

<p>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.</p>		<p>MAIN ACADEMIC DEMAND <i>Make Strategic Use of Media and Visual Information to Enhance and Support Presentations</i></p>				
<p>Common Core Grade 1 Standard (SL.1.5): Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Add Drawings or Other Visual Displays to Clarify Ideas, Thoughts and Feelings</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Use <i>pretaught words and phrases</i> that evaluate clarity of ideas, thoughts and feelings as text is presented in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Use <i>preidentified words and phrases</i> that evaluate clarity of ideas, thoughts and feelings as text is presented in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Use a <i>simple rubric</i> that evaluates clarity of ideas, thoughts and feelings as text is presented in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Use a <i>self-created rubric, with prompting and support</i>, that evaluates clarity of ideas, thoughts and feelings as text is presented in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Use <i>pretaught words and phrases</i> to analyze how visuals clarify ideas, thoughts and feelings when reading a text</p>	<p>Reading-Centered Activity: Use <i>preidentified words and phrases</i> to analyze how visuals clarify ideas, thoughts and feelings when reading a text</p>	<p>Reading-Centered Activity: Use a <i>simple rubric that contains key words and phrases</i> to analyze how visuals clarify ideas, thoughts and feelings when reading a text</p>	<p>Reading-Centered Activity: Use a <i>rubric, with prompting and support</i>, to analyze how visuals clarify ideas, thoughts and feelings when reading a text</p>	<p>Reading-Centered Activity: Use a <i>rubric, independently</i>, to analyze how visuals clarify ideas, thoughts and feelings when reading a text</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>

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 discuss how drawings clarify ideas, thoughts and feelings when participating in collaborative conversations 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 discuss how drawings clarify ideas, thoughts and feelings, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to discuss how drawings clarify ideas, thoughts and feelings, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>previously completed rubric, after teacher modeling</i> , to discuss how drawings clarify ideas, thoughts and feelings, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>previously completed rubric, independently</i> , to discuss how drawings clarify ideas, thoughts and feelings, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words</i> to complete cloze sentences with accompanying visual displays to enhance a presentation	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to complete cloze sentences with accompanying visual displays to enhance a presentation	Writing-Centered Activity: Use a <i>word bank</i> to complete a cloze paragraph with accompanying visual displays to enhance a presentation	Writing-Centered Activity: Use a <i>previously completed rubric to develop a paragraph, with prompting and support</i> , with accompanying visual displays to enhance a presentation	Writing-Centered Activity: Use <i>words, phrases and sentences to independently develop a paragraph</i> with accompanying visual displays to enhance a 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 1 Standard (SL.1.5): Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

GRADE LEVEL ACADEMIC DEMAND
*Add Drawings or Other Visual Displays to Clarify
Ideas, Thoughts and Feelings*

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