

# Big Ideas in Small Packages: Beginners Communicate About Complex Content

ACTFL 2012

Image: [Sissy Taylor](#)



**Anny Fritzen Case, Ph.D.**  
Gonzaga University  
[casea@gonzaga.edu](mailto:casea@gonzaga.edu)

**Cherice Montgomery, Ph. D.**  
Brigham Young University  
[cherice\\_montgomery@byu.edu](mailto:cherice_montgomery@byu.edu)

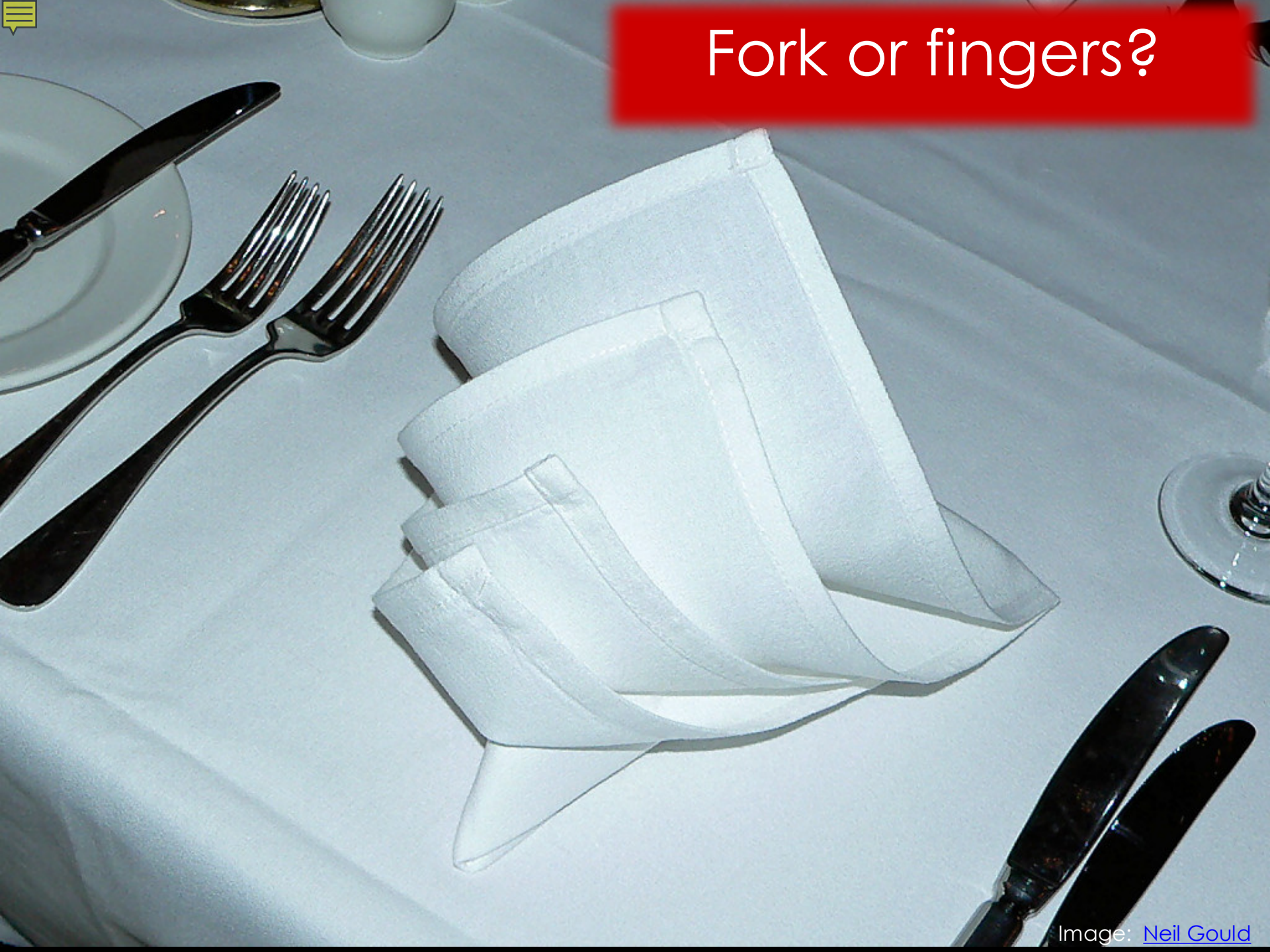
<http://thinkthematic21c.wikispaces.com/Academic+Language>



# Popcorn Introductions

*Stand up if the statement applies to you.*

Fork or fingers?





