


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.8.1](#)
- [CCSS.SL.8.2](#)
- [CCSS.SL.8.3](#)

- **Presentation of Knowledge and Ideas**

- [CCSS.SL.8.4](#)
- [CCSS.SL.8.5](#)
- [CCSS.SL.8.6](#)
- [SL.8.1, SL.8.2, SL.8.3](#)

SL.8.1		
	<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
8	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 8 topics, texts, and issues, building on others' ideas, and expressing their own clearly.</p> <p>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.</p> <p>b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p><i>Previous Grades:</i> SL.6.1, SL.7.1</p>	<p><i>Future Grades:</i> SL.9-10.1</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students take a meaningful part in purposeful discussions about Grade 8 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 prepare for discussions ahead of time and support their statements with evidence from preparation materials. ● Students follow rules for discussions and set goals 	<ul style="list-style-type: none"> ● explicit, explicitly – stated clearly and directly, leaving no room for confusion or 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 	

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


- Students ask questions that connect to multiple comments or ideas from others. Students also provide appropriate, detailed answers to questions asked by others.
- 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 either make changes to or provide further evidence for their own views, depending upon which is necessary.


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 a graphic organizer that reflects their reading or research of a topic, text, or issue and includes relevant information like examples, names, dates, terms, and definitions.
- prepare for a discussion by formulating relevant talking points to contribute and questions to pose to others.
- utilize rules and practices for respectful, productive collegial discussions that allow students to listen and build upon others' ideas and to express their own ideas clearly.
- track others' ideas during a discussion through active listening and note-taking to formulate and pose questions that tie-in information and perspectives from multiple participants.
- respond clearly and accurately to others' questions, citing evidence, observations, and/ or ideas to support their response.

SL.8.2		
	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
8	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<i>Previous Grades:</i> SL.6.2, SL.7.2	<i>Future Grades:</i> SL.9-10.2
Clarification Statement	Vocabulary for Teacher Development	
Students conduct a detailed examination of information presented in various ways and forms in order to determine and understand its purpose. Additionally, students examine and judge the value of the reasons different pieces of information are used.	<ul style="list-style-type: none"> ● analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole ● evaluate – to determine quality or value after careful analysis or investigation ● motive/motivations – the reason for a particular action; that which gives purpose to an action or behavior 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● examine a source to analyze how the way in which the information is presented influences its purpose. ● examine and explain how the presentation of information in a particular format is influenced by the speaker’s motive or purpose. 		

SL.8.3		
	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
8	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 relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<i>Previous Grades:</i> SL.6.3, SL.7.3	<i>Future Grades:</i> SL.9-10.3
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. Students recognize unrelated evidence.	<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 ● 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"> ● describe a speaker's argument, identifying the claim and supporting evidence. ● using evidence from the speaker's argument, students evaluate if the evidence presented is relevant and effective in presenting an argument that is logical and demonstrates sound reasoning. 		

SL.8.4		
	Anchor Standard: Speaking and Listening <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
8	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<i>Previous Grades:</i> SL.6.4, SL.7.4	<i>Future Grades:</i> SL.9-10.4
Clarification Statement	Vocabulary for Teacher Development	
Students present claims and findings. They highlight the most important points in a clear and focused way using appropriate, related evidence, valid reasoning, and well-chosen details. 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"> ● salient – most important or worthy of notice; prominent ● task – (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) 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● 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.8.5			
	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	
8	Speaking and Listening (SL)	Presentation of Knowledge and Ideas	
Standard		Vertical Alignment	
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		<i>Previous Grades:</i> SL.6.5, SL.7.5 <table border="1" style="float: right; margin-left: 20px;"> <tr> <td><i>Future Grades:</i> SL.9-10.5</td> </tr> </table>	<i>Future Grades:</i> SL.9-10.5
<i>Future Grades:</i> SL.9-10.5			
Clarification Statement		Vocabulary for Teacher Development	
Students combine multimedia and visual elements in their presentations to make the information being shared clearer, to further support claims, and to make the overall presentation more interesting.		<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 ● evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● select appropriate multimedia components that add meaning to the presentation. ● know what elements are needed to create visual displays. ● add photos, video, audio, and text to clarify and emphasize the important points of the presentation. 			

SL.8.6		
	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
8	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.6.6, SL.7.6	<i>Future Grades:</i> SL.9-10.6
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.8.1, SL.8.2, SL.8.3



Anchor Standard: Speaking and Listening
SL.8.1, SL.8.2, SL.8.3 New Mexico State Standards

Grade

NMSS Domain

8

Reading: Speaking and Listening (SL)

Standard

Vertical Alignment

8.1 Understand the influence of heritage language in English speech patterns.

8.2 Orally compare and contrast accounts of the same event and text.

8.3 Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

Previous Grades:
5.a, 5.b, 5.c, 6.1, 6.2, 6.3,
7.1, 7.2, 7.3

Future Grades:
N/A

Clarification Statement

Vocabulary for Teacher Development

Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.

- **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...

- 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.