


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

- **Comprehension and Collaboration**

- [CCSS.SL.10.1](#)
- [CCSS.SL.10.2](#)
- [CCSS.SL.10.3](#)

- **Presentation of Knowledge and Ideas**

- [CCSS.SL.10.4](#)
- [CCSS.SL.10.5](#)
- [CCSS.SL.10.6](#)


SL.10.1		
	<p><b>Anchor Standard: Speaking and Listening</b></p> <p><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></p>	
Grade	CCSS Domain	CCSS Strand
10	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>	<p><i>Previous Grades:</i> SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9.1</p>	<p><i>Future Grades:</i> SL.11-12.1</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students lead and contribute to small-group, whole-group, and teacher-led collaborative discussions with peers on</p>	<ul style="list-style-type: none"> <li>● <b>collegial</b> – relating to or involving shared responsibility, as among a group of colleagues</li> </ul>	


topics, texts, and issues appropriate for Grades 9-10. To lead and contribute to these collaborative discussions, students clearly and convincingly communicate their own ideas as well as add to the ideas of others.

- **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement
- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **perspective** – an attitude toward or outlook on something
- **range/range of tasks, purposes, and audiences** – the production of written and spoken works covers a variety tasks (including, but not limited to, speaking, presenting, and writing), purposes (e.g., to persuade, to inform, to express, and/or to entertain), and audiences (which requires shifts in register)
- **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions which follow from the evidence
- **research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources
- **respond** – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.
- **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
- **theme** – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
- **topic** – the literal subject or matter being discussed, written about, or explored in a text

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

- research information on the topic under study prior to and in preparation for discussion, then draw on this preparation by referencing relevant textual evidence when participating in large or small group discussions.
- express their thoughts clearly and persuasively when speaking through relevant, text-based responses that effectively communicate their analysis of a text.
- ask questions that seek a deeper understanding of the text.
- verbally coordinate with group members about the logistics of their collaborative work, working with peers to develop and establish guidelines for productive discussions, protocols for shared decision-making, and individual responsibilities, goals, and due dates.
- adjust their words to suit topic, purpose, and audience, using academic languages as a means to engage in the ongoing discussion of the topic when appropriate.
- respond thoughtfully to other ideas by contributing differing perspectives to the topic under discussion; engaging others in discussion; and clarifying, confirming, or questioning ideas and conclusions.
- provide clear and succinct summaries of the discussion, explicitly reference multiple perspectives on the topic, and summarize the points of agreement and disagreement.
- express a clear line of reasoning for supporting the conclusions made during the academic discussions, and, when appropriate, substantiating their own opinions and understandings of the topic under study.


SL.10.2				
	<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>10</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <i>Previous Grades:</i>            SL.K.2, SL.1.2, SL.2.2,            SL.3.2, SL.4.2, SL.5.2,            SL.6.2, SL.7.2, SL.8.2, SL.9.2         </td> <td style="padding: 5px;"> <i>Future Grades:</i>            SL.11-12.2         </td> </tr> </table>	<i>Previous Grades:</i> SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2, SL.5.2, SL.6.2, SL.7.2, SL.8.2, SL.9.2	<i>Future Grades:</i> SL.11-12.2
<i>Previous Grades:</i> SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2, SL.5.2, SL.6.2, SL.7.2, SL.8.2, SL.9.2	<i>Future Grades:</i> SL.11-12.2			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students combine multiple sources of information in various ways (visuals, texts with numbers or measures, oral presentations, mixed media, etc.) or forms (charts, graphs, images, etc.) into presentations or discussions on a given topic. To select the most relevant sources, students assess the reliability and correctness of each source.		<ul style="list-style-type: none"> <li>● <b>credibility</b> – the extent to which a source can be relied upon generally to give accurate, complete, and unbiased information</li> <li>● <b>evaluate</b> – to determine quality or value after careful analysis or investigation</li> <li>● <b>integrate</b> – to combine multiple elements to produce a single whole unified by a common topic or purpose</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● summarize, cite, and evaluate evidence from diverse media for strength, relevance, and persuasiveness.</li> <li>● coordinate evidence cited from diverse media and formats to act as support for a claim.</li> <li>● use visuals to bolster the strength of their own claims, where appropriate.</li> <li>● articulate advantages and disadvantages in how each kind of media presents information and assess the credibility of each source.</li> <li>● clearly identify the author's motivation(s) associated with choosing a particular mode of media to express information.</li> <li>● define the author's bias inherent in the text, using a logical line of reasoning to support conclusions.</li> </ul>				

SL.10.3		
	<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
<b>10</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>
Standard	Vertical Alignment	
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<i>Previous Grades:</i> SL.K.3, SL.1.3, SL.2.3, SL.3.3, SL.4.3, SL.5.3, SL.6.3, SL.7.3, SL.8.3, SL.9.3	<i>Future Grades:</i> SL.11-12.3
Clarification Statement	Vocabulary for Teacher Development	
Students assess a position, reasoning, and use of evidence and rhetoric by recognizing when the speaker uses faulty reasoning, flawed evidence, or misrepresentation.	<ul style="list-style-type: none"> <li>● <b>evaluate</b> – to determine quality or value after careful analysis or investigation</li> <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>point of view</b> – in an everyday sense, a narrator's, author's, speaker's, or character's position or viewpoint on an issue, circumstances, or events; in a literary sense, the vantage point from which the narrator relates the events of a story</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> <li>● <b>rhetoric/rhetorical feature</b> – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact</li> </ul>	

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

- summarize the argument and/or information a speaker presents.
- identify rhetorical strategies, how they contribute to the argument, and evaluate their effectiveness and the effectiveness of the argument as a whole.
- determine when information is presented in a way that is biased, misleading, or incomplete.
- define and identify the rhetorical context of a text (author, audience, purpose, message).
- define and identify common fallacies in reasoning (e.g., ad hominem, false dichotomy, slippery slope, hasty generalization).