- **Topics:** Variety of themes & disciplines; current political issues
- **Texts:** Formal & informal; narrative & expository
- **Tasks:** Narration, description, & argument
- **Talk:** Extended discourse; abstract concepts; extended discourse
- **Tools:** Sophisticated negotiation of meaning

Content

## Speaking - Superior

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate effectively in conversations on a variety of topics in formal settings from both concrete and abstract settings. They can discuss their interests and special fields and present complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while

coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information. They use stylistic, syntactic, lexical, and phonetic devices.

Superior-level speakers may exhibit a pattern of error in the use of idiomatic expressions and idiomatic errors, particularly in high-frequency structures. Such errors do not distract the native interlocutor or interfere with communication.

Complexity

View 2 samples



How can I help my students communicate about complex content when they are just beginners?

# Essential Question

# I can . . .

- Determine a compelling academic content focus for beginning level language lessons **TOPIC**
- Locate relevant texts **TEXTS**
- Design thinking tasks that engage students with the content of the texts **TASKS**
- Identify and prioritize critical academic language and design opportunities to use it **TALK**
- Select appropriate pedagogical strategies **TOOLS**

# Level 1 Curriculum

*Variety of themes  
& disciplines?*

*Social & political  
issues?*



**Weather**

**Clothing**

**Greetings**

**School**

**Days & Months**

**Present Tense**

**Adjective  
Agreement**

**Body Parts**

**Hobbies**

**Pronouns**

**Home & Family**

*Multiple  
perspectives?*

*Both concrete &  
abstract concepts?*



# Pozole Ingredients





# Pozole

- Context
- Complexity
- Combinations

# Topic → Issue

## Clothing

- Dress Codes
- Fashion
- Sweat Shops

## Colors

- Personality Tests
- Psychology of Color
- Symbolism of Color

## Telling Time

- Culturally-based Concepts of Time
- Tardy Policies
- Time v. Priorities

# Topic → Issue

Topic

Clothing

Family

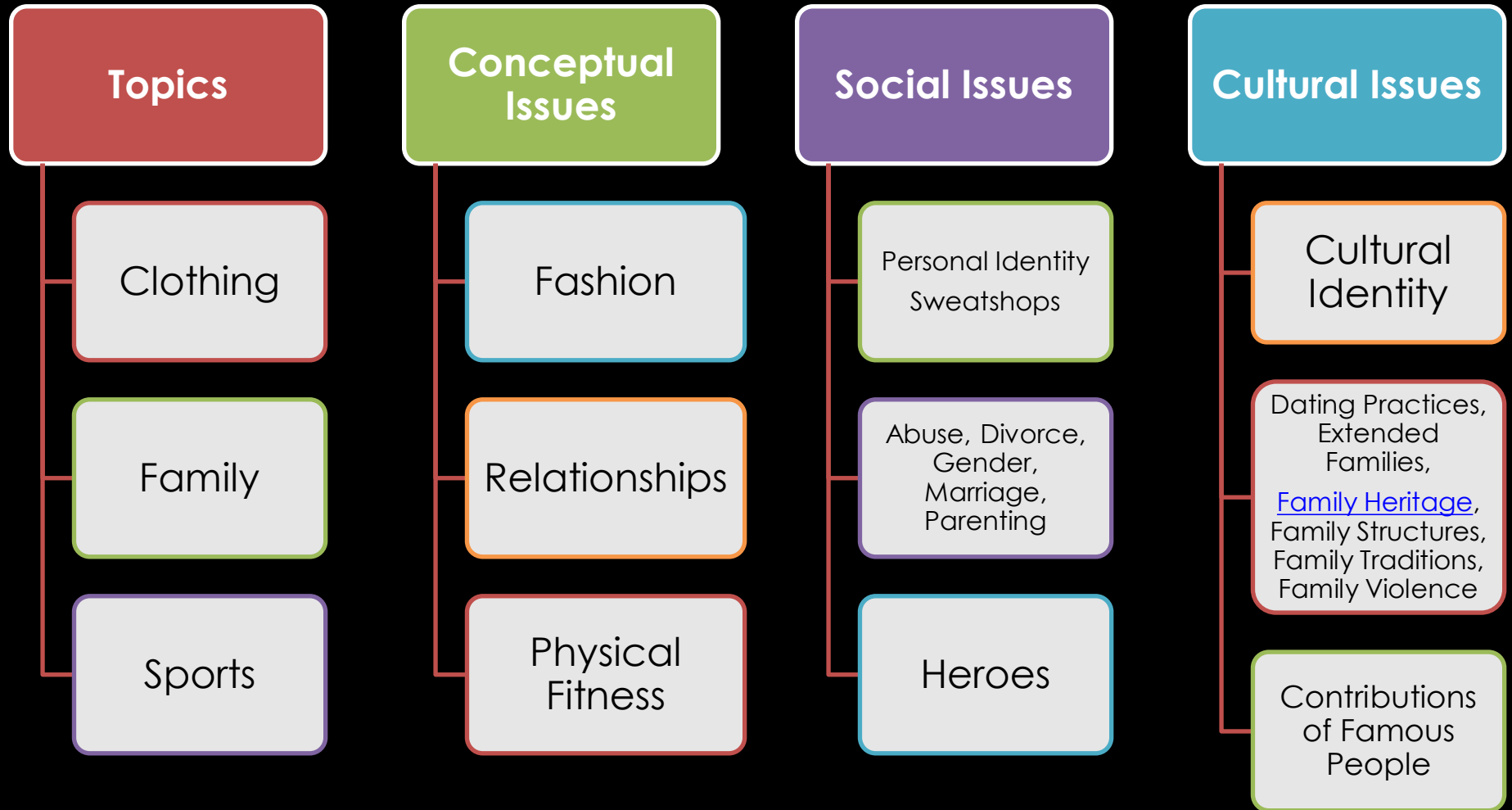
Sports

Conceptual  
Issue

Social Issue

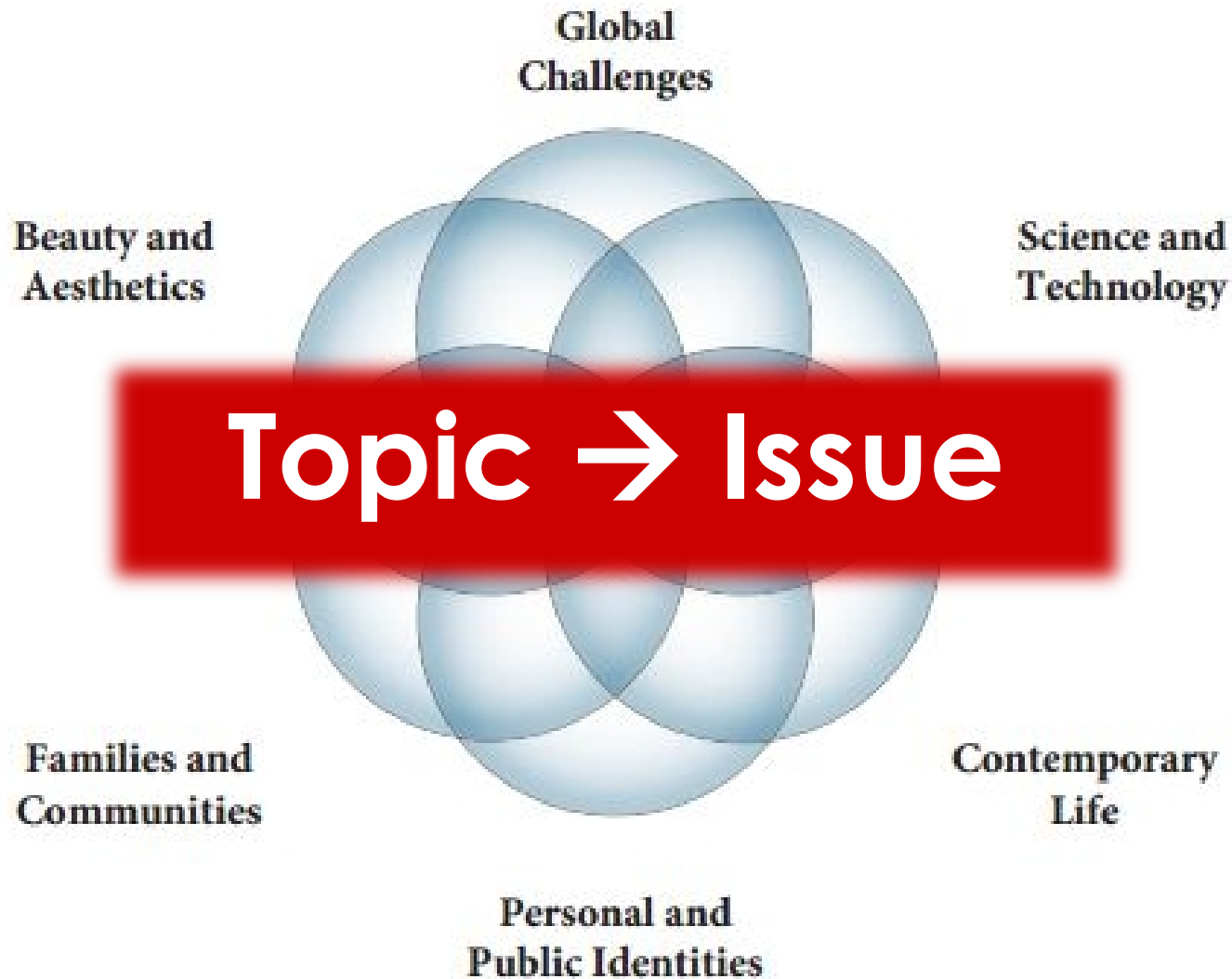
Cultural  
Issue

# Topic → Issue



# Global Themes

## AP Language & Culture



- Diversity Issues
- Economic issues
- Environmental issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

