

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 <i>Make Strategic Use of Media and Visual Information to Enhance and Support Presentations</i>		
Common Core Grade 2 Standard (SL.2.5): Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.			GRADE LEVEL ACADEMIC DEMAND <i>Create Audio Recordings of Stories and Poems Add Drawings or Other Visual Displays to Stories or Experiences to Clarify Thoughts, Ideas and Feelings</i>		
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: Organize a <i>preselected group of images on a partially completed visual image planning sheet</i> , with guidance and support, to visually enhance a presentation as different forms of media are presented in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize a <i>preselected group of images on a partially completed visual image planning sheet</i> to visually enhance a presentation as different forms of media are presented in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize a <i>preselected group of images on a visual image planning sheet</i> to visually enhance a presentation as different forms of media are presented in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize a <i>self-selected group of images on a visual image planning sheet, after teacher modeling</i> , to visually enhance a presentation as different forms of media are presented in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Read and record <i>key words and short phrases from a story or poem</i> on open source software to build fluency and pace with digital media	Reading-Centered Activity: Read and record <i>key phrases and short sentences from a story or poem</i> on open source software to build fluency and pace with digital media	Reading-Centered Activity: Read and record <i>a paragraph or a few stanzas from a story or poem</i> on open source software to build fluency and pace with digital media	Reading-Centered Activity: Read and record <i>a few paragraphs or stanzas from a story or poem</i> on open source software to build fluency and pace with digital media
		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> .

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 <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that explain the significance of images used when presenting in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to explain the significance of images used when presenting in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>previously completed visual image planning sheet</i> and <i>preidentified key phrases</i> to explain the significance of images used when presenting in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>previously completed visual image planning sheet</i> , after <i>teacher modeling</i> , to explain the significance of images used when presenting in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>previously completed visual image planning sheet</i> , <i>independently</i> , to explain the significance of images used when presenting in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to create a <i>multimedia PowerPoint presentation with illustrations and text</i> that enhance understanding	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to create a <i>multimedia PowerPoint presentation with illustrations and text</i> that enhance understanding	Writing-Centered Activity: Use a <i>bank of key phrases</i> to create a <i>multimedia PowerPoint presentation with illustrations and text</i> that enhance understanding	Writing-Centered Activity: Use a <i>previously completed visual image planning sheet</i> , after <i>teacher modeling</i> , to create a <i>multimedia PowerPoint presentation with illustrations and text</i> that enhance understanding	Writing-Centered Activity: Use a <i>previously completed visual image planning sheet</i> to <i>independently</i> create a <i>multimedia PowerPoint presentation with illustrations and text</i> that enhance understanding
		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.

<p>Common Core Grade 2 Standard (SL.2.5): Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Create Audio Recordings of Stories and Poems</i> <i>Add Drawings or Other Visual Displays to Stories or Experiences to Clarify Thoughts, Ideas and Feelings</i></p>
<p>Linguistic Demands: This standard does not have a linguistic demand since it requires that students use digital and visual displays in their presentations.</p>	