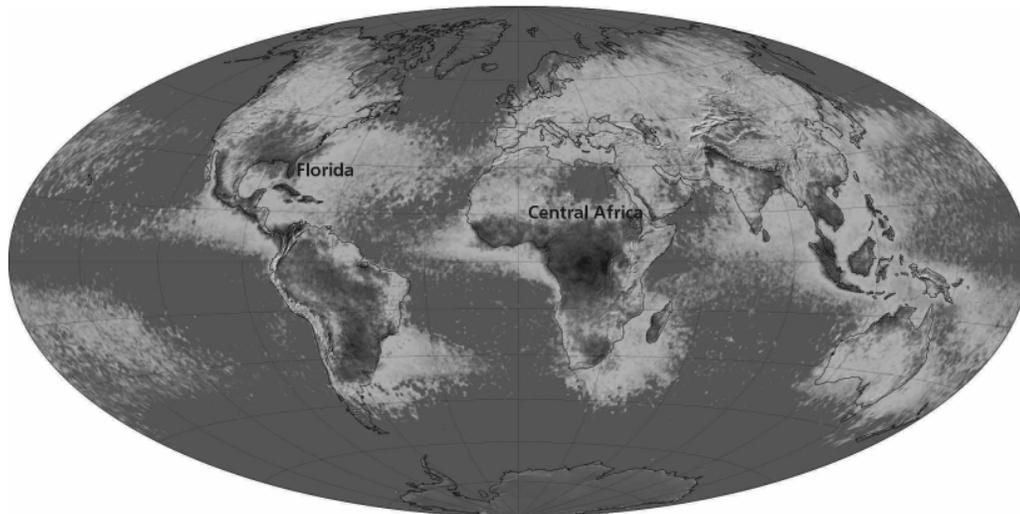
- 1 The only difference between a lightning bolt and the small spark that jumps between your hand and a metal doorknob after you scuff across a rug is size. Both happen when electrical charge builds up and suddenly discharges.

What Is Lightning?

- 2 Lightning begins inside thunderstorms. Updrafts of air lift raindrops from the bottom of the cloud into freezing air at the top. Downdrafts move ice particles lower, into warmer air. Negatively charged electrons build upon the falling ice as it passes the water droplets. In time, the storm cloud becomes negatively charged on the bottom and positively charged on top.
- 3 When the negative charge builds up enough, a huge number of electrons jump through the air, looking for something that conducts electricity: the ground, a tree, a lightning rod. We see that discharge as a flash of lightning.
- 4 Lightning zips along at 40 miles (64 kilometers) a second. The center of the lightning bolt is only about as thick as a pencil, but it packs so much energy that it can melt rock or metal and set wood ablaze. An average lightning bolt has enough electricity to run the appliances in your house for a couple of days. But all that electricity arrives at once, at 54,000 degrees Fahrenheit (30,000 Celsius)—six times hotter than the surface of the sun. It would melt anything you tried to use to collect it.
- 5 Thunder is the sound of lightning. Each bolt super heats the air around it to 18,000 degrees Fahrenheit (9,980 Celsius) in less than a second. The superhot air instantly expands, sending out a shock wave that we hear as thunder. The farther away lightning strikes, the deeper the sound of the thunder—and the longer it takes to get to you. That's because light travels much faster than sound. In fact, if you count the delay between the lightning and the thunder, you can tell approximately how far away the lightning is (about a mile for every five seconds).

Lightning around the World

- 6 Between 1,500 and 2,000 thunderstorms are crackling and booming around the world at this very moment—scientists estimate that lightning strikes somewhere on Earth about 100 times every second. Where does it strike the most often? Lightning zaps the remote mountain village of Kifuka, in central Africa, nearly every day. There, air masses from the Atlantic Ocean collide with cooler mountain air, making lots of thunderstorms. The Himalayas are another lightning hotspot. In the United States, the best place to spot lightning is Florida. Warm air from the Gulf of Mexico banging into cool air from the Atlantic Ocean creates lightning almost daily across the Sunshine State.
- 7 Places with very stable weather get the least lightning. The Arctic and Antarctica have almost no thunderstorms because their air is about the same temperature everywhere. Lightning is also uncommon far out over the ocean, away from land, for the same reason.



This map shows how often lightning strikes different places around the world (darker areas get more).

Lightning Safety

- 8 Because of its unpredictability and power, lightning can be extremely dangerous. If you're caught outside during a lightning storm, don't stand under a tree or lie flat in the open. Instead, crouch down with your hands and your head tucked close (but not touching the ground) and your feet close together. This makes you less of a conductor for any bolts that strike near you. Rubber-soled shoes are no protection—if lightning can zap through miles of air, which is an excellent insulator, your favorite trainers¹ won't stop it either.

- 9 If you can, try to get inside a car or building. You're safe inside the car because electricity will travel over the metal surface instead of through the interior. In buildings, stay away from metal faucets and telephones connected to the wall—lightning can travel through pipes and wires. Then, once you're safe inside, look out and enjoy the awesome beauty of Earth's electricity!

