

New Mexico Expanded Grade Band Expectations Writing: Grades 7 and 8

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

	5–8 Benchmark 1: Use speaking as an interpersonal communication tool		5–8 Benchmarks 2: Apply grammatical and language conventions to communicate		5–8 Benchmarks 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 while participating in speaking activities</i>	7.4 7.5 8.2	<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 activities related to grammatical and language conventions</i>	7.8	<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>	7.1 8.3
	<i>1-b attends to written/graphic stimuli and materials that are reflective of grade-level expectations while participating in speaking activities</i>	7.4 7.5 8.2	<i>1-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</i>	7.8	<i>1-b attends to written/graphic stimuli and materials that are reflective of grade-level expectations while participating in writing activities</i>	7.1 8.3

	5–8 Benchmark 1: Use speaking as an interpersonal communication tool		5–8 Benchmarks 2: Apply grammatical and language conventions to communicate		5–8 Benchmarks 3: Demonstrate competence in the skills and strategies of the writing process	
	<i>2-a responds selectively to others in his or her environment while participating in speaking activities</i>	7.4 7.5 8.2	<i>2-a responds selectively to others in his or her environment while participating in activities related to grammatical and language conventions</i>	7.8	<i>2-a maintains and shifts attention between two or more objects, activities, or social partners while participating in writing activities</i>	7.1 8.3
	<i>2-b acknowledges a potential communication partner while participating in speaking activities</i>	7.4 7.5 8.2	<i>2-b consistently responds to most others' attempts to initiate interaction while participating in activities related to grammatical and language conventions</i>	7.8	<i>2-b isolates relevant information in his or her environment while participating in writing activities</i>	7.1 8.3
	<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>	7.4 7.5 8.2	<i>2-c terminates interactions with others while participating in activities related to grammatical and language conventions</i>	7.8		
	<i>2-d maintains an interaction with a social partner through any communicative modality</i>	7.4 7.5 8.2				

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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, using some communicative modality</i>	7.1 7.2 7.4 7.5 8.1 8.2 8.3	<i>3-a consistently communicates for a variety of purposes through a conventionalized system, such as sets of objects, pictures, words, or gestures</i>	7.12	<i>4-a produces appropriate written symbols (pictures, graphic or textural symbols, letters, etc.) on request</i>	7.1
	<i>3-b persists with a communication attempt until needs are met, such as by repeating the message</i>	7.1 7.2 7.4 7.5 8.1 8.2 8.3	<i>3-b matches graphic or textural symbols</i>	7.12	<i>4-b uses written symbols (graphics, pictures, symbols, tangible objects) for a meaningful purpose</i>	7.1 8.1
	<i>4-a varies the content and form of the message according to the demands of the communicative situation</i>	7.1 7.2 7.3 7.4 7.5 8.1 8.2 8.3	<i>4-a ends interaction at natural concluding points</i>	7.6 8.6 8.7		
	<i>4-b extends learned or modeled communication forms in a variety of contexts</i>	7.1 7.2 7.4 7.5 8.1 8.3	<i>4-b uses any writing tool in a conventional manner (e.g., switches, tangible symbols)</i>	7.12		

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	<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>	7.5	<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>	7.12		

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SYMBOLIC	The student	GLPS		GLPS		GLPS
	5-a produces relevant information about a selected topic	7.1 7.2 7.3 7.4 7.5 8.1 8.3	<i>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</i>	7.12 8.1	<i>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</i>	7.1
	5-b answers questions about a familiar topic	7.1 7.2 7.3 7.4 7.5 8.2	<i>5-b arranges written symbols (graphics, pictures, symbols, tangible objects) in correct sequential order</i>	7.12 8.1	<i>5-b conveys personal information, using writing tools</i>	7.1 8.3
	<i>5-c intentionally communicates with others for a variety of purposes on a regular basis</i>	7.1 7.2 7.4 7.5 8.1 8.2 8.3	<i>6-a produces a permanent written product that can be understood by others</i>	7.7 7.12 8.1	<i>5-c writes basic vocabulary through any print media (picture, written text, Braille, computer, etc.)</i>	7.1
	<i>6-a relays complex information, such as information in a sequence, to others</i>	7.1 7.2 7.3 7.4 7.5 8.1 8.2 8.3	<i>6-b uses a model to produce a simple sentence using any graphic symbol</i>	7.12	<i>6-a produces a sentence using graphic symbols</i>	7.1 8.2

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	<i>6-b consistently communicates with others for a variety of purposes in a way that most people can understand</i>	7.1 7.2 7.4 7.5 8.1 8.2 8.3				

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EXTENDED SYMBOLIC	The student	GLPS		GLPS		GLPS
	7-a presents information with a clear main point	7.1 7.2 7.3 7.4 7.5 8.1 8.2 8.3	<i>7-a writes complete sentences to compose a paragraph</i>	7.3 7.12	7-a plans communication (role-play, dictation) between self and an identified audience, using an appropriate level of formality, style, and tone	7.1 8.1
	<i>7-b participates in group discussions</i>	7.4 8.2	<i>7-b writes using a variety of sentence types (e.g., questions, statements, commands)</i>	7.3 7.6 7.12 8.1	<i>7-b edits own written products with a rubric</i>	8.1
	<i>8-a explains an answer</i>	7.1 7.2 7.3 7.4 7.5	<i>7-c accurately copies (correctly spelled and legible) frequently used classroom words</i>	7.12		
	8-b adapts language and non-verbal behaviors to the communicative situation	7.1 7.2 7.3 7.4 7.5	<i>7-d identifies parts of speech</i>	7.3 7.7		
			<i>8-a composes two paragraphs with a clear main idea and transitions</i>	7.1 7.3 7.6 7.12 8.1		

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			8-b correctly spells sight words and/or identified spelling words	7.12		
			8-c uses appropriate end marks, such as periods, question marks, and exclamation points	7.6 7.12 8.1		
			<i>8-d edits the work of classmates to provide constructive feedback</i>	7.11		