SL.10.4				
	<p><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		
10	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
<b>Standard</b>		<b>Vertical Alignment</b>		
<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.K.4, SL.1.4, SL.2.4, SL.3.4, SL.4.4, SL.5.4, SL.6.4, SL.7.4, SL.8.4, SL.9.4</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.11-12.4</td> </tr> </table>	<i>Previous Grades:</i> SL.K.4, SL.1.4, SL.2.4, SL.3.4, SL.4.4, SL.5.4, SL.6.4, SL.7.4, SL.8.4, SL.9.4	<i>Future Grades:</i> SL.11-12.4
<i>Previous Grades:</i> SL.K.4, SL.1.4, SL.2.4, SL.3.4, SL.4.4, SL.5.4, SL.6.4, SL.7.4, SL.8.4, SL.9.4	<i>Future Grades:</i> SL.11-12.4			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
<p>Students deliver presentations that clearly and succinctly communicate information, conclusions, and supporting evidence in a way that allows an audience to easily follow the logic and order in which the material is presented. Students tailor their presentation's structure, development, content, and style to their purpose, audience, and task.</p>		<ul style="list-style-type: none"> <li>● <b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</li> <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>line of reasoning</b> – a series of claims, points, and supporting pieces of evidence, each related to one another, delineated in such a manner as to show a connection between a claim or argument and the conclusion being drawn</li> <li>● <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>● <b>style</b> – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax</li> <li>● <b>task</b> – (as part of the task, purpose, and audience relationship) – the specific product or type of</li> </ul>		

product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

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

- present relevant, compelling, and accurate evidence to support claims made both in prepared and extemporaneous speaking.
- present information in an order which develops ideas, facilitates audience understanding, and maintains coherence.
- adjust the type of evidence and the manner in which it is presented to be suitable for audience, purpose, and task.
- define and identify the effective rhetorical choices required to appeal to a particular audience.
- explain the purpose for using a specific mode of organization for a presentation.

SL.10.5		
	<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
<b>10</b>	<b>Speaking and Listening (SL)</b>	<b>Presentation of Knowledge and Ideas</b>
Standard	Vertical Alignment	
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<i>Previous Grades:</i> SL.K.5, SL.1.5, SL.2.5, SL.3.5, SL.4.5, SL.5.5, SL.6.5, SL.7.5, SL.8.5, SL.9.5	<i>Future Grades:</i> SL.11-12.5
Clarification Statement	Vocabulary for Teacher Development	
Students carefully choose and purposefully incorporate digital media into their presentations to effectively communicate their conclusions, logic, and evidence and to make their presentations more engaging. Digital media includes, but is not limited to: textual, graphical, audio, visual, and interactive elements.	<ul style="list-style-type: none"> <li>● <b>digital media</b> – formats through which information is encoded in a machine-readable format, including, but not limited to, digital images, screen capture videos, and audio files</li> <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> <li>● <b>strategic</b> – deliberate, purposeful, carefully designed to serve a particular goal</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● smoothly and properly embed meaningful visuals in a presentation, such that the understanding of the audience and the persuasiveness of the argument are advanced.</li> <li>● determine which media or format best suits the presentation of a particular piece of evidence in light of audience, purpose, and task.</li> <li>● explain non-text evidence or evidence with minimal text verbally.</li> <li>● compare and contrast evidence as presented in two or more diverse media or formats.</li> <li>● explain the choice of visual elements in a multimedia presentation.</li> </ul>		

SL.10.6		
	<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
10	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
<b>Standard</b>	<b>Vertical Alignment</b>	
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9-10 Language Standards 1 for specific expectations.)	<i>Previous Grades:</i> SL.K.6, SL.1.6, SL.2.6, SL.3.6, SL.4.6, SL.5.6, SL.6.6, SL.7.6, SL.8.6, SL.9.6	<i>Future Grades:</i> SL.11-12.6
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students change the way that they speak in order to meet the expectations of a particular speaking situation. They recognize and can adjust to the audience, task, and purpose by altering their style of speaking, including register, tone of voice, body language, and pacing to effectively and appropriately convey their ideas and information.	<ul style="list-style-type: none"> <li>● <b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</li> <li>● <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>● <b>register</b> – a set of language used for a particular purpose or communicative situation which takes into account topic, audience, purpose, and location</li> <li>● <b>style</b> – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax</li> <li>● <b>task</b> – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</li> </ul>	

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

- determine the audience, purpose, and expectations of a particular speaking situation and adjust the style of their speech to effectively fit those conditions.
- speak in a variety of registers, including an academic register, to fit the circumstances.
- give a prepared speech or presentation, as well as speak extemporaneously.