

New Mexico Expanded Grade Band Expectations Language Arts: Grades 3 and 4

Strand: READING AND LISTENING FOR COMPREHENSION

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

	K–4 Benchmark 1: Listen to, read, react to, and retell information		K–4 Benchmark 2: Locate and use a variety of resources to acquire information across the curriculum		K–4 Benchmark 3: Demonstrate critical thinking skills to comprehend written, spoken, and visual information		K–4 Benchmark 4: Acquire reading strategies	
ENGAGEMENT	Student	GLPS		GLPS		GLPS		GLPS
	<i>1-a demonstrates a basic level of alertness when participating in reading and listening activities</i>	3.1 3.3 4.3	1-a attends to reading/literacy stimuli and materials for at least a few seconds at a time on a regular basis	3.1 3.2 4.2	1-a attends to written, spoken, and visual stimuli and materials for at least a few seconds at a time on a regular basis	4.1 4.2	1-a attends to reading/literacy stimuli and materials for at least a few seconds at a time on a regular basis	3.4 3.6 4.5

	K–4 Benchmark 1: Listen to, read, react to, and retell information		K–4 Benchmark 2: Locate and use a variety of resources to acquire information across the curriculum		K–4 Benchmark 3: Demonstrate critical thinking skills to comprehend written, spoken, and visual information		K–4 Benchmark 4: Acquire reading strategies	
	1-b 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	3.1 3.3 4.3	<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>	3.1 3.2 4.2	<i>2-a isolates relevant information in his or her environment</i>	4.1 4.2	<i>2-a recognizes that actions have consequences within a literary context</i>	3.2 3.4 3.6 4.5
	<i>1-c 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>	3.1 3.3 4.3	2-a maintains and shifts attention between two or more objects when participating in reading and listening activities	3.1 3.2 4.2	<i>2-b is able to terminate interactions with others while participating in information-gathering activities</i>	4.1 4.2		

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	<i>2-a responds to others and attempts to initiate interaction when participating in reading and listening activities</i>	3.1 3.3 4.3	<i>2-b purposefully gains others' attention in order to acquire information or assistance</i>	3.1 3.2 4.2				
	<i>2-b responds selectively to others in his or her environment when participating in reading and listening activities</i>	3.1 3.3 4.3	<i>2-c isolates relevant information in his or her environment</i>	3.1 3.2 4.2				
	<i>2-c selects objects that represent main character in a story</i>	3.1 3.3 4.3						

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PRE-SYMBOLIC	Student	GLPS		GLPS		GLPS		GLPS
	<i>3-a responds with understanding to others’ communicative interactions in a familiar context</i>	3.1 3.2 3.3 3.4 4.4	<i>3-a explores a variety of reading/ literacy materials reflective of grade-level expectations</i>	3.1 4.1 4.2	<i>3-a responds with understanding to others’ communicative interactions in a familiar context</i>	3.1 3.2 4.1	<i>3-a tracks visual or tactile information horizontally and vertically</i>	3.1 3.4 3.5 4.1 4.4
	<i>3-b anticipates the next step in a familiar routine</i>	3.1 4.1	<i>4-a uses visual, auditory, or tactile information for information gathering</i>	3.1 3.2 4.1 4.2	<i>4-a responds with understanding to others’ communicative interactions in a variety of contexts</i>	3.1 3.2 4.1 4.2	<i>3-b matches objects to pictures (visual or tactile)</i>	3.4 4.1
	<i>3-c explores a variety of reading/literacy materials reflective of grade-level expectations</i>	3.1 4.3			<i>4-b matches graphic representations of letters</i>	3.1	3-c anticipates the next step in a familiar routine	3.2 3.4
	3-d identifies objects that represent letters as same and different	3.1 4.1 4.2			<i>4-c anticipates events in a predictable story, song, poem, or nursery rhyme</i>	3.1 4.1	3-d identifies objects that represent letters as same and different	3.1 3.4 3.6 4.1

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	<i>4-a responds with understanding to others’ communicative interactions in a variety of contexts</i>	3.1 3.2 3.3 3.4 4.4					<i>4-a matches graphic representations of letters</i>	3.2 4.1
	<i>4-b follows simple directions in familiar contexts in order to participate in reading or listening activities</i>	3.1 3.3 4.2					<i>4-b rotates pictures, books, keyboards, or other literacy materials to the correct orientation (left-right and up-down)</i>	3.4 3.5 4.4
	<i>4-c continues the next step in a familiar reading or listening routine</i>	3.1 4.2					<i>4-c anticipates events in a predictable story, song, poem, nursery rhyme</i>	3.4 3.5 4.4
	<i>4-d uses visual, auditory, or tactile information to gather information</i>	3.1, 3.2 3.3 3.4 4.3 4.4						

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	<i>4-e explores literacy materials that are reflective of grade band expectations</i>	3.1 4.3						

