


The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, all standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Speaking & Listening strand, including:
 - Vertical alignment guidance
 - Essential vocabulary related to the standard
 - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.


STANDARDS BREAKDOWN

- **Comprehension and Collaboration**

- [CCSS.SL.11.1](#)
- [CCSS.SL.11.2](#)
- [CCSS.SL.11.3](#)

- **Presentation of Knowledge and Ideas**

- [CCSS.SL.11.4](#)
- [CCSS.SL.11.5](#)
- [CCSS.SL.11.6](#)

SL.11.1		
	<p>Anchor Standard: Speaking and Listening</p> <p><i>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></p>	
Grade	CCSS Domain	CCSS Strand
11	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><i>Previous Grades:</i> SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9.1, SL.10.1</p>	<p><i>Future Grades:</i> SL.12.1</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students lead and contribute to small groups, whole group, and teacher-led collaborative discussions with</p>	<ul style="list-style-type: none"> ● claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an 	

different topics, texts, and issues appropriate for Grades 11-12. To lead and contribute to these collaborative discussions, students clearly and convincingly communicate their own ideas as well as add on to other ideas by:

- Reading texts and researching information on the topic prior to and in preparation for discussion. Students draw on this preparation by referencing textual evidence and information they noted in order to support claims that are being made.
- Working with peers to encourage respectful discussion and shared decision, ensuring that every voice is included; outlining clear goals, due dates, and individual responsibilities as needed.
- Asking and answering questions that explore and challenge logic and evidence; guaranteeing all perspectives have been voiced; clarifying, confirming, or questioning ideas and conclusions; and encouraging differing and innovative views all in order to move the conversation forward.
- Responding, in a considerate manner, to others with differing opinions; connecting comments, claims, and evidence made from all perspectives of an issue; clearing up discrepancies when possible; discerning what information or research is needed to fully investigate the topic under study or accomplish the task at hand.


author uses evidence to support the assertion of truth


- **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement
- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation and using textual evidence to support those claims
- **open-ended questions** – questions that prompt the beginning of a longer conversation and require reference back to the text
- **perspective** – an attitude toward or outlook on something
- **range/range of tasks, purposes, and audiences** – the production of written and spoken works covers a variety of tasks (including, but not limited to, speaking, presenting, and writing), purposes (e.g., to persuade, to inform, to express, and/or to entertain), and audiences (which requires shifts in register)
- **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic
- **research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources
- **respond** – to say, show, and/or act in response to a prompt which may be a question, action or event, a claim or counterclaim, etc.
- **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the

	<p>choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p> <ul style="list-style-type: none"> ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, etc. ● topic – the subject or matter being discussed or written about in a text, speech, etc.
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Students Who Demonstrate Understanding Can...

- listen actively in a group setting while maintaining respect and value for all group members.
- work with the group to set norms, deadlines, and individual roles within the group.
- complete individual tasks that contribute to the overall goal of any group or one-on-one assignment.
- refer to research, facts, statistics, etc. when offering ideas or opinions.
- pose and respond to questions that relate the current discussion to broader themes or ideas.
- prepare open-ended questions before the discussion.
- interpret the information they have heard/read/seen and effectively formulate a coherent response while speaking and in writing.
- research additional information that supports their claims.


