

# How do YOU define Rigor?

The level of learning that challenges the students knowledge, ability, and skill.

Using the unpacked standards to develop student understanding of a concept

Completion of assignments, endurance, and thorough understanding of a concept/skill. (Kindergarten)

High expectations with increased levels of deeper thinking, that includes accountability for every student.

Rigor - DOK levels  
-pushing beyond current level  
-ensuring on grade level

The level at which the teacher and student are able to progress through the information taught/given, and movement through lessons using DOK levels.

using methods and strategies.

Understanding, challenge, DOK, Accountability, Level, Endurance, Completion, Ensuring

Rigor ensures student understanding and accountability by challenging deeper thinking and endurance using level appropriate DOK strategies.

Identify the main topic of the text.  
(Level 1, DOK Remember)

What key details from the text support the main topic? (Level 2, DOK Understand)

Use a vocabulary word from the text in a sentence (Level 3, DOK Applying)

Make prediction about an informational text before and during reading. (Level 4, DOK Evaluate)  
What do you think this story is about?  
What will happen next?

| 1.a                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                       |                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Grade                                                                                                                                                                                                                                                                    | NMSS Domain                                                                                                                                                                                                                                                                                                                                                                           |                                   |
| K                                                                                                                                                                                                                                                                        | Reading: Literature (RL)                                                                                                                                                                                                                                                                                                                                                              |                                   |
| Standard                                                                                                                                                                                                                                                                 | Vertical Alignment                                                                                                                                                                                                                                                                                                                                                                    |                                   |
| Kindergarten students will identify the main topic, retell key details of a text, and make predictions.                                                                                                                                                                  | Previous Grades: N/A                                                                                                                                                                                                                                                                                                                                                                  | Future Grades: 1.a, 2.a, 3.a, 4.a |
| Clarification Statement                                                                                                                                                                                                                                                  | Vocabulary for Teacher Development                                                                                                                                                                                                                                                                                                                                                    |                                   |
| Students identify the main topic and key details of a text both orally and in pictures or writing. Students make predictions before and during reading to monitor their comprehension.                                                                                   | <ul style="list-style-type: none"><li>● <b>main topic</b> – the leading subject of an informational text. From the Greek word for “place.”</li><li>● <b>key details</b> – the most important evidence from the text that supports the main topic</li><li>● <b>prediction</b> – a statement about the future. “Pre” means “before” and “diction” is associated with talking.</li></ul> |                                   |
| Students Who Demonstrate Understanding Can...                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                       |                                   |
| <ul style="list-style-type: none"><li>● identify the main topic of an informational text.</li><li>● retell key details of an informational text that support the main topic.</li><li>● make predictions about an informational text before and during reading.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                       |                                   |

1st  
Grade

DOK  
3

How do details from the story help you identity this as an informational text?

How do details from the story help you identity this as a fictional text?

What are some text features that an informational text has that a fictional story doesn't?

| RL.1.5                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                 | <b>Anchor Standard: Craft and Structure</b><br><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                                                                                                                                                                                                                                                                                  |
| 1                                                                                                                                                                                                                                                                                                                                  | Reading: Literature (RL)                                                                                                                                                                                                                                  | Craft and Structure                                                                                                                                                                                                                                                                          |
| Standard                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           | Vertical Alignment                                                                                                                                                                                                                                                                           |
| Explain major differences between books that tell stories and books that give information                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                           | <i>Previous Grades:</i><br>RL.K.5                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                           | <i>Future Grades:</i><br>RL.1.5, 2.5, 3.5, 4.5, 5.5                                                                                                                                                                                                                                          |
| Clarification Statement                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           | Vocabulary for Teacher Development                                                                                                                                                                                                                                                           |
| Students recognize and are able to explain the different characteristics and text features of literature and informational text.<br><br>Features of literature: setting, characters, problem, climax, solution/ resolution, dialogue, made up experiences<br><br>Features of nonfiction: information, facts, true-life experiences |                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more.</li><li>• <b>narrator</b> – a character who recounts the events of a story or poem</li></ul> |
| Students Who Demonstrate Understanding Can...                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"><li>• recognize and explain features of books that tell stories.</li><li>• recognize and explain features of books that give information.</li><li>• differentiate between books that tell stories and books that give information.</li></ul>                                                     |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |

## 2nd Grade

DOK Level 1 - Recall the events that happened in the story (Interstellar Cinderella).

