


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.6.1](#)
- [CCSS.SL.6.2](#)
- [CCSS.SL.6.3](#)

- **Presentation of Knowledge and Ideas**

- [CCSS.SL.6.4](#)
- [CCSS.SL.6.5](#)
- [CCSS.SL.6.6](#)
- [SL.6.1. SL.6.2, SL.6.3](#)

SL.6.1		
	<p>Anchor Standard: Speaking and Listening</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
6	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p><i>Previous Grades:</i> SL.4.1, SL.5.1</p>	<p><i>Future Grades:</i> SL.7.1, SL.8.1</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students take a meaningful part in purposeful discussions about Grade 6 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and student-led discussions, including one-on-one, small group, and whole group.</p> <ul style="list-style-type: none"> ● Students use evidence to support their statements from prior reading materials and are prepared for discussions ahead of time. ● Students follow rules for discussions and set goals 	<ul style="list-style-type: none"> ● 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 ● key ideas – most important thoughts addressed in a text or discussion perspective – an attitude toward or outlook on something ● reflection – lengthy consideration and thought 	


and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group.

- Students ask relevant questions and provide appropriate, detailed answers to questions asked by others.
- Students briefly restate main points and explain how the main points relate to each other and show others' perspectives.

given to some topic or idea based on what is known or has been learned about it

Students Who Demonstrate Understanding Can...

- participate in different types of discussions (pairs, groups, whole class).
- participate with a diverse group of partners about grade 6 topics, texts, and issues.
- add to other's ideas while contributing their own ideas.
- reflect on discussion topics using evidence from the text, issue, and topic.
- formulate comments, questions, and responses based on evidence from the text or topic.
- defend responses and ideas shared with evidence from the text or topic.

SL.6.2		
	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
6	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<i>Previous Grades:</i> SL.4.2, SL.5.2	<i>Future Grades:</i> SL.7.2, SL.8.2
Clarification Statement	Vocabulary for Teacher Development	
Students determine the meaning or message of information presented in various ways and forms. Additionally, students explain how the information adds to the overall topic.	<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 ● 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"> ● incorporate and assess the quality of information conveyed in different media and formats. ● describe how this information supports and adds to our understanding of the text, topic, or issue. 		


SL.6.3





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
6	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<i>Previous Grades:</i> SL.4.3, SL.5.3	<i>Future Grades:</i> SL.7.3, SL.8.3
Clarification Statement	Vocabulary for Teacher Development	
Students precisely describe a speaker's argument and the ideas that back it up. They determine which claims are supported by evidence and reasons and which are unsupported.	<ul style="list-style-type: none"> ● 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 using a process of logic 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● define and identify arguments, claims, reasons, and evidence. ● distinguish between supported and unsupported claims. ● identify a speaker's argument and specific claims. 		

SL.6.4				
	<p>Anchor Standard: Speaking and Listening</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		
6	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Present claims and findings, sequencing ideas logically, and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.4.4, SL.5.4</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.7.4, SL.8.4</td> </tr> </table>	<i>Previous Grades:</i> SL.4.4, SL.5.4	<i>Future Grades:</i> SL.7.4, SL.8.4
<i>Previous Grades:</i> SL.4.4, SL.5.4	<i>Future Grades:</i> SL.7.4, SL.8.4			
Clarification Statement		Vocabulary for Teacher Development		
Students present claims and findings in a logical order. Students use relevant description, facts, and details to highlight or call attention to the main ideas or themes. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech.		<ul style="list-style-type: none"> ● claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● present claims and conclusions in an organized logical order. ● add specific details to emphasize main ideas and themes. ● use appropriate eye contact, volume, and pronunciation. 				

SL.6.5		
	<p>Anchor Standard: Speaking and Listening</p> <p><i>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i></p>	
Grade	CCSS Domain	CCSS Strand
6	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<i>Previous Grades:</i> SL.4.5, SL.5.5	<i>Future Grades:</i> SL.7.5, SL.8.5
Clarification Statement	Vocabulary for Teacher Development	
Students deliver presentations that use multimedia and visual elements (e.g., charts/graphs, images, music, sound, etc.) to make the information being shared clearer.	<ul style="list-style-type: none"> ● multimedia component – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video) 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● design presentations that incorporate multimedia components. ● deliver presentations with visual displays of information to explain the information presented. 		

SL.6.6			
	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	
6	Speaking and Listening (SL)	Presentation of Knowledge and Ideas	
Standard		Vertical Alignment	
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		<i>Previous Grades:</i> SL.4.6, SL.5.6 <table border="1" style="float: right; margin-left: 20px;"> <tr> <td><i>Future Grades:</i> SL.7.6, SL.8.6</td> </tr> </table>	<i>Future Grades:</i> SL.7.6, SL.8.6
<i>Future Grades:</i> SL.7.6, SL.8.6			
Clarification Statement		Vocabulary for Teacher Development	
Students engage in a variety of classroom discussion structures (formal presentations, informal group discussions). Students consider formal and informal language and change their approaches to suit the needs of the audience.		<ul style="list-style-type: none"> ● formal discourse – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue ● informal discourse – 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 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● adapt language to varying contexts (formal presentation, informal discussion). ● utilize conventions of formal English when appropriate. ● provide additional detail or clarification when asked. ● participate in a variety of small-group and whole-group classroom discussions. 			

SL.6.1, SL.6.2, SL.6.3		
	Anchor Standard: Speaking and Listening <i>SL.6.1, SL.6.2, SL.6.3 New Mexico State Standards</i>	
Grade	NMSS Domain	
6	Reading: Speaking and Listening (SL)	
Standard	Vertical Alignment	
6.1 Understand the influence of heritage language in English speech patterns. 6.2 Orally compare and contrast accounts of the same event and text. 6.3 Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	<i>Previous Grades:</i> 5.a, 5.b, 5.c	<i>Future Grades:</i> 7.1, 7.2, 7.3, 8.1, 8.2, 8.3
Clarification Statement	Vocabulary for Teacher Development	
Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.	<ul style="list-style-type: none"> ● heritage language – the original language learned by speakers when they were still children ● speech pattern – distinctive manner of oral expression 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● listen to an audio recording of an English speaker and identify specific speech patterns. ● identify within those speech patterns where heritage language has been influential. ● discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words. 		