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SYMBOLIC	Student	GLPS		GLPS		GLPS		GLPS
	<i>5-a responds with understanding to others’ communicative interactions in a variety of contexts in a socially appropriate manner</i>	3.1 3.2 3.3 3.4 4.4	<i>5-a derives meaning from multiple or combined graphic symbols</i>	3.1 4.1	<i>5-a comprehends relevant academic vocabulary using abstract graphic symbols</i>	3.1	5-a demonstrates understanding that graphic information (pictures, print, tactile symbols) has meaning	3.1 3.4 3.6 4.1 4.5
	<i>5-b reads and comprehends relevant academic vocabulary using abstract graphic symbols</i>	3.1	<i>5-b distinguishes between tables and graphs</i>	3.2 4.2	<i>5-b follows simple directions in new or different contexts</i>	3.1	<i>5-b comprehends relevant academic vocabulary using abstract graphic symbols</i>	3.1 3.2 3.4 3.6 4.5
	<i>5-c follows simple directions in new or different contexts</i>	3.1 3.3	<i>6-a recognizes that tables, charts, and graphs contain information that can be used</i>	3.2 4.2	<i>5-c derives meaning from multiple or combined graphic symbols</i>	3.1	<i>5-c decodes basic environmental print</i>	3.1 3.2 4.1 4.5

	K–4 Benchmark 1: Listen to, read, react to, and retell information		K–4 Benchmark 2: Locate and use a variety of resources to acquire information across the curriculum		K–4 Benchmark 3: Demonstrate critical thinking skills to comprehend written, spoken, and visual information		K–4 Benchmark 4: Acquire reading strategies	
	<i>5-d follows complex directions in familiar contexts</i>	3.1 3.3 4.2	<i>6-b identifies the location of, or locates, specific literacy materials</i>	3.2 4.1 4.2	<i>5-d responds to literature presented (e.g., commenting, questioning)</i>	3.1 4.1 4.2 4.3	6-a reads and comprehends basic environmental print using conventional text	3.1 3.2 3.4 3.6 4.1 4.2 4.5
	<i>6-a follows complex directions in new or different contexts</i>	3.1 3.3 3.4			<i>6-a follows complex directions in new or different contexts</i>	3.1 4.5	6-b reads and comprehends high-frequency sight words	3.1 3.2 3.4 3.6 4.1 4.2 4.5

	K–4 Benchmark 1: Listen to, read, react to, and retell information		K–4 Benchmark 2: Locate and use a variety of resources to acquire information across the curriculum		K–4 Benchmark 3: Demonstrate critical thinking skills to comprehend written, spoken, and visual information		K–4 Benchmark 4: Acquire reading strategies	
	6-b reads and comprehends basic environmental print using conventional text	3.1 3.4 4.2			<i>6-b draws conclusions and responds to events in new situations and stories</i>	3.1 4.1 4.2 4.5		
	6-c reads and comprehends high-frequency sight words	3.4 4.1 4.3 4.4			<i>6-c responds with understanding to others' communicative interactions in a variety of contexts in a socially appropriate manner</i>	3.1 3.2 4.1		
	<i>6-d identifies main character by interacting with text</i>	4.2						

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EXTENDED SYMBOLIC	Student	GLPS		GLPS		GLPS		GLPS
	<i>7-a provides a summary of main idea(s)</i>	3.2 4.1	7-a locates and uses relevant information appropriately	3.1 3.2 4.1 4.2	<i>7-a identifies criteria for evaluating information</i>	4.1 4.2 4.5	<i>7-a interacts with peers and teachers to enhance comprehension of text and share information</i>	3.4 3.6 4.5
	<i>7-b identifies story elements (main idea, characters, plot, theme, etc.)</i>	3.2 4.2	<i>7-b uses technology to gather information</i>	3.2, 4.2	7-b makes choices and indicates preferences about literacy materials and ways to access the materials	3.2 4.1 4.2	<i>7-b applies phonics skills and context clues to decode new words</i>	3.1 3.2 3.4 3.6 4.1 4.2 4.5
	<i>7-c reads high-frequency sight words in context</i>	3.4 4.1 4.3 4.4	8-a identifies and uses multiple resources to gather information	3.1 3.2 4.1 4.2	<i>7-c identifies and responds to fiction and nonfiction</i>	4.1 4.2	<i>7-c reads texts aloud to build fluency and comprehension</i>	3.5 4.4 4.5 4.6
	<i>7-d listens to and retells parts of a story</i>	3.1 3.2 4.1 4.2	8-b chooses appropriate technology resources to gather information	3.2 4.2	7-d uses information to identify a problem and its potential solutions in the community	3.2 4.2 4.5	<i>7-d uses a variety of strategies to comprehend text</i>	3.4 4.1

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	<i>8-a recalls story details (e.g., characterization and sequence)</i>	4.2			<i>8-a critiques information according to defined criteria</i>	3.1 3.2 4.1 4.2 4.3 4.5	<i>8-a interacts with others to confirm and clarify understanding of text</i>	3.4 3.6 4.5
	<i>8-b identifies story structure (e.g., beginning, middle, end)</i>	3.1			8-b expresses reasons for personal preferences and reactions to information	3.2 4.1 4.2	<i>8-b increases vocabulary through reading, listening, and interacting</i>	3.6 4.5
					8-c uses information to evaluate and explain potential solutions to community problems	3.1 3.2 4.2 4.5	<i>8-c reads texts that are reflective of grade band expectations with fluency and comprehension</i>	3.1 3.2 4.1

