

World Languages

Teachers' Toolbox

October 2016

Reading in the WL Classroom

Throughout the Indiana journey for proficiency-based instruction, it's critical that we consider each of the modes of communication: Interpretive, Interpersonal and Presentational. The Interpretive mode of communication encompasses reading, listening and viewing in the target language. This edition of the Teachers' Toolbox is dedicated to just one part of the "interpretive" mode of communication: **Reading!**



ACTFL AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Let me introduce you to the [ACTFL Performance Descriptors](#) for the interpretive mode of communication. These should help you and your students determine where they are and what they're working toward in class. Reading in a WL classroom provides students with a much needed source of comprehensible input. At early levels, reading should be supported with images and cognates to support students' understanding. Don't forget to use close reading strategies & text-dependent questioning to move students beyond low level comprehension. Learn more about strategies from the Blendspace below!

Proficiency Guidelines for Reading

To get you started here, please visit the [ACTFL Proficiency Guidelines](#) first. (See pages 20-24) This document truly helps you see what students can and should be able to do with reading at each proficiency level. For the Level I teachers out there, I bet you have already moved your students from Novice Low to Novice Mid this year. Show these to your students and use them as a guide when building "Can-Do" statements so your students know they're working toward. Encourage them to help you find authentic resources and let them show you what they know and recognize when they share them! Also, you and your students can see samples of readings in your language at each proficiency level on the [ACTFL website!](#)

Content Area Literacy Standards

Did you know that IDOE has literacy standards to help guide every content through the development of literacy skills within each content area. What is interesting is that World Languages, as a content that touches every content area, can fit under either umbrella of the [Content Area Literacy standards](#). Overall, most world language teachers would associate with the technical subjects as that allows you to utilize things like maps, recipes, food labels, instruction manuals, etc. to assist you in meeting these standards. The bonus is that these items are usually authentic resources and are ideal for a proficiency-based instructional environment!

Check out the Blendspace that has been created to support learning more about reading strategies in the WL Classroom! [Click here!](#)

Don't forget... to connect with us at www.learningconnection.doe.in.gov for IDOE's World Language & Cultures Community 

PD Opportunity

IFLTA Conference

November 3-5, 2016

"Working Locally,
Reaching Globally"
Keystone Sheraton - Indy

Symbaloo for you

Check out these two Symbaloos that I have created for Indiana WL teachers to support your practice. For a variety of reading resources - [Click here!](#) For a TON of general World Language Resources - [Click here!](#)

Do you have a favorite resource to share or a suggestion for a Teachers' Toolbox?

Let me know! → → → →

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Get Students Abroad

Now is the time for students to be applying to go abroad on federally-funded scholarships!! Direct any/all interested students to apply at www.nsliforyouth.org for summer or year-long language experiences in critical languages and www.yes-abroad.org for year-long cultural experiences in Muslim countries. October 27th is just around the corner!!



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Scholarships to Study
Language Abroad



Specialist Contact

Jill Woerner @GlobalEDIndiana
Global Learning and World
Languages Specialist
jwoerner@doe.in.gov
317-234-5705

