Common Core Anchor Standard (SL.5): Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	MAIN ACADEMIC DEMAND *Make Strategic Use of Media and Visual Information to Enhance and Support Presentations*
Common Core Grade 6 Standard (SL.6.5): Include multimedia components (e.g., graphics, images, music and sound) and visual displays in presentations to clarify information.	GRADE LEVEL ACADEMIC DEMAND *Include Multimedia Components and Visual Displays to Clarify Information*

5 Levels of Language Development	**Entering (Beginner)**	**Emerging (Low Intermediate)**	**Transitioning (High Intermediate)**	**Expanding (Advanced)**	**Commanding (Proficient)**
	When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE — **Oracy and Literacy Links**	**Listening-Centered Activity:** Use *pretaught words and phrases* and an *annotated rubric* to evaluate the presenter's development of key themes, as information is presented in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Use *preidentified words and phrases* and a *partially marked rubric* to evaluate the presenter's development of key themes, as information is presented in *partnership and/or small groups*	**Listening-Centered Activity:** Use a *rubric* to evaluate the presenter's development of key themes, as information is presented in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Use a *self-created rubric* to evaluate the presenter's development of key themes, with prompting and support, as information is presented in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Use a *self-created rubric* to evaluate the presenter's development of key themes, *independently*, as information is presented in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Use *pretaught words and phrases* and an *annotated rubric* to analyze how media are used effectively to clarify information, when reading	**Reading-Centered Activity:** Use *preidentified words and phrases* and a *partially marked rubric* to analyze how media are used effectively to clarify information, when reading	**Reading-Centered Activity:** Use a *rubric* to analyze how media are used effectively to clarify information, when reading	**Reading-Centered Activity:** Use a *self-created rubric, after teacher modeling,* to analyze how media are used effectively to clarify information, when reading	**Reading-Centered Activity:** Use a *self-created rubric, independently,* to analyze how media are used effectively to clarify information, when reading
	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.*	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**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers* to clarify information, when presenting a topic, with multimedia components, in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers* to clarify information, when presenting a topic, with multimedia components, in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *short outline* to clarify information, when presenting a topic, with multimedia components, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *detailed outline* to clarify information, when presenting a topic, with multimedia components, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *self-created detailed outline, independently,* to clarify information, when presenting a topic, with multimedia components, in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to create a short outline* that highlights theme development when preparing an oral presentation	**Writing-Centered Activity:** Use a *word bank to write two or more paragraphs* that highlight theme development when preparing an oral presentation	**Writing-Centered Activity:** Use a *glossary to create an outline* that highlights theme development when preparing an oral presentation	**Writing-Centered Activity:** Use a *glossary to create a detailed outline* that highlights theme development when preparing an oral presentation	**Writing-Centered Activity:** Use *knowledge of a topic to create a detailed outline, independently,* that highlights theme development when preparing an oral presentation
		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.*	in the *new language.*

Common Core Grade 6 Standard (SL.6.5): Include multimedia components (e.g., graphics, images, music and sound) and visual displays in presentations to clarify information.	GRADE LEVEL ACADEMIC DEMAND *Include Multimedia Components and Visual Displays to Clarify Information*

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