

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

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

	<b>5–8 Benchmark 1:</b> Use speaking as an interpersonal communication tool		<b>5–8 Benchmarks 2:</b> Apply grammatical and language conventions to communicate		<b>5–8 Benchmarks 3:</b> Demonstrate competence in the skills and strategies of the writing process	
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>1-a</b> attends to others in the environment for at least a few seconds at a time on a regular basis while participating in speaking activities	5.3 6.1	<b>1-a</b> attends to others in the environment for at least a few seconds at a time on a regular basis while participating in activities related to grammatical and language conventions	5.7 6.7	<i>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 while participating in writing activities</i>	5.3 6.1
	<b>1-b</b> attends to written/graphic stimuli and materials that are reflective of grade-level expectations while participating in speaking activities	5.3 6.1	<b>1-b</b> attends to written/graphic stimuli and materials that are reflective of grade-level expectations while participating in activities related to grammatical and language conventions	5.7 6.7	<b>1-b</b> attends to written/graphic stimuli and materials that are reflective of grade-level expectations while participating in writing activities	5.3 6.1

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	<i>2-a responds selectively to others in his or her environment while participating in speaking activities</i>	5.3 6.1	<i>2-a responds selectively to others in his or her environment while participating in activities related to grammatical and language conventions</i>	5.7 6.7	<i>2-a maintains and shifts attention between two or more objects, activities, or social partners while participating in writing activities</i>	5.3 6.1
	<i>2-b acknowledges a potential communication partner while participating in speaking activities</i>	5.3 6.1	<b>2-b consistently responds to most others’ attempts to initiate interaction while participating in activities related to grammatical and language conventions</b>	5.7 6.7	<i>2-b isolates relevant information in his or her environment while participating in writing activities</i>	5.3 6.1
	<i>2-c purposefully gains others’ attention via any communicative modality (e.g., vocalization, eye gaze, touch, body movement) while participating in speaking activities</i>	5.3 6.1	<i>2-c terminates interactions with others while participating in activities related to grammatical and language conventions</i>	5.7 6.7		
	<i>2-d maintains an interaction with a social partner through any communicative modality</i>	5.3 6.1				

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<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>3-a intentionally communicates with others for at least one purpose on a regular basis, using some communicative modality</i>	5.1 5.2 5.3 6.1	<i>3-a consistently communicates for a variety of purposes through a conventionalized system, such as sets of objects, pictures, words, or gestures</i>	5.7 6.1 6.7 6.8	<i>3-a explores writing tools (which can include assistive technology) that are available in the environment</i>	5.3 6.4
	<i>3-b persists with a communication attempt until needs are met, such as by repeating the message</i>	5.1 5.2 5.3 6.1	<b>3-b matches graphic or textural symbols</b>	5.4 6.8	<b>3-b intentionally manipulates writing tools</b>	6.4
	<i>4-a varies the content and form of the message according to the demands of the communicative situation</i>	5.3 6.1 6.3	<i>4-a ends interaction at natural concluding points</i>	5.1 5.5 6.7	<b>4-a produces appropriate written symbols (pictures, graphic or textural symbols, letters, etc.) on request</b>	5.3 6.3 6.4
	<i>4-b extends learned or modeled communication forms in a variety of contexts</i>	5.1 5.3 6.1 6.2	<b>4-b uses any writing tool in a conventional manner (e.g., switches, tangible symbols)</b>	5.1 6.1	<i>4-b uses written symbols (graphics, pictures, symbols, tangible objects) for a meaningful purpose</i>	5.3 6.3 6.4

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	<i>4-d consistently communicates with others for a variety of purposes in a way that people who are very familiar with the student can understand</i>	5.1 6.3	<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>	5.4		

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<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>5-a produces relevant information about a selected topic</i>	5.2 5.3 6.1 6.3	<b>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</b>	5.1 5.4 6.1	<b>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</b>	5.3 6.3 6.4
	<i>5-b answers questions about a familiar topic</i>	5.2 5.3 6.1 6.2 6.3	<i>5-b arranges written symbols (graphics, pictures, symbols, tangible objects) in correct sequential order</i>	5.1 5.4 6.5	<b>5-b conveys personal information, using writing tools</b>	5.3 6.3 6.4
	<i>5-c intentionally communicates with others for a variety of purposes on a regular basis</i>	5.1 5.2 5.3 6.1	<i>6-a relays complex information, such as information in a sequence, to others</i>	5.1 5.2 5.4 6.1 6.2 6.4 6.5	<i>5-c writes basic vocabulary through any print media (picture, written text, Braille, computer, etc.)</i>	5.3 6.3 6.4

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	<i>6-a relays complex information, such as information in a sequence, to others</i>	5.2 5.3 6.1 6.2 6.3	<i>6-b produces a permanent written product that can be understood by others</i>	5.1 5.2 5.4 5.5 6.1 6.4 6.5 6.6	<i>6-a produces a sentence using graphic symbols</i>	5.2 6.1 6.2 6.4
	<i>6-b consistently communicates with others for a variety of purposes in a way that most people can understand</i>	5.1 5.2 5.3 6.1	<i>6-c uses a model to produce a simple sentence using any graphic symbol</i>	5.4 6.6	<i>6-b modifies a written product when provided with an accurate model</i>	5.2 5.4 6.1

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<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>7-a presents information with a clear main point</b>	5.1 5.2 5.3 6.1 6.2 6.3	<i>7-a writes complete sentences to compose a paragraph</i>	5.1 5.4 6.1 6.4	<b>7-a plans communication (role-play, dictation) between self and an identified audience, using an appropriate level of formality, style, and tone</b>	5.1 5.3 6.3 6.4
	<i>7-b participates in group discussions</i>	6.1	<i>7-b writes using a variety of sentence types (e.g., questions, statements, commands)</i>	5.1 5.2 5.4 6.1 6.4 6.5 6.6 6.8	<b>7-b edits own written products with a rubric</b>	5.1 5.2 5.3 5.4 6.1 6.4
	<i>7-c reads texts that are reflective of grade-level expectations aloud</i>	5.1	<i>7-c accurately copies (correctly spelled and legible) frequently used classroom words</i>	5.4 6.6	<i>8-a uses a graphic organizer or planning tool to plan a paragraph and multiple paragraphs</i>	5.2 6.1
	<b>8-a explains an answer</b>	6.1 6.2 6.3	<i>8-a composes two paragraphs with a clear main idea and transitions</i>	5.1 5.2 5.4 5.5 6.1 6.4 6.5 6.6 6.8	<i>8-b composes two paragraphs with a clear main idea and transitions</i>	5.2 6.4

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			<i>8-b correctly spells sight words and/or identified spelling words</i>	5.4 6.6		
			<i>8-c uses appropriate end marks, such as periods, question marks, and exclamation points</i>	5.1 6.1		
			<i>8-d edits the work of classmates to provide constructive feedback</i>	5.5 6.8		