

New Mexico Expanded Grade Band Expectations Language Arts: Grades 7 and 8

Strand: READING AND LISTENING FOR COMPREHENSION

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

	5–8 Benchmark 1: Listen to, read, react to, and interpret information		5–8 Benchmark 2: Gather and use information for research and other purposes		5–8 Benchmark 3: Apply critical thinking skills to analyze information		5–8 Benchmark 4: Demonstrate competence in the skills and strategies of the reading process	
ENGAGEMENT	The student	GLPS		GLPS		GLPS		GLPS
	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	7.2 8.2	<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>	7.1 7.2 8.2	<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>	7.4	<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>	7.1

	5–8 Benchmark 1: Listen to, read, react to, and interpret information		5–8 Benchmark 2: Gather and use information for research and other purposes		5–8 Benchmark 3: Apply critical thinking skills to analyze information		5–8 Benchmark 4: 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>	7.2 8.2	<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>	7.1 7.2 8.2	<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>	7.4	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	7.1
	2-a responds to others and attempts to initiate interaction during reading and listening activities	7.2 8.2	<i>2-a maintains and shifts attention between two or more objects when participating in information-gathering activities</i>	7.1 7.2 8.2	<i>2-a isolates relevant information in his or her environment when analyzing information</i>	7.4 8.1	2-a maintains and shifts attention between two or more reading/literacy objects, activities, or classroom partners when participating in reading strategy activities	7.1

	5–8 Benchmark 1: Listen to, read, react to, and interpret information		5–8 Benchmark 2: Gather and use information for research and other purposes		5–8 Benchmark 3: Apply critical thinking skills to analyze information		5–8 Benchmark 4: Demonstrate competence in the skills and strategies of the reading process	
	<i>2-b responds selectively to others in his or her environment during reading and listening activities</i>	7.2 8.2	<i>2-b purposefully gains others' attention when participating in information-gathering activities</i>	7.1 7.2 8.2	<i>2-b is able to terminate interactions with others when analyzing information</i>	7.2 8.1	<i>2-b maintains interactions with others during reading strategy activities</i>	7.1
	<i>2-c selects objects that represent main character in a story</i>	7.2 8.2 8.3	<i>2-c isolates relevant information in his or her environment when participating in information-gathering activities</i>	7.1 7.2 7.4 8.2				

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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 context</i>	7.2 8.2	<i>3-a matches objects that represent letters</i>	7.1	<i>3-a matches objects that represent letters</i>	7.1	3-a tracks visual or tactile information horizontally and vertically	7.1 8.6
	<i>3-b matches identical graphic representations of main characters and/or settings in a story</i>	7.2			<i>4-a compares and contrasts graphic representations that represent letters</i>	7.1 8.2	<i>3-b explores a variety of reading/literacy materials reflective of grade-level expectations</i>	7.1 8.6
	4-a follows simple directions in familiar and routine contexts	7.2					<i>3-c matches objects that represent letters</i>	7.1 8.6

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	<i>4-b compares graphic representations of characters in a story</i>	7.2 8.3					4-a rotates pictures, books, keyboards, or other literacy materials to the correct orientation (e.g., left-right, up-down)	7.1 8.6
	<i>4-c responds with understanding to others' communicative interactions in a variety of contexts</i>	7.2 8.2						

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SYMBOLIC	The student	GLPS		GLPS		GLPS		GLPS
	5-a follows simple directions in new or different contexts	7.2	<i>5-a identifies or locates specific reading/literacy materials</i>	7.1	<i>5-a interprets graphic symbols appropriately</i>	7.1 8.2	5-a derives meaning from graphic information (e.g., pictures, print, tactile symbols)	7.1 8.1 8.4
	<i>5-b responds with understanding to others' communicative interactions in a variety of contexts in a socially appropriate manner</i>	7.2 8.2	<i>6-a uses multiple sources (e.g., print, non-print) to gather information</i>	7.1 8.2	<i>5-b identifies posed problems and their respective solutions</i>	7.1 8.2	5-b comprehends relevant academic vocabulary using abstract graphic symbols	7.4
	<i>5-c follows complex directions in familiar contexts</i>	7.2			<i>6-a uses given criteria to evaluate text</i>	7.2 8.1 8.2	5-c reads some high-frequency sight words	7.8 8.6
	<i>5-d interprets graphic symbols appropriately</i>	7.2			6-b predicts a logical outcome based on information provided	8.2	6-a reads most environmental print, using conventional text	7.1 8.6

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	<i>6-a follows complex directions in new or different contexts</i>	7.2					<i>6-b reads many high-frequency sight words</i>	7.1 8.6
	6-b reads most environmental print, using conventional text	7.2					<i>6-c responds to various texts and literacy selections</i>	7.1

