

New Mexico Expanded Grade Band Expectations Writing: Grades 3 and 4

Strand: WRITING AND SPEAKING FOR EXPRESSION

Content Standard II: Students will communicate effectively through speaking and writing.

	K–4 Benchmark 3: Demonstrate competence in speaking to convey information		K–4 Benchmark 2: Apply grammatical and language conventions to communicate		K–4 Benchmark 3: Demonstrate competence in the skills and strategies of the writing process	
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 during speaking activities</i>	3.2 4.1	<i>1-a attends to others in the environment for at least a few seconds at a time on a regular basis during activities that address grammatical and language conventions</i>	3.9 4.9	1-a attends to interesting stimuli (sights, sounds, touch, or movement of his or her own body) for at least a few seconds at a time on a regular basis during writing activities	3.4 4.2
	<i>1-b attends to written/graphic stimuli and materials during speaking activities</i>	3.2 4.1	<i>1-b attends to written/graphic stimuli and materials during activities that address grammatical and language conventions</i>	3.9 4.9	<i>1-b attends to written/graphic stimuli and materials during writing activities</i>	3.4 4.2
	<i>2-a responds selectively to others in his or her environment during speaking activities</i>	3.2 4.1	<i>2-a responds selectively to others in his or her environment during activities that address grammatical and language conventions</i>	3.9 4.9	2-a maintains and shifts attention between two or more objects, activities, or social partners during writing activities	3.4 4.2

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	<i>2-b acknowledges a potential communication partner during speaking activities</i>	3.2 4.1	<i>2-b consistently responds to most others' attempts to initiate interaction during activities that address grammatical and language conventions</i>	3.9 4.9	<i>2-b isolates relevant information in his or her environment during writing activities</i>	3.4 4.2
	<i>2-c purposefully gains others' attention during speaking activities</i>	3.2 4.1	<i>2-c terminates interactions with others during activities that address grammatical and language conventions</i>	3.9 4.9		
	<i>2-d maintains an interaction with a social partner during speaking activities</i>	3.2 4.1				

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PRE-SYMBOLIC	The student	GLPS		GLPS		GLPS
	<i>3-a intentionally communicates with others for at least one purpose on a regular basis</i>	3.1 3.2 4.1 4.2	<i>3-a consistently communicates for a variety of purposes through a conventionalized system, such as sets of objects, pictures, words, or gestures</i>	3.9	3-a explores writing tools (which can include assistive technology) that are available in the environment	3.1 3.2 4.1
	<i>3-b persists with a communication attempt until needs are met, such as by repeating the message</i>	3.1 3.2	3-b matches graphic or textural symbols	3.5	3-b intentionally manipulates writing tools	3.1 3.2 4.1
	<i>4-a varies the content and form of the message to fit the communicative situation</i>	3.1 3.2 4.2 4.3	<i>4-a ends interaction at natural concluding points</i>	3.10 4.9	4-a produces appropriate written symbols (pictures, graphic or textural symbols, letters, etc.) on request	3.1 3.6 4.1
	<i>4-b extends learned or modeled communication forms to fit a variety of contexts</i>	3.1 3.2 4.2	<i>4-b uses any writing tool in a conventional manner (e.g., switches, tangible symbols)</i>	3.7	<i>4-b uses written symbols (graphics, pictures, symbols, tangible objects) for a meaningful purpose</i>	3.1 3.6 4.1
	<i>4-c consistently communicates with others for a variety of purposes in a way that people who are very familiar with the student can understand</i>	3.1 3.2 4.3 4.4	<i>4-c arranges written symbols (graphics, pictures, symbols, tangible objects) in correct physical orientation (e.g., top to bottom for a visual schedule, left to right for picture symbols) but not necessarily in correct sequence</i>	3.1 3.7 4.1 4.2		

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SYMBOLIC	The student	GLPS		GLPS		GLPS
	<i>5-a produces relevant information about a selected topic</i>	3.1 3.2 3.3 4.2 4.3	5-a uses writing tools (pictures, graphic symbols, written text) to convey specific information (e.g., choices) in a way that people who are familiar with the student can understand	3.2 3.7 4.8	5-a uses writing tools (pictures, graphic symbols, written text) to convey specific information in a way that people who are familiar with the student can understand	3.1 3.5 3.6 4.1
	<i>5-b answers questions about a familiar topic</i>	3.2 3.3 3.4 4.1	5-b arranges written symbols (graphics, pictures, symbols, tangible objects) in correct sequential order	3.2 3.3 3.5 4.1 4.2	<i>5-b conveys personal information, using writing tools</i>	3.1 3.2 3.6 4.1
	<i>5-c intentionally communicates with others for a variety of purposes on a regular basis</i>	3.1 3.2 4.1 4.2	6-a relays complex information, such as information in a sequence, to others	3.9 4.1 4.2	<i>5-c writes basic vocabulary through any print media (picture, written text, Braille, computer, etc.)</i>	3.1 3.3 3.4 3.5 3.6
	6-a relays complex information, such as information in a sequence, to others	3.1 3.4 4.1 4.2 4.3	6-b produces a permanent written product that can be understood by others	3.7 4.1 4.8	<i>6-a produces a simple sentence using graphic symbols</i>	3.1 3.6 4.1
	<i>6-b communicates information contained in graphic representations</i>	3.5 4.5	<i>6-c uses a model to produce a simple sentence using any graphic symbol</i>	3.1 3.3 4.1	<i>6-b corrects a written product when provided an accurate model</i>	3.3 4.3

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	<i>6-c consistently communicates to others for a variety of purposes in a way that most people can understand</i>	3.1 3.2 4.3 4.4				

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EXTENDED SYMBOLIC	The student	GLPS		GLPS		GLPS
	7-a presents information with a clear main point	3.1 3.2 4.1 4.2 4.3	7-a writes complete sentences	3.3 4.1	<i>7-a plans communication (role-play, dictation) between self and an identified audience, using an appropriate level of formality, style, and tone</i>	3.1 3.6 4.2
	<i>7-b reads texts reflective of grade-level expectations aloud</i>	3.5 4.5	7-b writes using a variety of sentence types (e.g., questions, statements, commands)	3.3 4.1	<i>7-b edits own written products using a simple rubric</i>	3.3 4.3
	8-a explains an answer	3.3 3.4 4.2	7-c accurately copies (correctly spelled and legible) words frequently used in the classroom	3.5 3.7 4.7	<i>8-a uses a graphic organizer or planning tool to plan a paragraph or essay</i>	3.1 4.2
	<i>8-b adapts language and non-verbal behaviors to the communicative situation</i>	3.2 3.3 4.1 4.3 4.4	<i>8-a composes a paragraph</i>	3.4 4.8	<i>8-b composes a paragraph</i>	3.2 3.3 4.1
	<i>8-c reads texts reflective of grade-level expectations for information</i>	3.5 4.5	8-b correctly spells sight words and/or identified spelling words	3.5 4.7		
	<i>8-d participates in classroom discussion</i>	3.2 4.1	8-c uses appropriate end marks, such as periods and question marks	3.2		