

STANDARD 2: PRESENTATIONAL COMMUNICATION

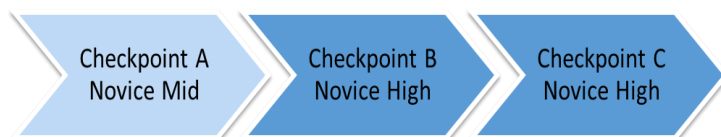


AT-A-GLANCE DOCUMENT FOR CLASSICAL LANGUAGES

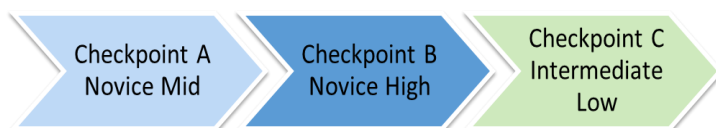


Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.

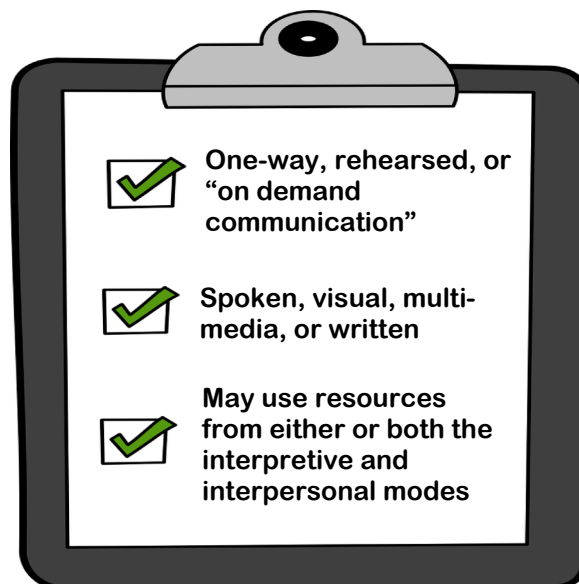
NYS CHECKPOINT PROFICIENCY RANGES FOR PRESENTATIONAL SPEAKING (Oral Reading Skills)



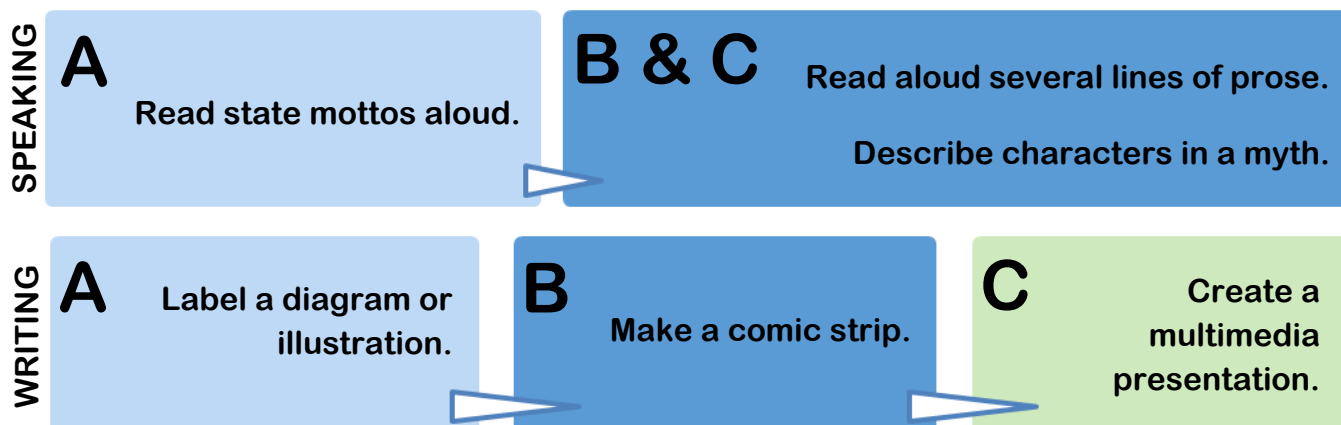
NYS CHECKPOINT PROFICIENCY RANGES FOR PRESENTATIONAL WRITING (based on classical content)



DEFINING CHARACTERISTICS



SAMPLE PRESENTATIONAL STRATEGIES BY NYS CHECKPOINT:



Many presentational strategies can be used across all checkpoints.



Office of Bilingual Education and World Languages
New York State Education Department
Website: <http://www.nysed.gov/world-languages>
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EXAMPLE PRESENTATIONAL TASKS BY MODALITY:

What is spoken or written can be demonstrated with or without multimedia tools.



SPEAKING

Presentational speaking in Classical languages can be the oral reading of texts or spoken tasks.



Identify the rooms in an ancient Roman villa while pointing to a diagram.



Describe ancient Roman clothing based on a visual.



Narrate an event by reading a short passage aloud.



WRITING

Presentational writing in Classical languages is a mix of simple tasks in the target language and more complex tasks in English.



Identify buildings by labeling a map of ancient Rome.



Describe a menu for a *Saturnalia* banquet.



Express opinions about Roman kings on a graffiti wall.

ADDITIONAL RESOURCES:

[ACTFL Communicative Tasks Guiding Principles](#)

[The Latin Library](#)

[ACTFL Performance Descriptors for Presentational Mode](#)

[Perseus Digital Library](#)

Delivering the Message

[Dickinson College Commentaries](#)

[Annenberg Video Workshops for K-12 Teachers](#)

www.geoffreysteadman.com

[Library of Classroom Practices K-12](#)

[NCSSFL-ACTFL Can-Do Statements and Benchmarks](#)