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EXTENDED SYMBOLIC	The student	GLPS		GLPS		GLPS		GLPS
	<i>7-a summarizes main idea(s) in a literary selection</i>	7.2 8.3	<i>7-a uses appropriate sources and technology to access information (e.g., books, newspapers, Internet, peers, teachers)</i>	7.1 8.2	<i>7-a identifies criteria for evaluating information</i>	7.2 7.3	7-a identifies story elements (e.g., characters, setting, point of view)	7.1 8.6
	7-b identifies story elements (main idea, characters, plot, theme, etc.)	8.3	<i>7-b summarizes information gathered</i>	7.1 8.1	<i>7-b identifies elements of fiction, nonfiction, poetry, and drama</i>	7.4	7-b correctly sequences events in a story	8.6
	<i>7-c generates questions about relevant academic reading materials and topics</i>	7.2 8.2	<i>8-a evaluates information gathered for relevance to a topic/question</i>	7.3 8.1	<i>7-c evaluates information for relevance</i>	7.2	<i>7-c chooses materials to read independently</i>	8.6

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	<i>7-d reads connected conventional text aloud</i>	7.1	<i>8-b creates a research product in written and presentation form that addresses a specific topic</i>	7.3 8.1	<i>8-a evaluates information according to generated criteria</i>	7.2 8.2	8-a discusses elements of a complex story or narrative (e.g., plot, main idea, conflict/resolution, and setting)	7.1 8.2
	<i>8-a provides a summary, including the main idea and supporting details</i>	7.1 7.2 8.3			<i>8-b analyzes information gathered to address a topic/question</i>	7.1 7.4 8.1 8.2	<i>8-b formulates questions about text that has been read</i>	7.4
	<i>8-b relates a personal account in a group activity</i>	7.1 8.1 8.2			<i>8-c distinguishes between fact and opinion</i>	8.1	<i>8-c reads a variety of texts and media to increase comprehension and fluency</i>	7.1 8.1

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	8-c retells elements of a complex story or narrative, such as plot, main idea, conflict/ resolution, and setting	7.1 8.1 8.3			<i>8-d makes judgments about oral and written information (e.g., compare/contrast, evaluate for details, making inferences, drawing conclusions, making connections)</i>	7.4 7.2 8.1 8.2		
	<i>8-d makes judgments about oral and written information (e.g., compare/contrast, evaluate for details, making inferences, drawing conclusions, making connections)</i>	7.2 8.3			<i>8-e creates a research product in written and presentation form that addresses a specific topic</i>	7.1 7.4 8.1		
	<i>8-e reads and comprehends extended conventional text</i>	7.2						

Strand: LITERATURE AND MEDIA

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

	5–8 Benchmarks 1: Use language, literature, and media to understand various social and cultural perspectives		5–8 Benchmarks 2: Identify ideas and make connections among literary works	
ENGAGEMENT	The student	GLPS		GLPS
	<i>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</i>	8.1 8.2	<i>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</i>	7.2
	<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>	8.1 8.2	<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 literary activities</i>	7.2
	<i>2-a responds to others and attempts to initiate interaction while participating in literature and media activities</i>	8.1 8.2	<i>2-a isolates relevant information in his or her environment. while participating in literary activities</i>	7.2
	<i>2-b responds selectively to others in his or her environment while participating in literature and media activities</i>	8.1 8.2	<i>2-b maintains and shifts attention between two or more objects, activities, or classroom partners while participating in literary activities</i>	7.2
	<i>2-c maintains and shifts attention between two or more objects, activities, or classroom partners while participating in literature and media activities</i>	8.1 8.2		

	5–8 Benchmarks 1: Use language, literature, and media to understand various social and cultural perspectives		5–8 Benchmarks 2: Identify ideas and make connections among literary works	
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>	7.2 8.2	<i>3-a matches identical objects that represent literary characters or figures</i>	7.2 7.3 8.3
	<i>3-b matches identical graphic representations</i>	7.2 7.3 8.3	<i>4-a uses visual, auditory, or tactile information for literary information gathering</i>	7.2
	<i>4-a shows preference for types of literature (e.g., stories, poetry, newspapers, magazines, drama)</i>	7.2 8.1	<i>4-b shows preference for types of literature (e.g., fiction, nonfiction, newspapers, magazines, drama)</i>	7.2
SYMBOLIC	The student	GLPS		GLPS
	<i>5-a produces relevant information about a selected topic</i>	7.2 8.1	<i>6-a identifies sounds/words that rhyme or are repeated in poetry</i>	8.2
	<i>6-a relates story events to events in his or her life</i>	7.2 8.2		
	<i>6-b identifies and classifies patterns and symbols depicted in literature and media of various cultures</i>	7.1		
EXTENDED SYMBOLIC	The student	GLPS		GLPS
	<i>7-a identifies different literary genre and media formats (e.g., mythology, fiction/nonfiction, drama)</i>	7.3 8.1	<i>7-b identifies story elements (main idea, characters, plot, theme, etc.)</i>	7.2
	<i>8-a evaluates personal perspective based upon experiences and literature/media</i>	7.2 8.2	<i>8-a identifies conflict and resolution in a plot</i>	8.1
	<i>8-b identifies recurring themes in literature and media</i>	7.1 8.3	<i>8-b identifies recurring themes in literary works</i>	7.2
	<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>	8.3

	5–8 Benchmarks 1: Use language, literature, and media to understand various social and cultural perspectives		5–8 Benchmarks 2: Identify ideas and make connections among literary works	
			<i>8-d critiques the credibility of a character and plot, considering the degree to which each is contrived or realistic</i>	7.3