## Global Challenges

## Personal and Public Identities

- Alienation and Assimilation
- Beliefs and Values
- Gender and Sexuality
- Language and Identity
- Multiculturalism
- Nationalism and Patriotism

- Current Research Topics
- Discoveries and Inventions
- Ethical Questions
- Future Technologies
- Intellectual Property
- The New Media
- Social Impact of Technology

## Science and Technology

## Families and Communities

- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love

- Advertising and Marketing
- Education
- Holidays and Celebrations
- Housing and Shelter
- Leisure and Sports
- Professions
- Rites of Passage
- Travel

## Contemporary Life

## Beauty and Aesthetics

- Architecture
- Contributions to World Artistic Heritage
- Ideals of Beauty
- Literature
- Music
- Performing arts
- Visual arts

**Topic → Issue**

# Academic Language

"... the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts."

*Jeff Zwiers, Building Academic Language, 2008, p. 20*

# Academic Language

**Academic**

In some countries where marriage is considered the crucial vehicle for transmitting social and cultural values, people make great financial sacrifices to buy the wedding dress.

While most brides in the United States wear white dresses, in some countries red is traditional.

Her red dress is in style.

**Social**

She is wearing a red dress.







## What makes this text “academic”?



From the Greeks all the way up through the Renaissance and Baroque periods, styles changed slowly, often taking centuries to evolve. The changes that did occur were results of political, cultural and economic events. For example, during the 13<sup>th</sup> century, Marco Polo's narrative of his travels, and later the merchants traveling the Silk Road, incorporated fine silks and far eastern elements into European styles. Later still, in 1793 the execution of Louis XVI and Marie Antoinette brought a drastic transformation in fashion. As Napoleon Bonaparte took control of France, the need to look different from the previous aristocracy was a critical component for stabilizing the new monarchy. From here on out fashions evolved rapidly, sometimes staying in style for only a decade, though still strongly affected by political and economic changes.



## Topic: History of Fashion

From the Greeks all the way up through the Renaissance and Baroque periods, **styles changed slowly, often taking centuries to evolve.** The changes that did occur were results of political, cultural and economic events. For example, during the 13<sup>th</sup> century, Marco Polo's narrative of his travels, and later the merchants traveling the Silk Road, incorporated fine silks and far eastern elements into European styles. Later still, in 1793 the execution of Louis XVI and Marie Antoinette brought a drastic transformation in fashion . . .

vs. "Love your  
dress - it's  
totally retro!

Source: [Lindsey Andrus](#)

When did we get it?



# Text: Historical claim + Evidence + Interpretation

From the Greeks all the way up through the Renaissance and Baroque periods, styles changed slowly, often taking centuries to evolve. The changes that did occur were results of political, cultural and economic events. For example, during the 13<sup>th</sup> century, Marco Polo's narrative of his travels, and later the merchants traveling the Silk Road, incorporated fine silks and far eastern elements into European styles. Later still, in 1793 the execution of Louis XVI and Marie Antoinette brought a drastic transformation in fashion. As Napoleon Bonaparte took control of France, the need to look different from the previous aristocracy was a critical component for stabilizing the new monarchy. From here on out, fashions evolved rapidly, sometimes staying in style for only a decade, though still strongly affected by political and economic changes.

Source: [Lindsey Andrus](#)

vs. An e-mail



## Thinking Task: Analysis

From the Greeks all the way up through the Renaissance and Baroque periods, **styles changed slowly, often taking centuries to evolve. The changes that did occur were results of political, cultural and economic events.** . . . As Napoleon Bonaparte took control of France, **the need to look different from the previous aristocracy was a critical component for stabilizing the new monarchy. From here on out fashions evolved rapidly, sometimes staying in style for only a decade, though still strongly affected by political and economic changes.**

Source: [Lindsey Andrus](#)

vs. "I wish I had a blue evening gown and black high heels."



