

<b>Common Core Anchor Standard (SL.5):</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			<b>MAIN ACADEMIC DEMAND</b> <i>Make Strategic Use of Media and Visual Information to Enhance and Support Presentations</i>		
<b>Common Core Grade 5 Standard (SL.5.5):</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Include Multimedia and Visual Displays to Enhance Main Ideas or Themes</i>		
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize preidentified visuals on a presentation organizer, with teacher support, to enhance the development of a theme, as information is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize preidentified visuals on a presentation organizer to enhance the development of a theme, as information is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize key visuals on a presentation organizer to enhance the development of a theme, as information is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize key visuals for a presentation, independently, to enhance the development of a theme, as information is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize preidentified main ideas and visuals on a partially completed main idea/visual graphic organizer to analyze how visual displays enhance the development of themes from text	<b>Reading-Centered Activity:</b> Organize main ideas and visuals on a partially completed main idea/visual graphic organizer to analyze how visual displays enhance the development of themes from text	<b>Reading-Centered Activity:</b> Organize main ideas and visuals on a main idea/visual graphic organizer to analyze how visual displays enhance the development of themes from text	<b>Reading-Centered Activity:</b> Organize main ideas and visuals on a self-created main idea/visual graphic organizer, with prompting and support, to analyze how visual displays enhance the development of themes from text
		in the new and/or the home language.	in the new and/or the home language.	in the new and, occasionally, in the home language.	in the new language.

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> enhancing the development of a theme, when reporting on a topic in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> enhancing the development of a theme, when reporting on a topic in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>contribute to discourse</i> that enhances the development of a theme, when reporting on a topic in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>participate in discourse</i> that enhances the development of a theme, when reporting on a topic in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>multimedia components, independently, to lead discourse</i> that enhances the development of a theme, when reporting on a topic in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>fill in a template</i> for a multimedia presentation	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>create a template</i> for a multimedia presentation	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to <i>create a template</i> for a multimedia presentation	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>create a template</i> for a multimedia presentation	<b>Writing-Centered Activity:</b> Use <i>self-selected visuals and graphics, independently, to create a template</i> for a multimedia presentation
		in the <i>new and/or the home language.</i>	in the <i>new and/or the home language.</i>	in the <i>new and, occasionally, in the home language.</i>	in the <i>new language.</i>	in the <i>new language.</i>

**Common Core Grade 5 Standard (SL.5.5):** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**GRADE LEVEL ACADEMIC DEMAND**  
*Include Multimedia and Visual Displays to Enhance Main Ideas or Themes*

**Linguistic Demands:** This standard does not have a linguistic demand since it requires that students use digital and visual displays in their presentations.