


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

<ul style="list-style-type: none"> ● Comprehension and Collaboration <ul style="list-style-type: none"> ○ CCSS.SL.3.1 ○ CCSS.SL.3.2 ○ CCSS.SL.3.3 	<ul style="list-style-type: none"> ● Presentation of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.SL.3.4 ○ CCSS.SL.3.5 ○ CCSS.SL.3.6 ○ SL.3.a
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SL.3.1





Anchor Standard: Speaking and Listening


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.


Grade	CCSS Domain	CCSS Strand	
3	Speaking and Listening (SL)	Comprehension and Collaboration	
Standard		Vertical Alignment	
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. 		<p><i>Previous Grades:</i> SL.1.1, 2.1</p>	<p><i>Future Grades:</i> SL.4.1, 5.1</p>


Clarification Statement	Vocabulary for Teacher Development
<p>Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on third grade topics and texts. They communicate their own ideas and add to what others are saying.</p> <p>Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence).</p> <p>The teacher and students create discussion guidelines (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Students ask each other questions to help clarify their understanding of the information presented, stay on topic, and make connections between their comments and the remarks of others.</p> <p>Following a discussion, students explain their own ideas and communicate their understanding of the topic.</p>	<ul style="list-style-type: none"> ● topic: the subject or matter being discussed or written about in a text, speech, etc.
<p>Students Who Demonstrate Understanding Can...</p>	
<ul style="list-style-type: none"> ● use evidence from 3rd Grade text and other sources to support their ideas on a topic. ● read 3rd Grade text and be prepared to discuss their own ideas and reflections on the content. ● use active listening techniques with partners, small groups, and in whole group discussions. ● add to the conversation when discussing in groups using what they read in the text and ask additional questions that will lead the conversation into further discussion. ● offer suggestions or comments to add to the conversation after another student finishes talking. ● use "talk moves" in discussion to revoice, repeat, reason, and add on to peers' ideas. 	


SL.3.2			
	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	
3	Speaking and Listening (SL)	Comprehension and Collaboration	
Standard		Vertical Alignment	
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		<i>Previous Grades:</i> SL.1.2, 2.2 <table border="1" style="float: right; margin-left: 20px;"> <tr> <td><i>Future Grades:</i> SL.4.2, 5.2</td> </tr> </table>	<i>Future Grades:</i> SL.4.2, 5.2
<i>Future Grades:</i> SL.4.2, 5.2			
Clarification Statement		Vocabulary for Teacher Development	
Students determine the main ideas from a text that is read aloud or information presented in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos). Students establish which details support the main ideas.		<ul style="list-style-type: none"> ● main idea(s)/topic: the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning ● quantitatively: in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection) ● supporting detail: a piece of information, data, evidence, etc. that adds support to a claim, value statement, or main idea (i.e., strengthens the argument) 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● identify the main idea of a text read aloud, video, or other media. ● explain using text evidence and their own words what details led them to believe this was the main idea. ● use information from charts, graphs, illustrations, or other media to add to their explanation of the main idea. 			

SL.3.3		
	Anchor Standard: Speaking and Listening <i>SL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i>	
Grade	CCSS Domain	CCSS Strand
3	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<i>Previous Grades:</i> SL.1.3, 2.3	<i>Future Grades:</i> SL.4.3, 5.3
Clarification Statement	Vocabulary for Teacher Development	
Students ask questions about the information a speaker has provided. They also answer questions about the information presented using details	<ul style="list-style-type: none"> • N/A 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> • identify what the speaker is trying to say, the reasons the author gives to support their argument. • infer messages that the speaker implies. 		

