


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.7.1</a></li> <li>○ <a href="#">CCSS.SL.7.2</a></li> <li>○ <a href="#">CCSS.SL.7.3</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.7.4</a></li> <li>○ <a href="#">CCSS.SL.7.5</a></li> <li>○ <a href="#">CCSS.SL.7.6</a></li> <li>○ <a href="#">SL.7.1, SL.7.2, SL.7.3</a></li> </ul> </li> </ul>
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SL.7.1		
	<b>Anchor Standard: Speaking and Listening</b> <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
7	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 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d) Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>	<p><i>Previous Grades:</i> SL.5.1, SL.6.1</p>	<p><i>Future Grades:</i> SL.8.1, SL.9.1</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students take a meaningful part in purposeful discussions about Grade 7 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"> <li>● Students prepare for discussions ahead of time and support their statements with evidence from preparation materials.</li> <li>● Students follow rules for discussions and set goals</li> </ul>	<ul style="list-style-type: none"> <li>● <b>elicit</b> – evoke or draw out (a response, answer, or fact) from someone in reaction to one's own actions or questions</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>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or</li> </ul>	

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

- Students ask relevant questions that require detailed responses from others. Students also provide appropriate, detailed answers to questions asked by others. Students recognize when a discussion has gone off topic and make corrections to bring the conversation back to the appropriate topic.
- Students recognize when others contribute to a discussion with new information. Students make comparisons between their own views and the points and evidence offered during a discussion; they make changes to their own views when necessary.


interpretation

- **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
- **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

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

- prepare for collaborative discussions utilizing a variety of strategies such as note-taking, webbing, and reflective questioning.
- participate in different discussions (pairs, groups, whole class) with a range of peers about Grade 7 topics, text, and issues.
- add to other's ideas while also contributing their own in a safe and equitable setting.
- know how to incorporate evidence or information into the discussion which is relevant to the topic.
- pose and respond to questions posed by others.
- make relevant comments that help return the discussion to the topic.

**SL.7.2**

	<p><b>Anchor Standard: Speaking and Listening</b></p> <p><i>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p>
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<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
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<b>7</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>
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<b>Standard</b>	<b>Vertical Alignment</b>
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<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><i>Previous Grades:</i> SL.5.2, SL.6.2</p>	<p><i>Future Grades:</i> SL.8.2, SL.9.2</p>
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<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>
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<p>Students conduct a detailed examination in order to determine and understand the main ideas and supporting details presented in various ways and forms. Additionally, students explain how the information makes the overall topic clearer.</p>	<ul style="list-style-type: none"> <li>● <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>● <b>main idea(s)</b> – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning.</li> <li>● <b>supporting detail</b> – a piece of information, data, evidence, etc. that adds support to a claim, value statement, or main idea (i.e., strengthens the argument)</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>
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**Students Who Demonstrate Understanding Can...**


- identify and analyze main ideas and supporting details in diverse media and formats.
- explain how ideas, information, or data clarify a topic, text, or issue under study.


SL.7.3		
	<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
7	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	<i>Previous Grades:</i> SL.5.3, SL.6.3	<i>Future Grades:</i> SL.8.3, SL.9.3
Clarification Statement	Vocabulary for Teacher Development	
Students precisely describe a speaker's argument and claims. They judge the validity of the reasoning and whether or not the evidence is appropriate and enough to support the claim.	<ul style="list-style-type: none"> <li>● <b>delineate</b> – to describe something precisely</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> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● understand the difference between argument and claims.</li> <li>● distinguish between sound and unsound reasoning.</li> <li>● identify the attitude the speaker has toward a subject by analyzing the content and the delivery.</li> <li>● understand that some claims introduced may not be relevant to the topic.</li> <li>● recognize that the evidence offered may not be sufficient or substantial.</li> </ul>		


