

# 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 <u>describe</u>, <u>inform</u>, <u>narrate</u>, <u>explain</u>, or <u>persuade</u>.

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

Checkpoint A Novice Mid Checkpoint B Novice High Checkpoint C Novice High

# NYS CHECKPOINT PROFICIENCY RANGES FOR PRESENTATIONAL WRITING

(based on classical content)

Checkpoint A Novice Mid Checkpoint B Novice High Checkpoint C
Intermediate
Low

#### **DEFINING CHARACTERISTICS**



#### SAMPLE PRESENTATIONAL STRATEGIES BY NYS CHECKPOINT:

SPEAKING

A

Read state mottos aloud.

**B&C** 

Read aloud several lines of prose.

Describe characters in a myth.

WRITING

A Label a diagram or illustration.

Make a comic strip.

C

Create a multimedia presentation.

Many presentational strategies can be used across all checkpoints.

#### **EXAMPLE PRESENTATIONAL TASKS BY MODALITY:**

What is spoken, signed, 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.

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