¹**trainers:** British term for “sneakers”

Text Reference for MC Assessment Item RI.6.7 and RI.6.9

Lost in a Corn Maze

by Laurie Wallmark



© AtWaG / iStockphoto

- 1 DARKNESS HAS FALLEN, and the full moon casts blue-gray shadows around you. You shine your flashlight at the ten-foot tall cornstalks towering above your head. With every step, dried cornhusks crunch beneath your feet. You walk along paths filled with turns, loops, and dead ends. You hear laughter and voices, but no one is in sight. You're lost in a corn maze.
- 2 A corn maze is a large, walk-through puzzle carved into a cornfield. Seen from above, its winding paths may form a picture—anything from Halloween monsters to fire-breathing dragons, flying saucers to pirate ships, or sports heroes to scary witches.
- 3 A farmer may enlist the help of a maze designer to create these amazing images. The designer begins with a sketch, drawn either by hand or on a computer. The design is then plowed into a cornfield using hoes, tractors, or lawn mowers. Many designers use a digital device called a Global Positioning System, or GPS, to guide their cutting.
- 4 Although today's corn mazes may get a boost from modern technology, people have been designing, building, and getting lost in mazes for thousands of years. Mazes first appeared in Greek mythology; the most famous was the labyrinth at Knossos, home of the Minotaur, a half-man, half-bull monster. In the Middle Ages, gardeners built "puzzle hedges" in European castle gardens to amuse the royal court. By the 19th century, mazes had become a popular form of entertainment all over the world.
- 5 In 1993, producer Don Frantz and designer Adrian Fisher built the world's first corn maze in Annville, Pennsylvania. Their dino-shaped creation, "Cornelius, The Cobasaurus," sparked a corn maze craze—there are now approximately one thousand corn mazes across the United States, and corn mazes on every continent except for frosty Antarctica.

Text Reference for MC Assessment Item RI.6.7 and RI.6.9

The Maze Craze

by Toby Lester

- 1 “Well, grain prices in the past few years haven’t been too kind, so we figured we wouldn’t lose anything by trying this out,” Shawn Stolworthy told me when I called him at home, in Firth, Idaho (pop. 429), to ask about the unusual line of work he’s gotten into lately. “It’s going well. Last year I was a full-time farmer and only did four of them, but I’ve quit farming now, and it looks like I’ll be doing twenty to thirty this year.”
- 2 Twenty to thirty giant corn mazes, that is. Stolworthy is one of a number of farmers and entrepreneurs¹ who have recently moved into the improbably popular business of corn-maze design. It’s a business that didn’t exist at all until 1993, when a former Disney producer named Don Frantz produced “Cornelius the Cobasaurus,” a 3.3-acre dinosaur maze with almost two miles of pathways cut into a central Pennsylvania cornfield. The maze was an immediate hit, and a new form of “agritainment”—the use of farmland as a source of public entertainment, to supplement² farmers’ income—was born. (“To the list of more than 3,500 products made from corn,” *American Small Farm Magazine* wrote at the time, “add fun.”) Frantz went on to create the remarkably successful American Maze Company, which has now produced scores of increasingly elaborate mazes around the country and has spawned several competitors, among them Shawn Stolworthy.
- 3 Corn farmers can certainly use a boost these days—prices in the past few years have been hovering at or near all-time lows. When I asked Frantz just how lucrative mazes could be, he said, “Figure it this way: An acre of field corn can profit a farmer two hundred dollars, at best. Revenue³ on our most successful sites, which average seven acres, has been over four hundred thousand dollars. These farms spent quite a lot, however, in order to deliver an entertaining, engaging maze attraction.”
- 4 Therein lies the catch. Actually cutting a maze is a relatively simple operation—one stakes off a cornfield according to a plan and then cuts through the corn once it has begun to grow—but choosing a site, designing a maze for it, and marketing it are the real challenges. “Design is critical,” Shawn Stolworthy told me. “You want your maze to be easy to get to, and you want it to look sharp and clean from the air, for good pictures and publicity.” (To that end, and because it’s more time-efficient than lower-tech methods, Stolworthy uses Global Positioning Software⁴ to design and cut his mazes.) “You’ve got to make people jump an emotional barrier, so that instead of being in a corn maze, they feel they’re in, say, a moose maze. People need an objective to accomplish, beyond just making it through, so we try to create interactive games for them while they’re inside. We try to keep them entertained for about two hours, which is about as much time as they’d spend in a movie, and we charge them about what they’d pay for a movie.” Other essentials: good crowd control; readily available restrooms and refreshments; and fruit and vegetable stands, to sell other farm products. Most important, though, is an integrated marketing plan, which the top maze designers now all sell as a part of their design packages.
- 5 Signs indicate that the corn-maze business is still a growth industry. Don Frantz’s mazes have become elaborately constructed “shows” that, according to his Web site, are put together by “an extraordinary collection of theater artists and craftsmen who love a great game.”

¹entrepreneurs: business people

²supplement: add to

³revenue: income from the sale of goods or services

⁴Global Positioning Software: a system that allows for people on earth to set and find exact locations on the ground using data from satellites located in space