# Talk: Complex Sentences, Formal Language, Specialized Vocabulary

From the Greeks all the way up through the Renaissance and Baroque periods, styles changed slowly, often taking centuries to evolve. The changes that did occur were results of political, cultural and economic events. For example, during the 13<sup>th</sup> century, Marco Polo's narrative of his travels, and later the merchants traveling the Silk Road, incorporated fine silks and far eastern elements into European styles. Later still, in 1793 the execution of Louis XVI and Marie Antoinette brought a drastic transformation in fashion. . . From here on out, fashions evolved rapidly, sometimes staying in style for only a decade, though still strongly affected by political and economic changes.

Source: [Lindsey Andrus](#)

vs. "How many purses do you own? I have 12."



# Talk: Content-Specific Vocabulary

From the Greeks all the way up through the **Renaissance** and **Baroque** periods, styles changed slowly, often taking centuries to evolve. The changes that did occur were results of political, cultural and economic events. For example, during the 13<sup>th</sup> century, Marco Polo's narrative of his travels, and later the **merchants** traveling the **Silk Road**, incorporated fine silks and far eastern elements into European styles. Later still, in 1793 the **execution** of Louis XVI and Marie Antoinette brought a drastic transformation in fashion. . . From here on out, fashions evolved rapidly, sometimes staying in style for only a decade, though still strongly affected by political and economic changes.



# Talk: General Academic Language

From the Greeks all the way up through the Renaissance and Baroque periods, styles changed slowly, often taking centuries to **evolve**. The changes that did **occur** were results of political, cultural and economic events. For example, during the 13<sup>th</sup> century, Marco Polo's narrative of his travels, and later the merchants traveling the Silk Road, **incorporated** fine silks and far eastern elements into European styles. Later still, in 1793 the execution of Louis XVI and Marie Antoinette brought a drastic **transformation** in fashion. . . From here on out, fashions evolved rapidly, sometimes staying in style for only a **decade**, though still strongly affected by political and economic changes.



# Talk: Transitions & Connecting Language

**From the** Greeks **all the way up through** the Renaissance and Baroque periods, styles changed slowly, often taking centuries to evolve. The changes that did occur **were results of** political, cultural and economic events. **For example**, during the 13<sup>th</sup> century, Marco Polo's narrative of his travels, and later the merchants traveling the Silk Road, incorporated fine silks and far eastern elements into European styles. **Later still**, in 1793 the execution of Louis XVI and Marie Antoinette **brought** a drastic transformation in fashion. . . **From here on out**, fashions evolved rapidly, sometimes staying in style for only a decade, **though still** strongly affected by political and economic changes.





# Talk: Complex Sentences & Grammar

**From the Greeks all the way up through the Renaissance and Baroque periods, styles changed slowly, often taking centuries to evolve.** The changes that did occur were results of political, cultural and economic events. **For example, during the 13<sup>th</sup> century, Marco Polo's narrative of his travels, and later the merchants traveling the Silk Road, incorporated fine silks and far eastern elements into European styles.** Later still, in 1793 the execution of Louis XVI and Marie Antoinette brought a drastic transformation in fashion. . . **From here on out, fashions evolved rapidly, sometimes staying in style for only a decade, though still strongly affected by political and economic changes.**

# Topic → Texts

## La ropa de

En algunos (*some*) países de Latino América, la ropa es muy diferente.

Las personas que viven (*live*) en el interior del país, en el campo (*countryside*), en las montañas y en las villas o pueblos (*villages*), usan (*use*) ropas típicas de su cultura. Son muy coloridas y bonitas.

Observa a esta chica de Guatemala. Ella usa la ropa tradicional de los mayas, el pueblo (*people*) indígena de Centro América.

En la cultura maya las mujeres (*women*) usan el pelo largo (*long*) y una cinta (*ribbon*) de muchos colores en la cabeza.

Esta niña usa una blusa tradicional que se llama "huipil" en la lengua maya.

También usa un cinturón negro bordado (*embroidered*) con un motivo de rosas.

Su falda es larga y ajustada (*tight*). Se llama "corte".

Las mamás hacen la ropa en el telar (*loom*), aprenden (*learn*) telar cuando tienen hijos.

