

New Mexico Expanded Grade Band Expectations Writing: Grades 9 and 10

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
	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	9.3 10.3	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	9.2	<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>	9.1 9.3
	<i>1-b attends to written/graphic stimuli and materials reflective of grade-level expectations while participating in communication activities</i>	9.3 10.3	<i>1-b attends to written/graphic stimuli and materials reflective of grade-level expectations while participating in grammatical and language convention activities</i>	9.2	2-a maintains and shifts attention between two or more objects, activities, or social partners while participating in activities that address the writing process	9.1 9.3

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	<i>2-a responds selectively to others in his or her environment while participating in communication activities</i>	9.3 10.3	<i>2-a responds selectively to others in his or her environment while participating in grammatical and language convention activities</i>	9.2	<i>2-b isolates relevant information in his or her environment while participating in activities that address the writing process</i>	9.1 9.3
	<i>2-b acknowledges a potential communication partner while participating in communication activities</i>	9.3 10.3	<i>2-b consistently responds to most others' attempts to initiate interaction while participating in grammatical and language convention activities</i>	9.2		
	<i>2-c purposefully gains others' attention while participating in communication activities</i>	9.3 10.3	<i>2-c terminates interactions with others while participating in grammatical and language convention activities</i>	9.2		
	<i>2-d maintains an interaction with a social partner while participating in communication activities</i>	9.3 10.3				

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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>	9.2 9.3	<i>4-a ends interaction at natural concluding points while participating in grammatical and language convention activities</i>	9.1	3-a matches objects that represent letters	9.2 10.1
	<i>3-b persists with a communication attempt until needs are met, such as by repeating the message</i>	9.1	<i>4-b arranges written symbols (graphics, pictures, symbols, tangible objects) in correct physical orientation (e.g., top to bottom, left to right)</i>	9.2	<i>3-b consistently communicates for a variety of purposes through a conventionalized system, such as sets of objects, pictures, words, or gestures</i>	9.2 10.1
	<i>4-a varies the content and form of the message according to the demands of the communicative situation</i>	9.1 9.3 9.4 10.2			4-a produces appropriate written symbols (pictures, graphic or textural symbols, letters, etc.) on request	9.1 9.2 10.1
	<i>4-b extends taught or modeled communication forms in a variety of contexts</i>	9.1 9.2 9.3 9.4			<i>4-b uses written symbols (graphics, pictures, symbols, tangible objects) for a meaningful purpose</i>	9.2 10.1

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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>	9.2 9.3				
SYMBOLIC	The student	GLPS		GLPS		GLPS
	5-a produces relevant information about a selected topic	9.3 9.4 10.1	<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>	9.3	<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>	9.1 9.2 10.1
	<i>5-b answers questions about a familiar topic</i>	9.3 9.4 10.1	5-b arranges written symbols (graphics, pictures, symbols, tangible objects) in correct sequential order	9.2	<i>5-b conveys personal information using writing tools</i>	9.1 9.2 10.1
	<i>5-c intentionally communicates with others for a variety of purposes on a regular basis</i>	9.2 9.3			<i>5-c writes basic vocabulary through any print media (picture, written text, Braille, computer, etc.)</i>	9.1 10.1

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	6-a relays complex information, such as information in a sequence, to others	9.3 9.4 10.1 10.2			<i>6-a produces a simple sentence using graphic symbols</i>	9.1 10.1
	<i>6-b consistently communicates with others for a variety of purposes in a way that most people can understand</i>	9.1 9.2 9.3 9.4				

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EXTENDED SYMBOLIC	The student	GLPS		GLPS		GLPS
	7-a presents information with a clear main point	9.3 9.4 10.1 10.2	7-a writes two paragraphs composed of complete sentences with appropriate transition statements	9.3	7-a plans communication (role-play, dictation) between self and an identified audience, using an appropriate level of formality, style, and tone	9.1 9.2 10.1
	<i>7-b asks questions to broaden and enrich discussions</i>	9.2	7-b identifies clauses, phrases, and sentences	9.1	<i>8-a composes at least three paragraphs with clear main ideas, supporting details, and appropriate transition statements</i>	9.1 9.2 10.1
	<i>8-a expresses an informed opinion</i>	9.3 10.2	<i>8-a composes at least three paragraphs with clear main ideas, supporting details, and appropriate transition statements</i>	9.3	<i>8-b establishes and defends a point of view</i>	10.2
	8-b adapts language and non-verbal behaviors to the communicative situation	9.1 10.2	8-b uses appropriate punctuation marks (e.g., period, question mark, exclamation point, quotation marks)	9.3		
	<i>8-c establishes and defends a point of view</i>	9.4				

