


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.1.1</a></li> <li>○ <a href="#">CCSS.SL.1.2</a></li> <li>○ <a href="#">CCSS.SL.1.3</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.1.4</a></li> <li>○ <a href="#">CCSS.SL.1.5</a></li> <li>○ <a href="#">CCSS.SL.1.6</a></li> <li>○ <a href="#">SL.1.a</a></li> </ul> </li> </ul>

**SL.1.1**





**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>1</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>
<b>Standard</b>		<b>Vertical Alignment</b>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c) Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>		<p><i>Previous Grades:</i> SL.K.1</p> <p><i>Future Grades:</i> SL.2.1, SL.3.1</p>
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>
<p>Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.</p> <p>Students help develop, understand, and agree to follow discussion rules and norms such as listening to others with care and speaking one at a time about the topics and texts under discussion.</p> <p>Students add to the discussion, maintaining the topic with appropriate comments. Students ask questions to clarify any confusion.</p>		<ul style="list-style-type: none"> <li>● <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</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>		

- engage in appropriate conversations about first grade topics/text with a variety of partners.
- contribute appropriate comments about first grade text or topics to whole group discussions.
- follow the rules for participating in whole group and partner discussions.
- after listening/participating in a discussion, ask questions to clarify their understanding

SL.1.2			
	<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>1</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>	
<b>Standard</b>		<b>Vertical Alignment</b>	
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		<i>Previous Grades:</i> SL.K.2	<i>Future Grades:</i> SL.2.2, SL.3.2
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>	
Students listen to a text read aloud, information presented by others, or information presented in various ways. They ask questions about important information.		<ul style="list-style-type: none"> <li>● <b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li>● <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>			
<ul style="list-style-type: none"> <li>● identify important details in response to questions about information presented.</li> <li>● ask questions to clarify understanding.</li> </ul>			

SL.1.3		
	<b>Anchor Standard: Speaking and Listening</b> <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
1	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<i>Previous Grades:</i> SL.K.3	<i>Future Grades:</i> SL.2.3, SL.3.3
Clarification Statement	Vocabulary for Teacher Development	
Students ask a speaker questions if they need more information or if they do not understand information presented. They also answer questions about the speaker’s presentation.	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>ask appropriate questions to clarify their understanding after listening to a speaker.</li> <li>answer questions about what a speaker said.</li> </ul>		

**SL.1.4**

	<p style="text-align: center;"><b>Anchor Standard: Speaking and Listening</b></p> <p><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></p>
---	--

Grade	CCSS Domain	CCSS Strand
-------	-------------	-------------

1	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
---	-----------------------------	-------------------------------------

Standard	Vertical Alignment
----------	--------------------


SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<i>Previous Grades:</i> SL.K.4	<i>Future Grades:</i> SL.2.4, SL.3.4
--	-----------------------------------	---

Clarification Statement	Vocabulary for Teacher Development
-------------------------	------------------------------------


Students use complete sentences to describe a person, place, thing, or experience. They include appropriate details and communicate their ideas and feelings so that others understand.	<ul style="list-style-type: none"> <li><b><u>describe, description, descriptive details</u></b> – to explain something in words; the details necessary to give a full and precise account</li> <li><b><u>event</u></b> – a thing that happens; an occurrence</li> </ul>
---	---


**Students Who Demonstrate Understanding Can...**

- include details when speaking about people, places and/or events.
- express ideas and feelings when telling about people, places and/or events.

SL.1.5				
	<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		
1	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.K.5</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.2.5, SL.3.5</td> </tr> </table>	<i>Previous Grades:</i> SL.K.5	<i>Future Grades:</i> SL.2.5, SL.3.5
<i>Previous Grades:</i> SL.K.5	<i>Future Grades:</i> SL.2.5, SL.3.5			
Clarification Statement		Vocabulary for Teacher Development		
Students add pictures or other visuals to provide more information to a description. The visual should clarify ideas, thoughts, or feelings.		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>add drawings or other visual displays to provide more detail to what has been described.</li> <li>add drawings to clarify ideas, thoughts and feelings.</li> <li>choose when to add drawing to show meaning or to clarify ideas, thoughts or feelings.</li> </ul>				



RL.1.6				
	<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>			
Grade	CCSS Domain	CCSS Strand		
1	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
SL.1.6 Produce complete sentences when appropriate to task and situation.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.K.6</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.2.6, SL.3.6</td> </tr> </table>	<i>Previous Grades:</i> SL.K.6	<i>Future Grades:</i> SL.2.6, SL.3.6
<i>Previous Grades:</i> SL.K.6	<i>Future Grades:</i> SL.2.6, SL.3.6			
Clarification Statement		Vocabulary for Teacher Development		
Students use complete sentences to describe a person, place, thing, or experience. They include appropriate details and communicate their ideas and feelings so that others understand.		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>• speak in complete sentences.</li> <li>• respond to questions with responses that align to topic.</li> </ul>				

SL.1.a		
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.1.a: New Mexico State Standards</i>	
Grade	CCSS Domain	CCSS Strand
<b>1</b>	<b>Reading: Informational (RI)</b>	<b>Integration of Knowledge and Ideas</b>
Standard	Vertical Alignment	
Grade 1 students will:  (a) describe events related to the students' experiences, nations, and cultures;  (b) follow simple written and oral instructions.	<i>Previous Grades:</i> K.b	<i>Future Grades:</i> 2.a
Clarification Statement	Vocabulary for Teacher Development	
Students should speak and listen to others about events related to their experiences, nations, and cultures. Students should be able to complete tasks following simple instructions that are presented both in writing and verbally.	<ul style="list-style-type: none"> <li>● <b>oral instructions-</b> directions for completing a task that are communicated verbally</li> <li>● <b>graphic instructions-</b> directions for completing a task that are communicated through pictures or visual representations</li> <li>● <b>culture-</b> the customs, arts, social institutions, and achievements of a particular nation, people, or other social group</li> <li>● <b>nation-</b> a community of humans formed on the basis of common language, territory, descent, history, ethnicity, or experience</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● Verbally describe the students' individual experiences and events having to do with the students' nations, and cultures</li> <li>● Listen to other students describing their individual experiences, and events related to their classmates' nations and cultures</li> <li>● Complete tasks following simple written and oral directions</li> </ul>		