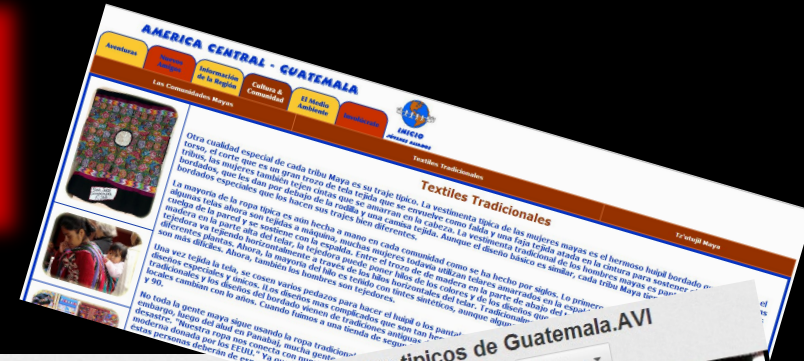


## El delantal blanco

*Sergio Vodanovic*

## Conservación del Traje Típico guatemalteco

Gustavo Adolfo Avalos Gálvez + Subscribe 89 videos



## Presentación trajes típicos de Guatemala.AVI

Rolando Antonio Castillo López + Subscribe 408 videos



## Vestimentas típicas de Guatemala: k' ich'e

GuateBendita + Subscribe 29 videos



Quetzaltenango, Quetzaltenango

## Fine Mayan Clothing

Pajebal + Subscribe 16 videos



## El Consumo y la Identidad: Un proceso de Autocreación\*

Por Dr. Roberto Luna-Arocas  
Dpto. Dirección de Empresas. Universidad de Valencia.

El consumo actual, se caracteriza por la utilización del individuo. Por ello, éstos símbolos, en el consumidor cubra espacios personales que quisiera... del self. En el presente trabajo se utilizó una muestra de 600 consumidores y los resultados muestran la relación entre lo que somos y lo que queremos ser. De hecho, a mayor discrepancia entre lo que somos y lo que queremos ser, mayor es el consumo para "autoconstruirse"...

## Hallan que adolescentes gozan mejor salud mental si expresan identidad étnica

## La ropa, ¿es un símbolo de identidad para los 'nerds'?

La forma de vestir sencilla de algunos empresarios tecnológicos describe una identidad de la población más 'geek'

Por Ann Hoewel  
Martes, 22 de mayo de 2012 a las 12:52

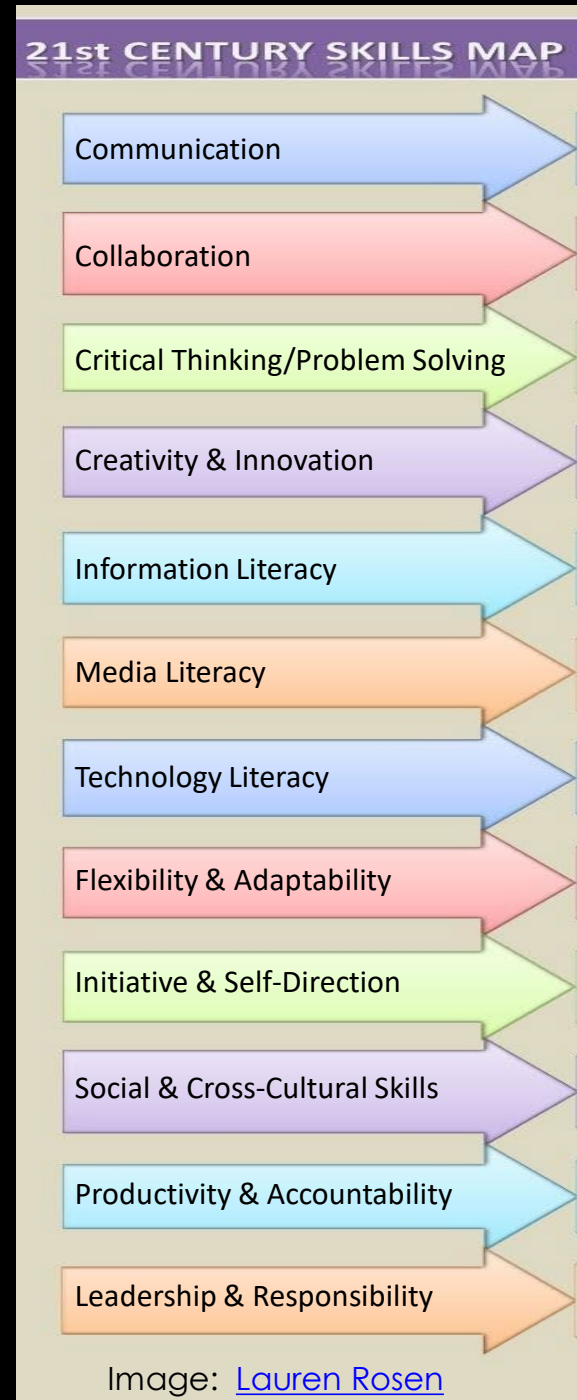
Me gusta 60 | Twitter 50 | +1 2 | Pinterest 0 | Compartir 106 | Email



Images: [Allbilingual.com](#), [EFE](#), [Gustavo Adolfo Avalos Gálvez](#), [Guatebendita](#), [Ann Hoewel](#), [Jóvenes aliados](#), [Rolando Antonio Castillo López](#), [Roberto Luna-Arocas](#), [Pajebal](#), [Sergio Vodanovic](#)

# Texts → Tasks

- 1) **Texts:** Engage students with content across multiple texts
- 2) **Thinking Tasks:** Increase level of cognitive complexity



# Texts → Tasks

## La ropa de

En algunos (*some*) países de Latino América, la ropa es muy diferente.