SL.11.2		
	Anchor Standard: Speaking and Listening <i>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	
Grade	CCSS Domain	CCSS Strand
11	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<i>Previous Grades:</i> SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2, SL.5.2, SL.6.2, SL.7.2, SL.8.2, SL.9.2, SL.10.2	<i>Future Grades:</i> SL.12.2
Clarification Statement	Vocabulary for Teacher Development	
Students combine multiple sources of information in various forms (charts, graphs, images, etc.) and approaches (visuals, texts with numbers or measures, oral presentations, mixed-media, etc.) to make educated decisions and offer logical solutions to problems. To select the most relevant sources, students assess the reliability and validity of each source and recognize when the information in a source contains inconsistent or conflicting data.	<ul style="list-style-type: none"> ● analyze – to study or determine the nature and relationship of ● diverse – varied; differing from one another ● evaluate – to determine quality or value after careful analysis or investigation 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● gather a variety of timely resources about the subject of study to integrate information that supports their claims. ● identify the relevance of sources to the topic. ● offer possible solutions for any problems in the data. ● understand how to access and utilize multiple sources of media including but not limited to online libraries, video platforms, and online news sites. ● critically analyze information by looking for facts based on evidence, and recognizing information that has a potential bias, and is relevant to the topic. 		

SL.11.3		
	<p>Anchor Standard: Speaking and Listening</p> <p><i>SL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
11	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<p><i>Previous Grades:</i> SL.K.3, SL.1.3, SL.2.3, SL.3.3, SL.4.3, SL.5.3, SL.6.3, SL.7.3, SL.8.3, SL.9.3, SL.10.3</p>	<p><i>Future Grades:</i> SL.12.3</p>
Clarification Statement	Vocabulary for Teacher Development	
Students assess a speaker's point of view, reasoning, and use of evidence and rhetoric by inspecting their position on the topic.	<ul style="list-style-type: none"> ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement ● point of view – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given their orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument ● reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic using textual evidence from the current text and additional sources ● rhetoric/rhetorical feature – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have 	

a persuasive or emotional impact tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

Students Who Demonstrate Understanding Can...


- analyze the author’s background for potential or actual bias.
- identify the purpose of the text.
- identify and analyze the tone of a text.
- identify the speaker’s point of view based on the context of the speech.
- use rhetorical tools such as ethos, pathos, and logos to critically analyze a speech.
- identify whether the supporting evidence is strong enough to support or justify the author's stance.


SL.11.4				
	Anchor Standard: Speaking and Listening <i>SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i>			
Grade	CCSS Domain	CCSS Strand		
11	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		<table border="1" style="width: 100%;"> <tr> <td style="width: 70%; vertical-align: top;"> <i>Previous Grades:</i> SL.K.4, SL.1.4, SL.2.4, SL.3.4, SL.4.4, SL.5.4, SL.6.4, SL.7.4, SL.8.4, SL.9.4, SL.10.4 </td> <td style="width: 30%; vertical-align: top;"> <i>Future Grades:</i> SL.12.4 </td> </tr> </table>	<i>Previous Grades:</i> SL.K.4, SL.1.4, SL.2.4, SL.3.4, SL.4.4, SL.5.4, SL.6.4, SL.7.4, SL.8.4, SL.9.4, SL.10.4	<i>Future Grades:</i> SL.12.4
<i>Previous Grades:</i> SL.K.4, SL.1.4, SL.2.4, SL.3.4, SL.4.4, SL.5.4, SL.6.4, SL.7.4, SL.8.4, SL.9.4, SL.10.4	<i>Future Grades:</i> SL.12.4			
Clarification Statement		Vocabulary for Teacher Development		
Students deliver presentations that communicate information, conclusions, and supporting evidence in a way that clearly defines their stance on a given topic and allows an audience to easily follow the logic and order in which the material is presented. Students also include other stances on the topic that are different from or contrary to their own. Students tailor their presentations' structure, development, content, and style to their purpose, audience, and task. Tasks range from formal presentations to informal discussions.		<ul style="list-style-type: none"> ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement ● formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, are appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary ● informal English, style, task, and use of – English language usage that is not generally held to grammar and style conventions and may not have a logical structure (e.g., dialogue may jump from one topic to another without transition). When spoken, informal usage may consist of slang terms and idioms; when written, informal usage may lack organization and ignore grammatical rules 		

- **line of reasoning** – a series of claims, points, and supporting pieces of evidence, each related to one another, delineated in such a manner as to show a connection between a claim or argument and the conclusion being drawn
- **perspective** – an attitude toward or outlook on something
- **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)
- **range/range of tasks, purposes, and audiences** – the production of written and spoken works covers a variety tasks (including, but not limited to, speaking, presenting, and writing), purposes (e.g., to persuade, to inform, to express, and/or to entertain), and audiences (which requires shifts in register)
- **style** – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, the style includes word choice, fluency, voice, sentence structure, figurative language, and syntax

Students Who Demonstrate Understanding Can...

