

**Presentation Criteria, Standards Alignment, Language Demands & Supports for Presentation**

Presentation Criteria	ELA Standards Alignment*	Language Demands	Language Supports
<p>Preparation</p> <ul style="list-style-type: none"> <li>Completed all slides in portfolio</li> <li>Identified goal of their arts work</li> <li>Organized presentation sequentially</li> <li>Identified conversations &amp; feedback that improved their work</li> </ul>	<p><b>SL 5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<ul style="list-style-type: none"> <li>Demonstrative pronouns to identify the selection of a particular visual or video (e.g., This pictures shows us practicing our scene)</li> </ul>	<ul style="list-style-type: none"> <li>Establish clear criteria - Portfolio template is already a support</li> </ul>
<p>Presentation</p> <ul style="list-style-type: none"> <li>Uses arts and academic vocabulary</li> <li>Cites evidence from portfolio to show learning</li> </ul> <p>Presentation Skills</p> <ul style="list-style-type: none"> <li>Uses eye contact</li> <li>Uses articulation – speaks clearly</li> <li>Uses projection – can be heard</li> <li>Uses movements appropriately</li> </ul>	<p><b>SL 4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>L 3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning,</p>	<ul style="list-style-type: none"> <li>Identify claims (interpretations; and findings (facts).</li> <li>Use nouns and associated pronouns (e.g., I, he, we) to refer to the subject.</li> <li>Use transitional words and phrases (e.g., in fact, therefore).</li> <li>Use of sequence words to present ideas in chronological order</li> <li>Use of Socio-linguistic features to engage audience, follow topic maintenance</li> <li>Use Arts language to describe process</li> <li>Correct use of past tense</li> </ul>	<ul style="list-style-type: none"> <li>Provide sentence starters and sentence frames</li> <li>Model intended outcome</li> <li>Build socio-linguistic competence (for presentation skills)</li> <li>Provide supports for students to link slides to statements (contextualized support)</li> <li>Review necessary language for task</li> </ul>

	reader/listener interest, and style.* b. Maintain consistency in style and tone.*		
<p>Collaboration</p> <ul style="list-style-type: none"> <li>• All helped organize presentation</li> <li>• All participated in presentation</li> <li>• All rehearsed presentation</li> </ul>	<p><b>SL 1</b> Engage effectively in a range of collaborative discussions.</p> <p><b>L 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>*NY State Next Generation English Language Arts (ELA) Speaking and Listening Standards</b></p>	<ul style="list-style-type: none"> <li>• Use words and phrases to contribute to conversations (e.g., I want to add; I think that ...).</li> <li>• Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).</li> <li>• Use words and phrases that express an opinion (e.g., I disagree/agree).</li> <li>• Use question forms to clarify information (Can you repeat that? What did you mean when you said?).</li> <li>• Use words and phrases to explain (What I mean is; What you are saying is ...).</li> <li>• Use words and phrases to review key ideas (e.g., The main points I heard were ...).</li> <li>• Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought ___ but now I think ; This makes me realize that...).</li> <li>• Use introductory phrases to facilitate reflection and paraphrasing (e.g., The author thinks that but you/I think that; This is different because ...).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence starters and prompts</li> <li>• Assign Language buddies</li> <li>• Build discourse competence (connecting and linking ideas)</li> </ul>