Las personas que viven (*live*) en el interior del país, en el campo (*countryside*), en las montañas y en las villas o pueblos (*villages*), usan (*use*) ropas típicas de su cultura. Son muy coloridas y bonitas.

Observa a esta chica de Guatemala. Ella usa la ropa tradicional de los mayas, el pueblo (*people*) indígena de Centro América.

En la cultura maya las mujeres (*women*) usan el pelo largo (*long*) y una cinta (*ribbon*) de muchos colores en la cabeza.

Esta niña usa una blusa tradicional que se llama "huipil" en la lengua maya.

También usa un cinturón negro bordado (*embroidered*) con un motivo de rosas.

Su falda es larga y ajustada (*tight*). Se llama "corte".

Las mamás hacen la ropa en el telar (*loom*) y las niñas aprenden (*learn*) a trabajar en el telar cuando tienen más o menos 6 años.



## Comparing/Contrasting

Issue: \_\_\_\_\_

### Phrase Bank:

- \_\_\_\_\_ is different from \_\_\_\_\_.
- \_\_\_\_\_ is similar to \_\_\_\_\_.
- In contrast, X is \_\_\_\_\_.
- Like X, Y \_\_\_\_\_.
- On the other hand, \_\_\_\_\_.
- Similarly, X is \_\_\_\_\_.
- Unlike X, Y \_\_\_\_\_.
- X is \_\_\_\_\_ than Y.

Item 1	Relationship to item 2	Item 2
1)		
2)		
3)		

### SOCIAL CONVERSATION HELPERS

- Are you sure?
- Which one is better?
- On the other hand \_\_\_\_\_.
- Does it matter?

### ACADEMIC CONVERSATION HELPERS

- How does X compare to Y?
- What are the similarities?
- What are the differences?

### POTENTIAL FUNCTIONS

- Advertising (Ad Analysis)
- Comparing/Contrasting (Venn Diagram)
- Decision-making (Decision Matrix, T-chart of Pros/Cons)

### USEFUL GRAMMATICAL STRUCTURES

- Comparative & Superlative Adjectives



Tasks → Talk

# Table Tents

## El Consumo y la Identidad: Un proceso de Autocreación\*

Por Dr. Roberto Luna-Arocas  
Dpto. Dirección de Empresas. Universidad de Valencia.

*Individuals use product symbolism to self-create their own identities. Thus, symbols, shared between social groups, let consumers pursue their personal gaps in the identity reconstruction. This is well known as self-discrepancy. This work shows results concerning the main relationship between self-discrepancy and consumptions preferences with a sample of 600 individuals from the Community of Valencia. As is shown in the literature, as much as people has a big self-discrepancy, the more they will tend to use the symbolism linked with products to enhance themselves.*  
**Key words:** consumption, identity, symbolic consumption.



Hallan que adolescentes gozan mejor salud mental si expresan identidad étnica

# Talk → Tools



# Debates

## Supporting Opinions with Evidence

Issue: \_\_\_\_\_

### Phrase Bank:

- I believe that \_\_\_\_\_ for the following reasons.
- I agree/disagree with \_\_\_\_\_ because \_\_\_\_\_.
- Based on \_\_\_\_\_, I believe \_\_\_\_\_.
- Similarly, I think \_\_\_\_\_.
- In contrast, I think \_\_\_\_\_.
- Why do you think this way?

Opinion	Evidence: Detail	Evidence: Example	Evidence: Fact or Statistic
1)			
2)			
3)			

### SOCIAL CONVERSATION HELPERS

- I don't believe that!
- Really?
- Seriously?
- That's insane!
- Why?
- You've got to be kidding me!

### ACADEMIC CONVERSATION HELPERS

- Could you explain your reasoning?
- I hadn't considered that.
- One thing that argument doesn't address is . . .
- What about this issue?
- You make a very interesting point.

