

New Mexico Expanded Grade Band Expectations Writing: Grades 11 and 12

Strand: WRITING AND SPEAKING FOR EXPRESSION
Standard II: Students will communicate effectively through speaking and writing.

	9–12 Benchmark 1: Communicate information in a coherent and persuasive manner using verbal and non-verbal language		9–12 Benchmark 2: Apply grammatical and language conventions to communicate		9–12 Benchmark 3: Demonstrate competence in the skills and strategies of the writing process to inform and persuade	
ENGAGEMENT	The student	GLPS		GLPS		GLPS
	<i>1-a attends to others in the environment for at least a few seconds at a time on a regular basis while participating in communication activities</i>	11.1	<i>1-a attends to others in the environment for at least a few seconds at a time on a regular basis while participating in grammatical and language convention activities</i>	11.2	<i>1-a attends to interesting written/graphic stimuli and materials that are reflective of grade-level expectations for at least a few seconds at a time on a regular basis while participating in activities that address the writing process</i>	11.1
	1-b attends to written/graphic stimuli and materials reflective of grade-level expectations while participating in communication activities	11.1	1-b attends to written/graphic stimuli and materials reflective of grade-level expectations while participating in grammatical and language convention activities	11.2	2-a maintains and shifts attention between two or more objects, activities, or social partners while participating in activities that address the writing process	11.1

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	<i>2-a responds selectively to others in his or her environment while participating in communication activities</i>	11.1	<i>2-a responds selectively to others in his or her environment while participating in grammatical and language convention activities</i>	11.2	<i>2-b isolates relevant information in his or her environment while participating in activities that address the writing process</i>	11.1
	<i>2-b acknowledges a potential communication partner while participating in communication activities</i>	11.1	<i>2-b consistently responds to most others' attempts to initiate interaction while participating in grammatical and language convention activities</i>	11.2		
	<i>2-c purposefully gains others' attention while participating in communication activities</i>	11.1	<i>2-c terminates interactions with others while participating in grammatical and language convention activities</i>	11.2		
	<i>2-d maintains an interaction with a social partner while participating in communication activities</i>	11.1				

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PRE-SYMBOLIC	The student	GLPS		GLPS		GLPS
	<i>4-a varies the content and form of the message according to the demands of the communicative situation</i>	11.1 12.1	<i>3-a consistently communicates for a variety of purposes through a conventionalized system, such as sets of objects, pictures, words, or gestures</i>	11.2	<i>3-a consistently communicates for a variety of purposes through a conventionalized system, such as sets of objects, pictures, words, or gestures</i>	11.2
	<i>4-b extends taught or modeled communication forms in a variety of contexts</i>	12.2	3-b matches objects that represent letters	11.2	<i>4-a produces appropriate written symbols (pictures, graphic or textural symbols, letters, etc.) on request</i>	11.2
			<i>4-a ends interaction at natural concluding points while participating in grammatical and language convention activities</i>	11.1		
			4-b uses any writing tool in a conventional manner (e.g., switches, tangible symbols)	11.2		

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			<i>4-c arranges written symbols (graphics, pictures, symbols, tangible objects) in correct physical orientation (e.g., top to bottom, left to right)</i>	11.2 12.1		

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SYMBOLIC	The student	GLPS		GLPS		GLPS
	5-a produces relevant information about a selected topic	11.1 12.1	5-a arranges written symbols (graphics, pictures, symbols, tangible objects) in correct sequential order	11.2 12.1	<i>6-a edits a written product using relevant rules of grammar</i>	11.3 12.1 12.3
			6-a relays complex information, such as information in a sequence, to others	12.1		
EXTENDED SYMBOLIC	The student	GLPS		GLPS		GLPS
	<i>8-a adapts language and non-verbal behaviors to the communicative situation</i>	12.1	7-a writes two paragraphs composed of complete sentences with appropriate transition statements	11.1	7-a plans communication (role-play, dictation) between self and an identified audience, using an appropriate level of formality, style, and tone	11.2
	<i>8-b establishes and defends a point of view</i>	11.1 12.3	<i>8-a composes at least three paragraphs with clear main ideas, supporting details, and appropriate transition statements</i>	11.1 12.1	<i>7-b edits own written products based upon rules of grammar</i>	12.3

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			<i>8-b uses appropriate punctuation marks (e.g., period, question mark, exclamation point, quotation marks)</i>	11.1	<i>8-a uses a graphic organizer or planning tool to plan a paragraph or essay</i>	11.2
					<i>8-b establishes and defends a point of view</i>	11.1