

New Mexico Expanded Grade Band Expectations Language Arts: Grades 11 and 12

Strand: READING AND LISTENING FOR COMPREHENSION

Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

	9–12 Benchmark 1: Listen to, read, react to, and analyze information		9–12 Benchmark 2: Synthesize and evaluate information to solve problems across the curriculum		9–12 Benchmark 3: Demonstrate critical thinking skills to evaluate information and solve problems		9–12 Benchmark 4: Apply knowledge of reading process to evaluate print, non-print, and technology-based information	
ENGAGEMENT	The student	GLPS		GLPS		GLPS		GLPS
	1-a attends to reading/literacy stimuli and materials for at least a few seconds at a time on a regular basis when participating in reading and listening activities	11.1 11.2 12.1	<i>1-a attends to reading/literacy stimuli and materials for at least a few seconds at a time on a regular basis when participating in activities where information is analyzed</i>	11.3 12.2 12.3	<i>1-a attends to reading/literacy stimuli and materials for at least a few seconds at a time on a regular basis when participating in information evaluation activities</i>	11.1 12.1	<i>1-a attends to reading/literacy stimuli and materials for at least a few seconds at a time on a regular basis when participating in reading strategy activities</i>	11.6 12.1

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	<i>1-b attends to others in the environment for at least a few seconds at a time on a regular basis when participating in reading and listening activities</i>	11.1 11.2 12.1	<i>1-b attends to others in the environment for at least a few seconds at a time on a regular basis when participating in activities where information is analyzed</i>	11.3 12.2 12.3	<i>2-a maintains and shifts attention between two or more reading/literacy objects, activities, or classroom partners when participating in information evaluation activities</i>	11.1 12.1	<i>2-a maintains and shifts attention between two or more reading/literacy objects, activities, or classroom partners when participating in reading strategy activities</i>	11.6 12.1
	<i>2-a maintains and shifts attention between two or more reading/literacy objects, activities, or classroom partners when participating in reading and listening activities</i>	11.1 11.2 12.1	2-a maintains and shifts attention between two or more reading/literacy objects, activities, or classroom partners when participating in activities where information is analyzed	11.3 12.2 12.3	<i>2-a isolates relevant reading/literacy information in his or her environment when participating in information evaluation activities</i>	11.1 12.1		

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	<i>2-b responds to others and attempts to initiate interaction when participating in reading and listening activities</i>	11.1 11.2 12.1	<i>2-b purposefully gains others' attention when participating in activities where information is analyzed</i>	11.3 12.2 12.3	<i>2-b is able to terminate interactions with others when participating in information evaluation activities</i>	11.1 12.1		
	<i>2-c responds selectively to others in his or her environment when participating in reading and listening activities</i>	11.1 11.2 12.1	<i>2-c isolates relevant information in his or her environment when participating in activities where information is analyzed</i>	11.3 12.2 12.3				

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PRE-SYMBOLIC	The student	GLPS		GLPS		GLPS		GLPS
	<i>3-a responds with understanding to others' communicative interactions in a familiar reading and/or listening activity</i>	11.2	3-a explores a variety of reading/literacy materials reflective of grade-level expectations	11.1 12.2	<i>3-a responds with understanding to others' communicative interactions in a familiar context</i>	11.1 12.1	<i>3-a tracks visual or tactile information horizontally and vertically</i>	11.1 12.1
	<i>3-b anticipates the next step in a logical sequence</i>	11.1	<i>4-a uses visual, auditory, or tactile information for reading/literacy information gathering</i>	11.2 12.2	<i>3-b matches objects that represent letters</i>	11.2 12.1	<i>3-b matches objects that represent letters</i>	11.1 12.1
	3-c explores a variety of reading/literacy materials reflective of grade-level expectations	11.1 12.1	<i>4-b compares and contrasts graphic representations of letters</i>	12.2	<i>4-a compares and contrasts graphic representations of letters</i>	11.2 12.1	<i>3-c matches objects to pictures (visual or tactile) of letters</i>	11.1 12.1

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	<i>3-d matches identical graphic representations of letters</i>	11.1 12.1			<i>4-b responds with understanding to others' communicative interactions in a variety of contexts</i>	11.1 12.1	<i>4-a compares and contrasts graphic representations</i>	11.1 12.1
	<i>4-a responds with understanding to others' communicative interactions in a variety of contexts</i>	11.1 11.2			<i>4-c uses visual, auditory, or tactile resources for information gathering</i>	12.1	4-b rotates pictures, books, keyboards, or other reading/literacy materials to the correct orientation (e.g., left-right, up-down)	11.1 11.2 12.4
	<i>4-b compares and contrasts graphic representations of letters</i>	11.1 11.3 12.1						

