


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.K.1 ○ CCSS.SL.K.2 ○ CCSS.SL.K.3 	<ul style="list-style-type: none"> ● Presentation of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.SL.K.4 ○ CCSS.SL.K.5 ○ CCSS.SL.K.6 ○ SL.K.a
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SL.K.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	
K	Speaking and Listening (SL)	Comprehension and Collaboration	
Standard		Vertical Alignment	
<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Continue a conversation through multiple exchanges. 		<p><i>Previous Grades:</i> N/A</p>	<p><i>Future Grades:</i> SL.1.1, SL.2.1</p>
Clarification Statement		Vocabulary for Teacher Development	
<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 and taking turns speaking about the topics and texts under discussion.</p> <p>Students add to a conversation with appropriate comments.</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, and more topics – the subject or matter being discussed or written about in a text, speech, etc. ● 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"> ● talk about and add to discussion of grade-level appropriate topics and texts with different partners. ● help develop, understand and agree to follow directions, rules and norms. 			

- add to a conversation by adding thoughts about the topic.
- add to a conversation by asking questions about the topic.
- respond to questions asked by others about the topic.

SL.K.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		
K	Speaking and Listening (SL)	Comprehension and Collaboration		
Standard		Vertical Alignment		
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> N/A </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> SL.1.2, SL.2.2 </td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> SL.1.2, SL.2.2
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> SL.1.2, SL.2.2			
Clarification Statement		Vocabulary for Teacher Development		
Students demonstrate their understanding by asking and answering questions about important information in a text read aloud, or on an oral presentation, or presented in a different way.		<ul style="list-style-type: none"> ● key details – specific and important parts of the text that provide information, support, and elaboration ● text – 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"> ● use words, pictures, or statements made during the presentation or read aloud to ask questions for clarification. ● use words, pictures, or statements made during the presentation or read aloud to answer questions about key details. 				

SL.K.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
K	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> SL.1.3, SL. 2.3
Clarification Statement	Vocabulary for Teacher Development	
Students ask questions if they need help, need additional information, or need clarity. Students also answer questions to provide information or make information clear.	<ul style="list-style-type: none"> • N/A 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> • ask when they need help, need clarity and to get information. • answer questions for clarity, information and to help. 		


SL.K.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	
K	Speaking and Listening (SL)	Presentation of Knowledge and Ideas	
Standard		Vertical Alignment	
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		<i>Previous Grades:</i> N/A	<i>Future Grades:</i> SL.1.4, SL.2.4
Clarification Statement		Vocabulary for Teacher Development	
Students speak about a variety of K topics. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood.		<ul style="list-style-type: none"> • N/A 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> • speak so they can be heard and understood by the listener. • describe familiar people with enough details and information to be understood. • describe familiar places with enough details and information to be understood. • describe familiar things with enough details and information to be understood. • provide additional details when directed and supported to do so. 			

SL.K.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
K	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> SL.1.5, SL.2.5
Clarification Statement	Vocabulary for Teacher Development	
Students add pictures or other visuals to provide more information to a description. The visuals should support their descriptions and offer additional details.	<ul style="list-style-type: none"> N/A 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> draw a picture to report facts and relevant details about an experience. use magazines, drawings or clip art to support facts or details. 		

RL.K.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
K	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> SL.1.6, SL.2.6
Clarification Statement	Vocabulary for Teacher Development	
Students speak so that they can be heard and understood by the listener. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood.	<ul style="list-style-type: none"> N/A 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> • speak clearly for peers and adults to understand. • explains thoughts, feelings, and ideas on a variety of Kindergarten topics. • participate in opportunities to express ideas both verbally and in writing. 		

SL.K.a				
	Anchor Standard: Speaking and Listening <i>SL.K.a: New Mexico State Standards</i>			
Grade	CCSS Domain	CCSS Strand		
K	Reading: Informational (RI)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
<ol style="list-style-type: none"> 1. demonstrate familiarity with stories and activities related to various ethnic groups and countries; 2. with prompting and support: role play; make predictions; and follow oral and graphic instructions. 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> N/A</td> <td style="padding: 5px;"><i>Future Grades:</i> N/A</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> N/A
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> N/A			
Clarification Statement		Vocabulary for Teacher Development		
<p>Students will recognize and engage with stories and activities related to various ethnic groups and countries. With support from the teacher and classmates, students will role play, make predictions, and follow directions that are presented both verbally and with picture supports.</p>		<ul style="list-style-type: none"> ● oral instructions- directions for completing a task that are communicated verbally ● graphic instructions- directions for completing a task that are communicated through pictures or visual representations 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● Recognize stories and activities associated with different ethnic groups and countries. ● Role play in groups with prompting and support ● Make predictions about what will happen next with prompting and support. ● Follow oral (verbal) and graphic (picture) instructions to complete a task. 				