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 *Draw Evidence from Texts to Support Analysis, Reflection and Research*
Common Core Grade 4 Standard (SL.4.5): Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	GRADE LEVEL ACADEMIC DEMAND *Add Audio Recordings and Visual Displays to Enhance Main Ideas or Themes*

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 *preselected visuals and main ideas on a partially completed planning presentation form* to enhance themes to be presented in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preselected visuals and main ideas on a planning presentation form* to enhance themes to be presented in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *visuals and main ideas* from a provided list of sources *on a planning presentation form* to enhance themes to be presented in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *self-selected* visuals from different sources *on a planning presentation form, after teacher modeling,* to enhance themes to be presented in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *self-selected* visuals from different sources *on a planning presentation form, independently,* to enhance themes to be presented in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Organize *preidentified main ideas and visuals on a partially completed main idea/visual graphic organizer* to enhance the development of a theme, when reading text	**Reading-Centered Activity:** Organize *preidentified main ideas and visuals on a main idea/ visual graphic organizer* to enhance the development of a theme, when reading text	**Reading-Centered Activity:** Organize *main ideas and visuals on a partially completed main idea/visual graphic organizer* to enhance the development of a theme, when reading text	**Reading-Centered Activity:** Organize *main ideas and visuals on a main idea/visual graphic organizer* to enhance the development of a theme, when reading text	**Reading-Centered Activity:** Organize *main ideas and visuals in a visual display, independently,* to enhance the development of a theme, when reading 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.*	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 complete sentence starters* enhancing the development of a main idea, when presenting a topic with audio recordings and visual displays in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* enhancing the development of a main idea, when presenting a topic with audio recordings and visual displays in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *bilingual word bank* to enhance the development of a main idea, when presenting a topic with audio recordings and visual displays in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously created planning presentation form* to enhance the development of a main idea, when presenting a topic with audio recordings and visual displays in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information* from a *previously made planning presentation form, independently,* to enhance the development of a main idea, when presenting a topic with audio recordings and visual displays in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to create an outline*, when writing to prepare for a presentation	**Writing-Centered Activity:** Use *preidentified words and phrases to create an outline*, when writing to prepare for a presentation	**Writing-Centered Activity:** Use an *illustrated, bilingual glossary to create an outline*, when writing to prepare for a presentation	**Writing-Centered Activity:** Use the *previously completed graphic organizers to create an outline*, when writing to prepare for a presentation	**Writing-Centered Activity:** Use *various media resources, independently, to create an outline*, when writing to prepare for a 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 4 Standard (SL.4.5): Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	GRADE LEVEL ACADEMIC DEMAND *Add Audio Recordings 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.