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SYMBOLIC	The student	GLPS		GLPS		GLPS		GLPS
	<i>5-a demonstrates understanding of relevant academic vocabulary using abstract graphic symbols</i>	12.2	5-a derives meaning from multiple or combined graphic symbols	12.2	<i>5-a demonstrates understanding of relevant academic vocabulary using abstract graphic symbols</i>	12.1	<i>5-a demonstrates understanding of relevant academic vocabulary using abstract graphic symbols</i>	11.1 11.2 12.1
	5-b derives meaning from multiple or combined graphic symbols	11.1 12.1	<i>5-b gathers visual information (pictures and symbols) that are relevant to a given topic</i>	11.1 11.2 12.2	5-b derives meaning from multiple or combined graphic symbols	12.1	5-b derives meaning from multiple or combined graphic symbols	11.1 12.1
	<i>5-c participates in discussions by questioning and responding</i>	11.3 12.1	6-a identifies or locates specific reading/literacy materials that are relevant to a given topic	11.1 12.2 12.3	6-a shares a personal response to a given problem	11.1 12.1	<i>6-a reads most environmental print using conventional text</i>	11.1 12.1
	<i>6-a reads most environmental print using conventional text</i>	11.1 12.1			<i>6-b identifies reasons that are more relevant and convincing in specific situations</i>	11.2 12.1	<i>6-b reads most high-frequency sight words</i>	11.1 12.1

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	<i>6-b reads most high-frequency sight words</i>	11.1 12.1					<i>6-c explores a wide range of literary forms</i>	11.1 12.1 12.2 12.3

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EXTENDED SYMBOLIC	The student	GLPS		GLPS		GLPS		GLPS
	<i>7-a instructs an audience with regard to how to complete a simple procedure</i>	11.1	7-a uses appropriate resources to access specific information	11.1 12.3	7-a uses appropriate resources to gather information	12.1	<i>7-a uses discussion/collaboration with peers as a way of understanding information</i>	12.1 12.2
	<i>7-b responds with some reflection in group discussions</i>	11.3 12.1	7-b uses a variety of sources (e.g., books, newspapers, magazines, technology, Internet, peer, teacher) to gather information about a given topic	12.2	<i>7-b distinguishes fact from fiction</i>	11.2 12.1	7-b responds personally to texts by analyzing themes and issues	12.3

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	<i>8-a reflects upon and responds to texts through small group discussion, classroom discussion, and dialogue</i>	11.2 11.3 12.1	8-a identifies a research question that is personally important	12.1	7-c uses a variety of sources (e.g., books, newspapers, magazines, technology, Internet, peer, teacher) to gather information about a specific topic	12.1	<i>7-c recognizes themes in the evaluation of print, non-print, and technology-based information</i>	12.2 12.3
	<i>8-b critiques text using defined criteria</i>	11.3 12.2	<i>8-b informs an audience by using a variety of media to explain a personal point of view</i>	11.3 12.3	7-d uses relevant information to identify a problem and potential solutions	11.1 12.1	<i>7-d explores a wide variety of literary forms</i>	12.2 12.3
					8-a gives reasons for personal opinions and reactions to information	11.1	<i>8-a recognizes themes and patterns in literary selections and oral traditions of many cultures</i>	11.1 12.2 12.3

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					8-b uses relevant information to evaluate arguments/issues	11.1 12.1	<i>8-b reads a wide variety of informational and literary texts and selections</i>	11.1 12.1
					<i>8-c explains the nature of an issue and presents an informed opinion regarding the issue</i>	11.2 12.1		

Strand: LITERATURE AND MEDIA

Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

	9–12 Benchmark 1: Use language, literature, and media to understand the role of the individual as a member of many cultures		9–12 Benchmark 2: Understand literary elements, concepts, and genres	
ENGAGEMENT	The student	GLPS		GLPS
	<i>1-a attends to language, literature, and media that are reflective of grade-level expectations while participating in activities that address the role of the individual</i>	12.2	1-a attends to written/graphic stimuli and materials that are reflective of grade-level expectations while participating in activities that address literary elements, concepts, and genres	12.1
	<i>1-b attends to others in the environment for at least a few seconds at a time on a regular basis while participating in activities that address the role of the individual</i>	12.2	<i>2-a isolates relevant information in his or her environment while participating in activities that address literary elements, concepts, and genres</i>	12.1
	2-a responds to others and attempts to initiate interaction while participating in activities that address the role of the individual	12.2	2-b maintains and shifts attention between two or more objects, activities, or classroom partners while participating in activities that address literary elements, concepts, and genres	12.1
	<i>2-b responds selectively to others in his or her environment while participating in activities that address the role of the individual</i>	12.2		
	<i>2-c maintains and shifts attention between two or more objects, activities, or classroom partners while participating in activities that address the role of the individual</i>	12.2		

	9–12 Benchmark 1: Use language, literature, and media to understand the role of the individual as a member of many cultures		9–12 Benchmark 2: Understand literary elements, concepts, and genres	
PRE-SYMBOLIC	The student	GLPS		GLPS
			3-a explores a variety of written/graphic materials that are reflective of grade-level expectations while participating in activities that address literary elements, concepts, and genres	11.1 12.2
SYMBOLIC	The student	GLPS		GLPS
	6-a relates story events to events in own life	12.2		
EXTENDED SYMBOLIC	The student	GLPS		GLPS
	7-a <i>identifies themes in literature and media</i>	12.1	7-b identifies personification and figures of speech	11.2
	7-b <i>identifies literary formats and genres (e.g., memoir, movie, diary)</i>	11.2	8-a <i>analyzes and makes connections between literary works with regard to main idea, details, and point of view</i>	12.2
	8-a <i>responds to a variety of literary works and media (e.g., memoirs, movies, diaries)</i>	12.1	8-b identifies significant themes and concepts and relates them to personal experience	12.1
	8-b <i>relates characters' experiences to own experiences</i>	12.2	8-c <i>interprets contradictions in literary works</i>	11.1
	8-c <i>interprets the significance of themes in literature and media</i>	12.1		