Strand: LITERATURE AND MEDIA

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

	K–4 Benchmark 1: Use language, literature, and media to gain and demonstrate awareness of cultures around the world		K–4 Benchmark 2: Identify and use the types of literature according to their purpose and function	
ENGAGEMENT	The student	GLPS		GLPS
	1-a attends to reading/literacy stimuli and materials for at least a few seconds at a time on a regular basis while participating in literature and media activities	3.1 3.2 4.1	<i>1-a attends to different types of literature for at least a few seconds at a time on a regular basis</i>	3.2 4.5
	<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 literature and media activities</i>	3.1 3.2 4.1	<i>2-a isolates relevant literary information in his or her environment</i>	3.2 4.5
	<i>2-a responds to others and attempts to initiate interaction while participating in literature and media activities</i>	3.1 3.2 4.1	<i>2-b maintains and shifts attention between two or more reading/literacy objects, activities, or classroom partners while participating in literature activities</i>	3.2 4.5
	<i>2-b responds selectively to others in his or her environment while participating in literature and media activities</i>	3.1 3.2 4.1		
	<i>2-b maintains and shifts attention between two or more reading/literacy objects, activities, or classroom partners while participating in literature and media activities</i>	3.1 3.2 4.1		

	K–4 Benchmark 1: Use language, literature, and media to gain and demonstrate awareness of cultures around the world		K–4 Benchmark 2: Identify and use the types of literature according to their purpose and function	
PRE-SYMBOLIC	The student	GLPS		GLPS
	<i>3-a responds to others’ communicative interactions in a variety of contexts in a socially appropriate way that indicates some level of understanding</i>	3.1 3.2 4.2 4.3	3-a explores a variety of reading/literacy materials that are reflective of grade-level expectations	3.1 4.2 4.5
	<i>4-a anticipates events in a predictable selection (e.g., short story, song, poem, nursery rhyme, fable, drama)</i>	3.1 3.2 4.1 4.2	4-a uses visual, auditory, or tactile resources for information gathering	3.1 4.5
	<i>4-b shows preference for types of literature (e.g., short stories, poetry, nursery rhyme, fable, drama)</i>	3.2 3.3 3.4	<i>4-b shows preference for types of literature (e.g., fiction, nonfiction, poetry, drama)</i>	3.1 3.2 4.5
SYMBOLIC	The student	GLPS		GLPS
	<i>5-a responds to a variety of literature and media experiences</i>	3.2	5-a demonstrates the understanding that graphic information (pictures, print, tactile symbols) has meaning	3.1 3.2 4.5
	5-b identifies a character’s actions	3.3 4.1	5-b derives meaning from multiple or combined graphic symbols	3.1 3.2 4.5
	6-a relays complex information, such as information in a sequence, to others	3.1 3.2	6-a predicts events in new situations and stories (next logical step)	3.2 4.1
	6-b relates story events to events in his or her life	3.1	<i>6-b produces meaningful words</i>	3.1 4.4
	<i>6-c identifies and classifies media formats (e.g., books, newspapers, videos, audiotapes)</i>	3.2 3.4		

	K–4 Benchmark 1: Use language, literature, and media to gain and demonstrate awareness of cultures around the world		K–4 Benchmark 2: Identify and use the types of literature according to their purpose and function	
EXTENDED SYMBOLIC	The student	GLPS		GLPS
	7-a locates specific literacy materials	3.1	<i>7-a makes choices and indicates preferences about literacy materials and ways to access the materials</i>	3.2 4.5
	<i>7-b examines reasons for a character’s actions</i>	4.1	<i>7-b identifies types of literature by genre (e.g., story, poetry, fable)</i>	3.2 4.1 4.5
	<i>7-c identifies similarities and differences in events and characters across examples of literature and media</i>	3.3 4.3	<i>7-c distinguishes between fiction and nonfiction</i>	3.1 3.2 4.3 4.5
	<i>8-a expresses reasons for personal preferences and reactions to information</i>	3.2	<i>7-d produces meaningful sentences</i>	3.1 4.4
	8-b compares characters’ experiences with own experiences	3.1 4.3	<i>8-a composes a single paragraph</i>	3.1 4.4
	<i>8-c identifies and discusses similarities and differences in events and characters across examples of literature and media</i>	3.3 4.4	<i>8-b identifies plot and sequence in stories (e.g., beginning, middle, and end)</i>	4.1
			8-c relates characters’ experiences to own experiences	3.2
			8-d retells elements of a complex story or narrative (e.g., plot, main idea, conflict/resolution, setting)	3.2 4.2 4.5
			<i>8-e analyzes extended text from any informational source (e.g., print and electronic media) and provides a summary, including the main idea and supporting details</i>	3.2 4.2 4.5