

## New Mexico Expanded Grade Band Expectations Language Arts: Grades 5 and 6

**Strand: READING AND LISTENING FOR COMPREHENSION**

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

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>1-a attends to reading/literacy materials and stimuli for at least a few seconds at a time on a regular basis when participating in reading and listening activities</i>	5.1 5.4 6.3 6.5	<i>1-a attends to reading/literacy materials and stimuli for at least a few seconds at a time on a regular basis when participating in information-gathering activities</i>	5.2 6.1	<i>1-a attends to reading/literacy materials and stimuli for at least a few seconds at a time on a regular basis when analyzing information</i>	5.3	<i>1-a attends to reading/literacy materials and stimuli for at least a few seconds at a time on a regular basis when participating in reading strategy activities</i>	5.1 5.2 5.3 6.1 6.4

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
	<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>	5.1 5.4 6.3 6.5	<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 information-gathering activities</i>	5.2 6.1	<i>1-b attends to others in the environment for at least a few seconds at a time on a regular basis when analyzing information</i>	5.3	<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 strategy activities</i>	5.1 5.2 5.3 6.1 6.4
	<i>2-a responds to others and attempts to initiate interaction</i>	5.1 5.4 6.3 6.5	<i>2-a maintains and shifts attention between two or more objects when participating in information-gathering activities</i>	5.2 6.1	<i>2-a isolates relevant information in his or her environment when analyzing information</i>	5.3	<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>	5.1 5.2 5.3 6.1 6.4

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
	<i>2-b responds selectively to others in his or her environment</i>	5.1 5.4 6.3 6.5	<i>2-b purposefully gains others' attention when participating in information-gathering activities</i>	5.2 6.1	<i>2-b is able to terminate interactions with others when analyzing information</i>	5.3	<i>2-b maintains interactions with others during reading strategy activities</i>	5.1 5.2 5.3 6.1 6.4
	<i>2-c selects objects that represent main character in a story</i>	5.1 5.4 6.2 6.3 6.5	<i>2-c isolates relevant information in his or her environment when participating in information-gathering activities</i>	5.2 6.1				

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>3-a responds with understanding to others' communicative interactions in a familiar context</i>	5.1 5.4	<i>3-a explores a variety of reading/literacy materials reflective of grade-level expectations</i>	5.2 6.2	<i>3-a matches objects that represent letters</i>	5.2 6.1	<i>3-a tracks visual or tactile information horizontally and vertically</i>	5.1 5.3 6.1
	<i>3-b explores a variety of reading/literacy materials reflective of grade-level expectations</i>	5.2 6.3	<i>3-b matches objects that represent letters</i>	5.2 6.2	<i>4-a compares and contrasts graphic representations that represent letters</i>	5.1 6.1	<i>3-b explores a variety of reading/literacy materials reflective of grade-level expectations</i>	5.1 5.3 6.1
	<i>3-c matches identical graphic representations of main characters and/or settings in a story</i>	5.3	<i>4-a uses visual, auditory, or tactile stimuli to gather information</i>	6.1 6.2 5.2	<i>4-b responds to reading/literacy stimuli that are reflective of grade-level expectations</i>	5.3	<i>3-c matches objects that represent letters</i>	5.1 5.3 6.1

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
	<i>4-a follows simple directions in familiar and routine contexts</i>	5.4					<i>4-a rotates pictures, books, keyboards, or other literacy materials to the correct orientation (e.g., left-right, up-down)</i>	5.1 6.1 6.3
	<i>4-b compares graphic representations of characters in a story</i>	5.3					<i>4-b anticipates events in a predictable work of fiction/nonfiction, poem, and drama</i>	5.2 5.4
	<i>4-c uses visual, auditory, or tactile stimuli to gather information</i>	5.4 6.3						
	<i>4-d responds with understanding to others' communicative interactions in a variety of contexts</i>	5.1 5.4						