SL.7.4				
	<b>Anchor Standard: Speaking and Listening</b> <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>			
Grade	CCSS Domain	CCSS Strand		
7	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
<b>Standard</b>		<b>Vertical Alignment</b>		
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> SL.5.4, SL.6.4</td> <td style="width: 50%;"><i>Future Grades:</i> SL.8.4, SL.9.4</td> </tr> </table>	<i>Previous Grades:</i> SL.5.4, SL.6.4	<i>Future Grades:</i> SL.8.4, SL.9.4
<i>Previous Grades:</i> SL.5.4, SL.6.4	<i>Future Grades:</i> SL.8.4, SL.9.4			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students present claims and findings. They highlight the most important points with relevant descriptions, facts, details, and examples in a clear and focused way. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech, adapting to various audiences and purposes.		<ul style="list-style-type: none"> <li>● <b>argument</b> – a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong</li> <li>● <b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</li> <li>● <b>coherent</b> – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</li> <li>● <b>counterargument</b> – an argument or set of reasons put forward to oppose an idea or theory developed in another argument.</li> <li>● <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>● <b>salient</b> – most important or worthy of notice; prominent</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				

- plan and deliver a presentation that is focused, coherent, and contains pertinent facts, descriptions, and examples.
- understand the difference between a claim and a finding.
- know that an argument makes and supports a claim, acknowledges counterarguments, creates cohesion by using transitional words or phrases, and has a strong concluding statement.
- speak with adequate volume, clear pronunciation, and appropriate eye contact.



SL.7.5				
	<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		
7	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
<b>Standard</b>		<b>Vertical Alignment</b>		
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.5.5, SL.6.5</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.8.5, SL.9.5</td> </tr> </table>	<i>Previous Grades:</i> SL.5.5, SL.6.5	<i>Future Grades:</i> SL.8.5, SL.9.5
<i>Previous Grades:</i> SL.5.5, SL.6.5	<i>Future Grades:</i> SL.8.5, SL.9.5			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students deliver presentations that use multimedia and visual elements (e.g., charts/graphs, images, music, sound, etc.) to make the claims and findings being presented clearer and to highlight important points.		<ul style="list-style-type: none"> <li>● <b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</li> <li>● <b>multimedia component</b> – 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)</li> <li>● <b>salient</b> – most important or worthy of notice; prominent</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● select appropriate multimedia components that add meaning to the presentation.</li> <li>● know what elements are needed to create visual displays.</li> <li>● add photos, video, audio, and text to clarify and emphasize the important points of the presentation.</li> </ul>				

SL.7.6		
	<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
7	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.5.6, SL6.6	<i>Future Grades:</i> SL.8.6, SL.9.6
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"> <li>● <b>formal discourse</b> – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue</li> <li>● <b>informal discourse</b> – 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</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● identify the audience and purpose.</li> <li>● know the difference between informal and formal English.</li> <li>● vary sentence patterns for style.</li> <li>● understand and adapt the delivery to appeal to the audience.</li> <li>● enunciate and speak at appropriate volume and pace.</li> <li>● use conventions of language to improve expression and understanding.</li> </ul>		

SL.7.1, SL.7.2, SL.7.3		
	<p><b>Anchor Standard: Speaking and Listening</b> <i>SL.7.1, SL.7.2, SL.7.3 New Mexico State Standards</i></p>	
<i>Grade</i>	<i>NMSS Domain</i>	
<b>7</b>	<b>Reading: Speaking and Listening (SL)</b>	
Standard	Vertical Alignment	
<p>7.1 Understand the influence of heritage language in English speech patterns.</p> <p>7.2 Orally compare and contrast accounts of the same event and text.</p> <p>7.3 Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</p>	<p><i>Previous Grades:</i> 5.a, 5.b, 5.c, 6.1, 6.2, 6.3,</p>	<p><i>Future Grades:</i> 8.1, 8.2, 8.3</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p>	<ul style="list-style-type: none"> <li>● <b>heritage language</b> – the original language learned by speakers when they were still children</li> <li>● <b>speech pattern</b> – distinctive manner of oral expression</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● listen to an audio recording of an English speaker and identify specific speech patterns.</li> <li>● identify within those speech patterns where heritage language has been influential.</li> <li>● discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words.</li> </ul>		