DOK Level 2 - Predict the moral or lesson of the story (Interstellar Cinderella).

DOK Level 3 - Use a Venn Diagram to compare Interstellar Cinderella to the traditional Cinderella.

DOK Level 4 - Create your own version of a Cinderella story with a similar lesson/moral.

| RL.2.2                                                                                                                                                                                                                          |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                              | <b>Anchor Standard: Key Ideas and Details</b><br><i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                 | <i>Grade</i>                                                                                                                                                                            | <i>CCSS Domain</i>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>2</b>                                                                                                                                                                                                                        | <b>Reading: Literature (RL)</b>                                                                                                                                                         | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Standard</b>                                                                                                                                                                                                                 |                                                                                                                                                                                         | <b>Vertical Alignment</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                                                                                                   |                                                                                                                                                                                         | <i>Previous Grades:</i><br>RL.1.2, K.2 <i>Future Grades:</i><br>RL.3.2, 4.2, 5.2                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Clarification Statement</b>                                                                                                                                                                                                  |                                                                                                                                                                                         | <b>Vocabulary for Teacher Development</b>                                                                                                                                                                                                                                                                                                                                                                                                           |
| Students recount fictional stories that include, but are not limited to, fables and folktales from many different cultures. Students also establish the central messages, morals, or lessons of the stories.                    |                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• <b>central message</b> – the unifying concept within a text; often referred to as theme in upper grades</li> <li>• <b>fable</b> – a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral</li> <li>• <b>folktales</b> – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth)</li> </ul> |
| <b>Students Who Demonstrate Understanding Can...</b>                                                                                                                                                                            |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• read fables and folktales from diverse cultures.</li> <li>• retell the important details of stories.</li> <li>• determine the central message, lesson, or moral in stories.</li> </ul> |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

3rd Grade

|                                                                        |                                                                                          |                                                                                  |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Level 1:<br>Recall<br>their<br>opinion.                                | Students will<br>identify how<br>they feel and<br>their own<br>opinion.                  | Students will<br>report out<br>their own<br>opinion.                             |
| Level 2:<br>Skill<br>Concepts                                          | Students will<br>have to<br>interpret the<br>characters<br>point of view.                | Students will<br>summarize<br>how the<br>characters feel<br>in their<br>opinion. |
| Level 3:<br>Compare their<br>opinion to the<br>character's<br>opinion. | Students will<br>cite evidence<br>why the<br>characters<br>have that<br>opinion.         | Students will<br>be able to<br>formulate<br>their own<br>opinion.                |
| Level 4:<br>The<br>can critique<br>the characters<br>opinions.         | Students can<br>analyze their<br>own opinion<br>as well as the<br>characters<br>opinion. | Students can<br>connect their<br>opinion to the<br>character's.                  |

