

NM Language Arts Standards and Benchmarks

KINDERGARTEN-4TH GRADE

STRAND I: Reading and listening for comprehension.

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.

K-4 Benchmark 1-A: Listen to, read, react to and retell information:

K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum.

K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.

K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.

STRAND II: Writing and speaking for expression.

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

K-4 Benchmark II-A: Demonstrate competence in speaking to convey information.

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate.

K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process.

STRAND III: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies and the self.

K-4 Benchmark III-A: Use language, literature and media to gain and demonstrate awareness of cultures around the world.

K-4 Benchmark III-B: Identify and use the types of literature according to their purpose and function.

5TH-8TH GRADES

STRAND I: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

5-8 Benchmark I-A: Listen to, read, react to, and interpret information

5-8 Benchmark I-B: Gather and use information for research and other purposes

5-8 Benchmark I-C: Apply critical thinking skills to analyze information

5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process

STRAND II: Writing and Speaking for Expression

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

5-8 Benchmark II-A: Use speaking as an interpersonal communication tool

5-8 Benchmarks II-B: Apply grammatical and language conventions to communicate

5-8 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process

STRAND III: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

5-8 Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives

5-8 Benchmarks III-B: Identify ideas and make connections among literary works

9TH -12TH GRADES

STRAND I: Reading

Content Standard I: Students read and understand a variety of materials

Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary

Benchmark I-B: Use comprehension strategies to understand the meaning of a text

Benchmark I-C: Infer, analyze, and synthesize to increase comprehension

Benchmark I-D: Use meta-cognitive strategies to increase comprehension

STRAND II: Language

Content Standard II: Students write and speak using correct grammar, syntax usage, punctuation, capitalization, and spelling.

Benchmark II-A: Demonstrate control of Standard English through the effective use of syntax

Benchmark II-C: Demonstrate control of Standard English through the correct use of punctuation, capitalization, and spelling.

STRAND III: Communication

Content Standard III: Students communicate effectively through listening and speaking.

Benchmark III-A: Give spoken instructions to perform specific tasks, to answer questions or to solve problems.

Benchmark III-B: Make oral presentations with a logical structure appropriate to the audience, context and purpose, using effective speaking skills.

Benchmark III-C: Follow spoken instructions to perform tasks, to answer questions or to solve problems.

Benchmark III-D: Summarize and paraphrase information presented orally by others.

Benchmark III-E: Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos, and pathos.

Benchmark III-F: Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, write or critique a proposal, solve a problem or make a decision).

STRAND IV: Writing

Content Standard IV: Students write effectively for a variety of purposes and audiences.

Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions.

Benchmark IV-B: Plan writing by taking notes, writing informal outlines, and researching.

Benchmark IV-C: Use formal or informal, literary or technical language appropriate for the purpose, audience, and context of the communication.

Benchmark IV-D: Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.

STRAND V: Research

Content Standard V: Students utilize the research process to produce a variety of products.

Benchmark V-A: Define and narrow a problem or research topic.

Benchmark V-B: Gather relevant information for a research topic from a variety of print and electronic sources, as well as from direct observation, interviews, or surveys.

Benchmark V-C: Make distinctions about the credibility, reliability, consistency, strengths and limitations of various resources, including those on the internet.

Benchmark V-D: Report research findings in an effective manner appropriate to a designated audience.

Benchmark V-E: Compose a researched project to be shared with an appropriate audience.

STRAND VI: Logic

Content Standard VI: Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions, and predictions.

Benchmark VI-A: Distinguish facts and opinions, evidence and inferences, true and false premises.

Benchmark VI-B: Describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims.

Benchmark VI-C: Evaluate the range and quality of evidence used to support or oppose an argument
(including the use of logos, ethos, pathos).

STRAND VII: Informational Text

Content Standard VII: Students read and interpret a wide range of reference materials and other informational documents that may contain technical information.

Benchmark VII-C: Synthesize information from a variety of informational and technical sources or texts.

Benchmark VII-D: Analyze the ways in which an informational or technical text's organizational structure supports or confounds its meaning or purpose.

STRAND VIII: Media

Content Standard VIII: Students create and evaluate a variety of media for particular purposes.

Benchmark VIII-A: Evaluate aural, visual, and written images and other special effects used in television, radio, film, and the internet for their ability to inform, persuade and entertain.

Benchmark VIII-B: Evaluate the effectiveness of a particular medium (e.g., verbal, visual, photographic, television and the internet) in achieving a particular purpose.

STRAND IX: Literature

Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.

Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.