- present information and findings concisely with the information clearly rooted in the student's perspective/idea/topic.
- use visual representations to further support their findings (charts, graphs, pie charts, timelines, etc.).
- support their claim(s) with sound reasoning, research, and evidence such as facts, statistics, and quoted opinions from authorities on both sides of the argument.
- clearly define their stance on the given topic.
- create and deliver an organized presentation in such a manner that is easily followed by the audience.

SL.11.5				
	Anchor Standard: Speaking and Listening <i>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>			
Grade	CCSS Domain	CCSS Strand		
11	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.K.5, SL.1.5, SL.2.5, SL.3.5, SL.4.5, SL.5.5, SL.6.5, SL.7.5, SL.8.5, SL.9.5, SL.10.5</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.12.5</td> </tr> </table>	<i>Previous Grades:</i> SL.K.5, SL.1.5, SL.2.5, SL.3.5, SL.4.5, SL.5.5, SL.6.5, SL.7.5, SL.8.5, SL.9.5, SL.10.5	<i>Future Grades:</i> SL.12.5
<i>Previous Grades:</i> SL.K.5, SL.1.5, SL.2.5, SL.3.5, SL.4.5, SL.5.5, SL.6.5, SL.7.5, SL.8.5, SL.9.5, SL.10.5	<i>Future Grades:</i> SL.12.5			
Clarification Statement		Vocabulary for Teacher Development		
Students carefully choose and purposefully incorporate digital media into their presentations to effectively communicate their conclusions, logic, and evidence and to make their presentations more engaging. Digital media includes, but is not limited to textual, graphical, audio, visual, and interactive elements.		<ul style="list-style-type: none"> ● digital media – formats through which information is encoded in a machine-readable format, including, but not limited to, digital images, screen capture videos, and audio files ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement ● reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● demonstrate content knowledge. ● create an outline for their presentation. ● incorporate digital media into their presentation that is helpful to the specific topic/theme/idea (e.g., a PowerPoint instead of a short video). ● choose and utilize appropriate digital media text that supports claims being mad. 				

SL.11.6		
	Anchor Standard: Speaking and Listening <i>SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>	
Grade	CCSS Domain	CCSS Strand
11	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grades 11-12 Language standards 1 and 3 here for specific expectations.)	<i>Previous Grades:</i> SL.K.6, SL.1.6, SL.2.6, SL.3.6, SL.4.6, SL.5.6, SL.6.6, SL.7.6, SL.8.6, SL.9.6, SL.10.6	<i>Future Grades:</i> SL.12.6
Clarification Statement	Vocabulary for Teacher Development	
Students will be able to adapt their presentations to suit the needs of their audience. This will demonstrate in-depth knowledge of the subject being presented, as well as extensive knowledge of the audience. In doing so, students will demonstrate deeper knowledge of the topic being presented because they will need to be able to express knowledge for a variety of contexts.	<ul style="list-style-type: none"> ● adapt speech – changing the vocabulary, syntax, and rhetoric of a speech to meet the needs of the audience. For example, using less jargon for a more general audience versus using the technical language for an audience of experts ● audience – the group who is viewing the presentation. While this may be a group of students, it is possible the audience is “in character” and therefore need to be considered ● context/tasks – the assignment/atmosphere in which the assignment is created and/or being delivered 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● adapt speech for a variety of audiences. ● understand who the target audience is and adjust speech as necessary. ● show a firm understanding of English language conventions and the applications. 		