

<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 3 Standard (SL.3.5):</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Create Audio Recordings of Stories or Poems Read with Fluency and Appropriate Pace</i> <i>Add Visual Displays to Emphasize Facts and Details</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 <i>preselected visuals on a partially completed visual planning chart, with prompting and support</i> , to enhance and support presentations, as different forms of media technology are presented in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preselected visuals on a partially completed visual planning chart</i> , to enhance and support presentations, as different forms of media technology are presented in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preselected visuals on a visual planning chart</i> to enhance and support presentations, as different forms of media technology are presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>self-selected visuals, after teacher modeling, on a visual planning chart</i> , to enhance and support presentations, as different forms of media technology are presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>self-selected visuals, independently</i> , to enhance and support presentations, as different forms of media technology are presented in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Use <i>cue cards and pretaught words and phrases</i> to build fluency and pace when reading and recording a story or poem with open source software	<b>Reading-Centered Activity:</b> Use <i>preidentified words and phrases</i> to build fluency and pace when reading and recording a story or poem with open source software	<b>Reading-Centered Activity:</b> Use <i>pretaught, short paragraphs or stanzas</i> to build fluency and pace when reading and recording a story or poem with open source software	<b>Reading-Centered Activity:</b> Use <i>pretaught multiple paragraphs or stanzas</i> to build fluency and pace when reading and recording a story or poem with open source software	<b>Reading-Centered Activity:</b> Use <i>multiple paragraphs or stanzas, independently</i> , to build fluency and pace when reading and recording a story or poem with open source software
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed visual planning chart</i> to complete <i>sentence starters</i> that emphasize facts and salient details when making a presentation in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed visual planning chart</i> to complete <i>sentence starters</i> that emphasize facts and salient details when making a presentation in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preselected information</i> and a <i>previously completed visual planning chart</i> to <i>participate in discourse</i> that emphasizes facts and salient details when making a presentation in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>key information</i> and a <i>previously completed visual planning chart</i> to <i>initiate discourse</i> that emphasizes facts and salient details when making a presentation in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>key information</i> and a <i>previously completed visual planning chart</i>, <i>independently</i>, to <i>lead discourse</i> that emphasizes facts and salient details when making a presentation in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to create a <i>multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to create a <i>multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details</p>	<p><b>Writing-Centered Activity:</b> Use <i>key sentences and short phrases</i> to create a <i>multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details</p>	<p><b>Writing-Centered Activity:</b> Use <i>key information, with prompting and support</i>, to create a <i>multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details</p>	<p><b>Writing-Centered Activity:</b> Use <i>key information</i> to <i>independently create a multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**Common Core Grade 3 Standard (SL.3.5):** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**GRADE LEVEL ACADEMIC DEMAND**  
*Create Audio Recordings of Stories or Poems Read  
with Fluency and Appropriate Pace  
Add Visual Displays to Emphasize Facts and Details*

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