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>5-a follows simple directions in new or different contexts</b>	5.4	<i>5-a identifies or locates specific reading/literacy materials</i>	5.2 6.2	<i>5-a interprets graphic symbols appropriately</i>	5.1 6.1	<i>5-a derives meaning from graphic information (e.g., pictures, print, tactile symbols)</i>	5.1 5.3 6.1
	<i>5-b responds with understanding to others' communicative interactions in a variety of contexts in a socially appropriate manner.</i>	5.1 5.4 6.5	<i>6-a uses multiple sources (e.g., print, non-print) to gather information</i>	5.2 6.2	<i>5-b identifies posed problems and their respective solutions</i>	5.3 6.3	<b>5-b comprehends relevant academic vocabulary using abstract graphic symbols</b>	5.1 5.3
	<i>5-c follows complex directions in familiar contexts</i>	5.4			<i>6-a uses given criteria to evaluate text</i>	5.2 6.1 6.3	<i>5-c reads some high-frequency sight words</i>	5.1 5.3 6.1
	<i>5-d interprets graphic symbols appropriately</i>	5.3			<b>6-b predicts a logical outcome based on information provided</b>	5.5 6.3	<i>6-a reads most environmental print, using conventional text</i>	5.1 5.3 6.1

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
	<i>6-a follows complex directions in new or different contexts</i>	5.4			<i>6-c responds to fiction, nonfiction, poetry, and drama</i>	5.3	<i>6-b reads many high-frequency sight words</i>	5.1 5.3 6.1
	<i>6-b reads most environmental print, using conventional text</i>	5.2 5.3 6.3					<i>6-c responds to various texts and literacy selections</i>	5.2 6.2
							<i>6-d follows both written and oral directions</i>	6.4

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>7-a summarizes main idea(s) in a literary selection</i>	6.2	<i>7-a uses appropriate sources and technology to access information (e.g., books, newspapers, Internet, peers, teachers)</i>	5.2 6.2	<i>7-a identifies criteria for evaluating information</i>	5.1 5.6 6.1 6.3	<i>7-a interacts with others to enhance comprehension and share information</i>	5.1 6.1
	<i>7-b identifies story elements (main idea, characters, plot, theme, etc.)</i>	6.2	<i>7-b summarizes information gathered</i>	5.2 6.1	<i>7-b identifies elements of fiction, nonfiction, poetry, and drama</i>	5.1 5.3	<b>7-b identifies story elements (e.g., characters, setting, point of view)</b>	6.1
	<i>7-c generates questions about relevant academic reading materials and topics</i>	5.1	<i>8-a evaluates information gathered for relevance to a topic/question</i>	5.2 6.1	<i>7-c evaluates information for relevance</i>	5.2 6.3	<b>7-c correctly sequences events in a story</b>	5.4 6.1

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
	<i>7-d reads connected conventional text aloud</i>	5.3 6.1	<i>8-b organizes information gathered based on appropriate criteria</i>	6.3	<i>8-a evaluates information according to generated criteria</i>	5.2 6.1 6.3	<i>7-d chooses materials to read independently</i>	5.4
	<i>8-a provides a summary, including the main idea and supporting details</i>	6.2	<i>8-c creates a research product in written and presentation form that addresses a specific topic</i>	6.2	<i>8-b analyzes information gathered to address a topic/question</i>	5.1 5.3 5.5 6.1 6.3	<b>8-a interacts with others to confirm and clarify understanding in group discussions</b>	5.1 6.1 6.2
	<i>8-b relates a personal account in a group activity</i>	6.1 6.5			<i>8-c distinguishes between fact and opinion</i>	5.5 5.6 6.1	<i>8-b discusses elements of a complex story or narrative (e.g., plot, main idea, conflict/resolution, and setting)</i>	5.4 6.1

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
	<i>8-c retells elements of a complex story or narrative, such as plot, main idea, conflict/resolution, and setting</i>	6.2			<i>8-d makes judgments about oral and written information (e.g., compare/contrast, evaluate for details, making inferences, drawing conclusions, making connections)</i>	5.1 5.2 5.4 5.5 6.1 6.2 6.3	<i>8-c formulates questions about text that has been read</i>	5.2 6.2
	<i>8-d makes judgments about oral and written information (e.g., compare/contrast, evaluate for details, making inferences, drawing conclusions, making connections)</i>	5.1 5.2			<i>8-e creates a research product in written and presentation form that addresses a specific topic</i>	5.3	<i>8-d reads a variety of texts and media to increase comprehension and fluency</i>	5.1 5.3 6.1

