


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"> <li>● <b>Comprehension and Collaboration</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.SL.4.1</a></li> <li>○ <a href="#">CCSS.SL.4.2</a></li> <li>○ <a href="#">CCSS.SL.4.3</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Presentation of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.SL.4.4</a></li> <li>○ <a href="#">CCSS.SL.4.5</a></li> <li>○ <a href="#">CCSS.SL.4.6</a></li> <li>○ <a href="#">SL.4.a</a></li> </ul> </li> </ul>
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**SL.4.1**




**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	
<b>4</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>	
<b>Standard</b>		<b>Vertical Alignment</b>	
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</li> </ul>		<p><i>Previous Grades:</i> SL.2.1, 3.1</p>	<p><i>Future Grades:</i> SL.5.1, 6.1</p>

Clarification Statement	Vocabulary for Teacher Development
<p>Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on fourth grade topics and texts. They communicate their own ideas and add to what others are saying. 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> <ul style="list-style-type: none"> <li>● students know the rules for class discussions and take on meaningful roles by following those guidelines.</li> <li>● students ask and answer specific questions to deepen understanding, clear up any confusion, and connect to others' comments.</li> <li>● following a discussion, students review key ideas made during the discussion, explain their own ideas, and communicate their understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>key ideas:</b> most important thoughts addressed in a text or discussion</li> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<b>Students Who Demonstrate Understanding Can...</b>	
<ul style="list-style-type: none"> <li>● engage in discussions and share knowledge with various audiences.</li> <li>● create and follow agreed upon rules for discussions.</li> <li>● actively participate in class discussions and are not only able to build on others' ideas, but also express their own ideas and connections to the discussion.</li> <li>● ask clarifying questions that help them better understand the discussion.</li> <li>● stay on topic while adding to others' ideas and comments.</li> </ul>	

SL.4.2		
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<i>Previous Grades:</i> SL.2.2, 3.2	<i>Future Grades:</i> SL.5.2, 6.2
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students restate in their own words information from parts of a text that is read aloud or presented to them 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).	<ul style="list-style-type: none"> <li>● <b>paraphrase:</b> express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● paraphrase textual evidence presented from a variety of media.</li> <li>● paraphrase textual evidence presented in a variety of formats</li> </ul>		


**SL.4.3**



**Anchor Standard: Speaking and Listening**

*SL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.*

Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
Identify the reasons and evidence a speaker provides to support particular points.	<i>Previous Grades:</i> SL.2.3, 3.3	<i>Future Grades:</i> SL.5.3, 6.3
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students name the reasons and evidence a speaker uses to reinforce specific points.	<ul style="list-style-type: none"> <li>● <b>evidence:</b> facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</li> <li>● <b>reasons/reasoning:</b> 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</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● list and understand the reasons and evidence a speaker gives to support specific points.</li> <li>● work in whole group, small group, and/or independently to identify key points of a speech.</li> </ul>		


SL.4.4				
	<b>Anchor Standard: Speaking and Listening</b> <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		
4	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 in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.2.4, 3.4</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.5.4, 6.4</td> </tr> </table>	<i>Previous Grades:</i> SL.2.4, 3.4	<i>Future Grades:</i> SL.5.4, 6.4
<i>Previous Grades:</i> SL.2.4, 3.4	<i>Future Grades:</i> SL.5.4, 6.4			
Clarification Statement		Vocabulary for Teacher Development		
Students present information, tell a story, or tell about an experience in a structured way. They use relevant facts and vivid, related details that support main ideas or themes. Students consider formal and informal language and change their approaches to suit the needs of the audience.		<ul style="list-style-type: none"> <li>● <b>formal discourse:</b> dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue</li> <li>● <b>informal discourse:</b> dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English</li> <li>● <b>main idea(s)/topic:</b> 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</li> <li>● <b>recount:</b> to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> <li>● <b>relevant evidence, observations, ideas, descriptive details:</b> details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose</li> </ul>		


	evidence, details, etc. that are closely related to the idea being expressed by the claim
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**Students Who Demonstrate Understanding Can...**

- report on a topic or text with facts, relevant details and themes.
- use a logical sequence of events to tell a story, to report on a topic or text, or to recount an experience.
- speak clearly and an understandable pace while reporting on a topic or telling a story.



SL.4.5				
	<b>Anchor Standard: Speaking and Listening</b> <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		
4	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.2.4, 3.5</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.5.5, 6.5</td> </tr> </table>	<i>Previous Grades:</i> SL.2.4, 3.5	<i>Future Grades:</i> SL.5.5, 6.5
<i>Previous Grades:</i> SL.2.4, 3.5	<i>Future Grades:</i> SL.5.5, 6.5			
Clarification Statement		Vocabulary for Teacher Development		
Students include audio recordings and visuals to their presentations to strengthen the development of main ideas and themes.		<ul style="list-style-type: none"> <li><b>main idea(s)/topic:</b> 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 27</li> <li><b>theme:</b> the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>use audio to enhance the main idea or theme.</li> <li>use visual displays to enhance the main idea or theme</li> </ul>				

RL.4.6				
	<p><b>Anchor Standard: Speaking and Listening</b> <i>SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i></p>			
Grade	CCSS Domain	CCSS Strand		
4	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> SL.2.6, 3.6</td> <td style="width: 50%;"><i>Future Grades:</i> SL.5.6, 6.6</td> </tr> </table>	<i>Previous Grades:</i> SL.2.6, 3.6	<i>Future Grades:</i> SL.5.6, 6.6
<i>Previous Grades:</i> SL.2.6, 3.6	<i>Future Grades:</i> SL.5.6, 6.6			
Clarification Statement		Vocabulary for Teacher Development		
Students should be exposed to a variety of speaking tasks in order to understand the difference between formal and informal English. Based on this understanding they can use appropriate speech when engaging with different audiences.		<ul style="list-style-type: none"> <li><b>formal discourse:</b> dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue</li> <li><b>informal discourse:</b> dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English</li> <li><b>main idea(s)/topic:</b> 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</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>identify characteristics of formal and informal speaking.</li> <li>analyze a situation to determine appropriate speech use.</li> <li>determine when a speaking task or situation requires a formal or an informal use of language.</li> </ul>				

SL.4.a		
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.4.a: New Mexico State Standards</i>	
Grade	CCSS Domain	CCSS Strand
<b>4</b>	<b>Speaking and Listening (SL)</b>	<b>Integration of Knowledge and Ideas</b>
Standard	Vertical Alignment	
4th grade students will: (a) understand the influence of heritage language in English speech patterns; (b) orally compare and contrast accounts of the same event and text; (c) Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	<i>Previous Grades:</i> 3.a, 3.b, 3.c	<i>Future Grades:</i> 5.a, 5.b, 5.c
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"> <li>● <b>heritage language:</b> 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.</li> <li>● <b>speech pattern:</b> a distinctive manner of oral expression</li> <li>● <b>cultural setting:</b> the context, environment, or situation that is relevant to the beliefs, values, and practices of a particular nation, people, or other social group</li> <li>● <b>cooperation:</b> the process of working together toward the same end</li> <li>● <b>appropriate:</b> suitable or proper in the circumstances</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● Listen to an audio recording of an English speaker and identify specific speech patterns.</li> <li>● Identify within those speech patterns where heritage language has been influential.</li> <li>● Discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage</li> </ul>		

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.