SL.3.4				
	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		
3	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> SL.1.4, 2.4 </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> SL.4.4, 5.4 </td> </tr> </table>	<i>Previous Grades:</i> SL.1.4, 2.4	<i>Future Grades:</i> SL.4.4, 5.4
<i>Previous Grades:</i> SL.1.4, 2.4	<i>Future Grades:</i> SL.4.4, 5.4			
Clarification Statement		Vocabulary for Teacher Development		
Students present reports on a topic or a text. They tell stories about personal experiences using suitable facts and vivid details. Students use complete sentences and speak at a pace the audience can follow		<ul style="list-style-type: none"> recount: to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim topic – the subject or matter being discussed or written about in a text, speech, etc. 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> brainstorm and identify a topic or their view on a topic. find supporting evidence (facts and explanations to support their topic or opinion/argument). organize their information (by chronological order, problem/solution, cause and effect, compare and contrast, story plot-beginning middle end, or with introduction, body supporting details, and conclusion.) communicate their ideas orally in a clear and understandable way. 				

SL.3.5		
	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>	
<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
3	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<i>Previous Grades:</i> SL.1.5, 2.5	<i>Future Grades:</i> SL.4.5, 5.5
Clarification Statement	Vocabulary for Teacher Development	
Students create interesting audio recordings of stories and poems that flow easily at an understandable speed. They use images to enrich specific details.	<ul style="list-style-type: none"> ● fluency, fluid reading: oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● use audio equipment properly, use voice, pitch and pace to create a recording of a story or poem. ● add a visual display such as a caption, legend, chart, graph, illustrations and display to enhance the recording. 		

RL.3.6				
	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		
3	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.1.6, 2.6</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.4.6, 5.6</td> </tr> </table>	<i>Previous Grades:</i> SL.1.6, 2.6	<i>Future Grades:</i> SL.4.6, 5.6
<i>Previous Grades:</i> SL.1.6, 2.6	<i>Future Grades:</i> SL.4.6, 5.6			
Clarification Statement		Vocabulary for Teacher Development		
Students participate in classroom discussions using important facts and vivid details. Teacher asks follow-up questions, and students respond with relevant details or clarifications. Teacher facilitates a variety of whole group and small-group discussion structures to provide opportunity for discussion and for students to respond with detail and clarification to their peers.		<ul style="list-style-type: none"> • N/A 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> • speak in complete sentences. • respond to questions with responses that align to topic. • provide additional detail or clarification when asked. • participate in a variety of small-group and whole-group classroom discussions. 				

SL.3.a		
	Anchor Standard: Speaking and Listening <i>SL.X.a: New Mexico State Standards</i>	
Grade	CCSS Domain	CCSS Strand
3	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
<p>3rd grade students will:</p> <p>(a) understand the influence of heritage language in English speech patterns;</p> <p>(b) orally compare and contrast accounts of the same event and text;</p> <p>(c) demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings</p>	<p><i>Previous Grades:</i> N/A</p>	<p><i>Future Grades:</i> 4.a, 4.b, 4.c, 5.a, 5.b, 5.c</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p> <p>In addition, students can compare and contrast accounts of the same event by describing aloud, through class discussion or oral presentation, their analysis of similarities and differences between them.</p> <p>Students will understand the importance of listening skills for both understanding and for working together and will use this knowledge to apply the appropriate listening skill depending on the cultural setting they are in.</p>	<ul style="list-style-type: none"> ● heritage language: language other than the dominant language in a given social context. Heritage languages are often learned at home and connect the speaker culturally and linguistically to their forebears. ● speech pattern: a distinctive manner of oral expression ● cultural setting: the context, environment, or situation that is relevant to the beliefs, values, and practices of a particular nation, people, or other social group ● cooperation: the process of working together toward the same end ● appropriate: suitable or proper in the circumstances 	

Students Who Demonstrate Understanding Can...

- listen to an audio recording of an English speaker and identify specific speech patterns.
- identify within those speech patterns where heritage language has been influential.
- discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words.
- compare and contrast accounts of the same event and text verbally
- identify various types of listening skills (paying attention, maintaining eye contact, asking questions, giving feedback, etc) and describe which skills are appropriate in a given environment. • demonstrate their knowledge of listening skills in a variety of cultural settings in a way which allows for mutual understanding and cooperation between everyone present.