	<b>5–8 Benchmark 1:</b> Listen to, read, react to, and interpret information		<b>5–8 Benchmark 2:</b> Gather and use information for research and other purposes		<b>5–8 Benchmark 3:</b> Apply critical thinking skills to analyze information		<b>5–8 Benchmark 4:</b> Demonstrate competence in the skills and strategies of the reading process	
	<i>8-e reads and comprehends extended conventional text</i>	5.3 6.3					<i>8-e uses effective reading strategies and appropriate resources to clear up confusion (reference materials, teacher, technology)</i>	5.1 6.1 6.3

**Strand: LITERATURE AND MEDIA**

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

	<b>5–8 Benchmarks 1:</b> Use language, literature, and media to understand various social and cultural perspectives		<b>5–8 Benchmarks 2:</b> Identify ideas and make connections among literary works	
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>
	<b>1-a attends to written/graphic stimuli and materials for at least a few seconds at a time on a regular basis while participating in literature and media activities</b>	6.2	<b>1-a attends to a variety of written/graphic stimuli and materials for at least a few seconds at a time on a regular basis</b>	5.1 6.1
	<b>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</b>	6.2	<b>1-b attends to others in the environment for at least a few seconds at a time on a regular basis while participating in literary activities</b>	5.1 6.1
	<i>2-a responds to others and attempts to initiate interaction while participating in literature and media activities</i>	6.2	<i>2-a isolates relevant information in his or her environment while participating in literary activities</i>	5.1 6.1
	<i>2-b responds selectively to others in his or her environment while participating in literature and media activities</i>	6.2	<b>2-b maintains and shifts attention between two or more objects, activities, or classroom partners while participating in literary activities</b>	5.1 6.1
	<b>2-c maintains and shifts attention between two or more objects, activities, or classroom partners while participating in literature and media activities</b>	6.2		
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>
			<i>3-a matches identical objects that represent literary characters or figures</i>	6.2
			<i>4-a uses visual, auditory, or tactile information for literary information gathering</i>	6.3

	<b>5–8 Benchmarks 1:</b> Use language, literature, and media to understand various social and cultural perspectives		<b>5–8 Benchmarks 2:</b> Identify ideas and make connections among literary works	
			<b>4-b shows preference for types of literature (e.g., fiction, nonfiction, newspapers, magazines, drama)</b>	5.2 6.2
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>
	<i>5-a produces relevant information about a selected topic</i>	5.1 6.2	<b>5-a demonstrates the understanding that graphic information (pictures, print, tactile symbols) has meaning</b>	5.1 5.2
	<i>6-a identifies similar character types</i>	5.1	<b>5-b derives meaning from multiple or combined graphic symbols</b>	5.1 5.2
	<i>6-c identifies and classifies patterns and symbols depicted in literature and media of various cultures</i>	5.3	<b>6-a predicts events in new situations and stories (next logical step)</b>	5.3 6.1
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>
	<i>7-a describes characters' actions</i>	5.1 6.1	<i>7-a makes choices and indicates preferences about literacy materials and ways to access the materials</i>	6.3
	<i>7-b identifies different literary genre and media formats (e.g., mythology, fiction/nonfiction, drama)</i>	5.3	<i>7-b identifies story elements (main idea, characters, plot, theme, etc.)</i>	5.1 5.3 6.2
	<i>8-a evaluates personal perspective based upon experiences and literature/media</i>	7.2	<i>8-a identifies conflict and resolution in a plot</i>	5.1
	<i>8-b explains how characters representing a variety of cultures are similar</i>	5.1 6.1	<i>8-b identifies recurring themes in literary works</i>	5.3 6.2
	<i>8-c responds to historically or culturally significant works of literature</i>	6.2	<i>8-c identifies literary devices (e.g., metaphor, dialect, irony)</i>	6.1
	<i>8-d identifies recurring themes in literature and media</i>	5.3	<i>8-d critiques the credibility of a character and plot, considering the degree to which each is contrived or realistic</i>	6.1