


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.2.1 ○ CCSS.SL.2.2 ○ CCSS.SL.2.3 	<ul style="list-style-type: none"> ● Presentation of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.SL.2.4 ○ CCSS.SL.2.5 ○ CCSS.SL.2.6 ○ SL.2.a
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SL.2.1		
	Anchor Standard: Speaking and Listening <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>	
Grade	CCSS Domain	CCSS Strand
2	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a) 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). b) Participate in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<i>Previous Grades:</i> SL.K.1, SL.1.1	<i>Future Grades:</i> SL.3.1, SL.4.1
Clarification Statement	Vocabulary for Teacher Development	
Students discuss grade-level appropriate topics and texts with different peers and adults in small group and whole class settings. <ul style="list-style-type: none"> ● Students help develop, understand, and agree to follow discussion rules and norms such as gaining the floor in respectful ways, listening to others with care, and speaking one at a time about topics and texts under discussion. ● Students add to the discussion, maintaining the topic with appropriate comments that connect to someone else's comment. 	<ul style="list-style-type: none"> ● clarify – explain one's meaning ● discussion or discuss-to speak with a partner or a group about a specific topic ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● topic – the subject or matter being discussed or written about in a text, speech, etc. 	

- Students ask questions to clarify any confusing areas or to gain further information.

Students Who Demonstrate Understanding Can...

- take turns speaking with others.
- respectfully gain the floor to speak.
- actively listen to others.
- respond to a teacher or peer in conversation about grade level text or topics.
- connect to another's response in conversation, building appropriately.

SL.2.2		
	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
2	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<i>Previous Grades:</i> SL.K.2, SL.1.2	<i>Future Grades:</i> SL.3.2, SL.4.2
Clarification Statement	Vocabulary for Teacher Development	
Students tell about or explain the important details and ideas in a text that is read aloud to them or from information presented in various ways.	<ul style="list-style-type: none"> ● <u>describe, description, descriptive details</u> – to explain something in words; the details necessary to give a full and precise account ● <u>key ideas</u> – most important thoughts addressed in a text or discussion ● <u>recount</u> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) ● <u>text</u> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● retell or summarize important details from a text they have listened to, received through other methods of oral comprehension, or from different forms of multimedia. 		

SL.2.3				
	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		
2	Speaking and Listening (SL)	Comprehension and Collaboration		
Standard		Vertical Alignment		
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.K.3, SL.1.3</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.3.3, SL.4.3</td> </tr> </table>	<i>Previous Grades:</i> SL.K.3, SL.1.3	<i>Future Grades:</i> SL.3.3, SL.4.3
<i>Previous Grades:</i> SL.K.3, SL.1.3	<i>Future Grades:</i> SL.3.3, SL.4.3			
Clarification Statement		Vocabulary for Teacher Development		
Students ask a speaker questions to gain more information and/or clarity, or to deepen their understanding of the presented topic or issue. They also answer questions about the speaker’s presentation.		<ul style="list-style-type: none"> ● graphic organizer – a diagram or model used to organize thoughts or ideas ● presentation – giving information to others in a formal way ● 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"> ● ask questions using words like who, what, where, when, why and how in order to get clarification on questions they may have. ● answer questions in order to explain their meaning, thinking, or understanding of what is being asked. ● gather information using important details or facts. ● deepen their understanding and knowledge of a topic or idea. 				


SL.2.4





Anchor Standard: Speaking and Listening

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.

Grade	CCSS Domain	CCSS Strand	
2	Speaking and Listening (SL)	Presentation of Knowledge and Ideas	
Standard		Vertical Alignment	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		<i>Previous Grades:</i> SL.K.4, SL.1.4	<i>Future Grades:</i> SL.3.4, SL.4.4
Clarification Statement		Vocabulary for Teacher Development	
Students tell stories or describe personal experiences to others using important facts and vivid details. Students speak in complete sentences and use appropriate voice levels.		<ul style="list-style-type: none"> ● coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together ● 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 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● retell a story or experience using descriptive details and important facts. ● speak clearly and use appropriate voice levels for all to hear. ● speak using complete sentences that follow a clear order or sequence. 			

SL.2.5		
	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
2	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate, to clarify ideas, thoughts, and feelings.	<i>Previous Grades:</i> SL.K.5, SL.1.5	<i>Future Grades:</i> SL.3.5, SL.4.5
Clarification Statement	Vocabulary for Teacher Development	
Students record themselves reading a story or poem. They add pictures or other visuals to provide more information to a story or experience. The visual should help clarify ideas, thoughts, or feelings.	<ul style="list-style-type: none"> ● poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) ● recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● use technology (computer, iPad, tape recorder, etc.) to create audio recordings of a story or poem. ● add drawings, or other visual displays (diagrams, posters, magazine clippings, dioramas, etc.) to clarify/enhance their ideas, thoughts, or feelings. 		

RL.2.6				
	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		
2	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
SL.2.6 Produce 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.K.6, SL.1.6</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.3.6, SL.4.6</td> </tr> </table>	<i>Previous Grades:</i> SL.K.6, SL.1.6	<i>Future Grades:</i> SL.3.6, SL.4.6
<i>Previous Grades:</i> SL.K.6, SL.1.6	<i>Future Grades:</i> SL.3.6, SL.4.6			
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.		<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 the topic. • provide additional detail or clarification when asked. 				

SL.2.a				
	Anchor Standard: Speaking and Listening <i>SL.2.a: New Mexico State Standards</i>			
Grade	CCSS Domain	CCSS Strand		
2	Reading: Informational (RI)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
Grade 2 students will describe events related to the students' experiences, nations, and cultures.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> 1.a</td> <td style="width: 50%;"><i>Future Grades:</i> N/A</td> </tr> </table>	<i>Previous Grades:</i> 1.a	<i>Future Grades:</i> N/A
<i>Previous Grades:</i> 1.a	<i>Future Grades:</i> N/A			
Clarification Statement		Vocabulary for Teacher Development		
Students should speak and listen to others about events related to their experiences, nations, and cultures		<ul style="list-style-type: none"> ● <u>culture</u>- the customs, arts, social institutions, and achievements of a particular nation, people, or other social group ● <u>nation</u>- a community of humans formed on the basis of common language, territory, descent, history, ethnicity, or experience 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● events having to do with the students' nations, and cultures ● Listen to other students describing their individual experiences, and events related to their classmates' nations and cultures 				