| RL.3.6                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                        | <b>Anchor Standard: Craft and Structure</b><br><i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i> |                                                                                                                                                                                                                                                                                                                                                                               |
| Grade                                                                                                                                                                                                                                                                                                                                     | CCSS Domain                                                                                                                            | CCSS Strand                                                                                                                                                                                                                                                                                                                                                                   |
| 3                                                                                                                                                                                                                                                                                                                                         | Reading: Literature (RL)                                                                                                               | Craft and Structure                                                                                                                                                                                                                                                                                                                                                           |
| Standard                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                        | Vertical Alignment                                                                                                                                                                                                                                                                                                                                                            |
| Distinguish their own point of view from that of the narrator or those of the characters                                                                                                                                                                                                                                                  |                                                                                                                                        | <i>Previous Grades:</i><br>RL.K.6, RL.1.6, RL.2.6<br><i>Future Grades:</i><br>RL.4.6, RL.5.6                                                                                                                                                                                                                                                                                  |
| Clarification Statement                                                                                                                                                                                                                                                                                                                   |                                                                                                                                        | Vocabulary for Teacher Development                                                                                                                                                                                                                                                                                                                                            |
| Students determine the point of view of the narrator or character in a story and recognize how it is similar or different from their own point of view                                                                                                                                                                                    |                                                                                                                                        | <ul style="list-style-type: none"><li><b>point of view:</b> 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</li></ul> |
| Students Who Demonstrate Understanding Can...                                                                                                                                                                                                                                                                                             |                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>Identify the point of view of various characters.</li><li>Identify the point of view of the narrator.</li><li>Identify the point of view of the reader (student).</li><li>Compare these points of view to their own.</li><li>Distinguish the difference between the three points of view.</li></ul> |                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                               |

# 4th Grade

Understand "level 2" - Use the context clues to determine the meaning of the word burrow in paragraph two.

Apply "Level 2" - Use the word burrow as defined in paragraph two to formulate your own sentence.

Analize "Level 3"- What can you conclude about an animal that lives in a burrow.

| RL.4.4                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div> <div></div> <div>Anchor</div> </div>                                                                                                                                                                                                                                                          | <b>Anchor Standard: Craft and Structure</b><br><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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                     | 4                                                                                                                                                                                                                                                      | Craft and Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Standard                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        | Vertical Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).                                                                                                                                  |                                                                                                                                                                                                                                                        | <div>Previous Grades:</div> <div>RL K.4, 1.4, 2.4, 3.4</div> <div>Future Grades:</div> <div>RL 5.4, 6.4, 7.4</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 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 examine specific words or phrases that impact the meaning or tone of the text.                                                                                            |                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li><b>phrase(s):</b> 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.")</li> <li><b>tone:</b> the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</li> <li><b>connotation:</b> an idea or feeling that a word invokes in addition to its literal or primary meaning</li> </ul> |
| Students Who Demonstrate Understanding Can...                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>determine the meaning of unfamiliar words and phrases.</li> <li>recognize and comprehend references and allusions to characters found in mythology.</li> <li>be able to apply knowledge of characters of mythology to determine meaning and tone.</li> </ul> |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

# 5th Grade

Identifying a character in the story.  
(DOK 1)

Draw conclusions based on the characters  
actions. (DOK 2)

Compare the actions of two characters in the  
story using evidence from the text to support  
your answer. (DOK 3)

| RL.5.3                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                       | <b>Anchor Standard: Key Ideas and Details</b><br><i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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).                                                                                                                                                                                                                                                           |                                                                                                                                                                | <div>Previous Grades:<br/>RL K.3, 1.3, 2.3, 3.3, 4.3</div> <div>Future Grades:<br/>RL 6.3, 7.3, 8.3</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 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.                                                                                                                 |                                                                                                                                                                | <ul style="list-style-type: none"><li>● <b>compare:</b> 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</li><li>● <b>contrast:</b> the state of being strikingly different from something else in juxtaposition or close association</li><li>● <b>drama:</b> 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</li><li>● <b>event:</b> a thing that happens; an occurrence</li><li>● <b>setting:</b> the time and place of the action in a book, play, story, etc. 5</li><li>● <b>text evidence:</b> relevant quote from the text that supports a claim or inference</li></ul> |
| Students Who Demonstrate Understanding Can...                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"><li>● read a story or drama with several characters, settings, and events.</li><li>● 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.).</li><li>● provide a comparison and contrast of two or more settings in a story or drama, drawing on specific details in a text.</li></ul> |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