### POTENTIAL FUNCTIONS

- Debating
- Marketing
- Persuading (Letters to the Editor, Persuasive Essays)
- Planning an Event
- Public Speaking

### USEFUL GRAMMATICAL STRUCTURES

Tasks → Talk

## More About Selecting & Prioritizing AL

- Brainstorm language for **topic** (clothing)
- Brainstorm language for issue & **texts** (dress code)
- Brainstorm thinking **tasks** for the issue & texts
- Create a communication activity using targeted AL
  - What do you want to hear?
  - What language do students need to say it?
- From your answers, create 5 to 7 sentence frames
- Visualize problems and add additional scaffolding **tools** (graphic organizers)

# Your Turn!

## La ropa de

En algunos (*some*) países de Latino América, la ropa es muy diferente.

Las personas que viven (*live*) en el interior del país, en el campo (*countryside*), en las montañas y en las villas o pueblos (*villages*), usan (*use*) ropas típicas de su cultura. Son muy coloridas y bonitas.

Observa a esta chica de Guatemala. Ella usa la ropa tradicional de los mayas, el pueblo (*people*) indígena de Centro América.

En la cultura maya las mujeres (*women*) usan el pelo largo (*long*) y una cinta (*ribbon*) de muchos colores en la cabeza.

Esta niña usa una blusa tradicional que se llama "huipil" en la lengua maya.

También usa un cinturón negro bordado (*embroidered*) con un motivo de rosas.

Su falda es larga y ajustada (*tight*). Se llama "corte".

Las mamás hacen la ropa en el telar (*loom*), aprenden (*learn*) a telar cuando tienen hijos.



## El delantal blanco

*Sergio Vodanovic*

### Conservación del Traje Típico guatemalteco

Gustavo Adolfo Avalos Gálvez + Subscribe 89 videos



### Presentación trajes típicos de Guatemala.AVI

Rolando Antonio Castillo López + Subscribe 408 videos



### Vestimentas típicas de Guatemala: k'iche

GuateBendita + Subscribe 29 videos



Quetzaltenango, Quetzaltenango

### Fine Mayan Clothing

Pajebal + Subscribe 16 videos



### El Consumo y la Identidad: Un proceso de Autocreación\*

Por Dr. Roberto Luna-Arocas  
Dpto. Dirección de Empresas, Universidad de Valencia.

El consumo actual, se caracteriza por la utilización del individuo. Por ello, éstos símbolos, en el consumidor cubra espacios personales que quisiera... del self. En el presente trabajo se utilizó una muestra de 600 consumidores y los resultados muestran la relación entre lo que somos y lo que queremos ser. De hecho, a mayor discrepancia entre lo que somos y lo que queremos ser, mayor es la simbología del consumo para "autoconstruirse" y "reconstruirse" simbólicamente.

### Hallan que adolescentes gozan mejor salud mental si expresan identidad étnica

Images: [Allbilingual.com](#), [EFE](#), [Gustavo Adolfo Avalos Gálvez](#), [Guatebendita](#), [Ann Hoewel](#), [Jóvenes aliados](#), [Rolando Antonio Castillo López](#), [Roberto Luna-Arocas](#), [Pajebal](#), [Sergio Vodanovic](#)

### La ropa, ¿es un símbolo de identidad para los 'nerds'?

La forma de vestir sencilla de algunos empresarios tecnológicos describe una identidad de la población más 'geek'

Por Ann Hoewel  
Martes, 22 de mayo de 2012 a las 12:52

Me gusta 60 | Twitter 50 | +1 2 | Pinterest 0 | Compartir 106 | Email







# How to handle complex content with limited language?

- Make Input Comprehensible
- Scaffold the Tasks
- Support Communication

**Tasks → Tools**

# Talk → Tools

## Analyzing

Issue: \_\_\_\_\_

### Phrase Bank:

- The reason for \_\_\_\_\_ was \_\_\_\_\_.
- If \_\_\_\_\_, then \_\_\_\_\_.
- I noticed that \_\_\_\_\_.
- Based on \_\_\_\_\_, I think that \_\_\_\_\_.
- The main idea is \_\_\_\_\_.
- The author suggests \_\_\_\_\_.
- This is/is not a solid argument because \_\_\_\_\_.
- We can conclude \_\_\_\_\_.

Claim	Reasoning	Evidence/Example
1)		
2)		
3)		

### SOCIAL CONVERSATION HELPERS

- Where did you get that information?
- That's interesting.
- Why do you say that?
- Can you explain?
- True, but what about . . . ?
- Wow! I didn't know that . . .

### ACADEMIC CONVERSATION HELPERS

- Why do you think that?
- Tell me more about . . .
- Are there other points of view?
- What is the basis for your claims?
- On the other hand . . . (if you disagree)
- Likewise . . . (if you agree)

### POTENTIAL GENRES/CONTEXTS

- Discussing a text
- Analyzing an argument/position
- Solving a problem
- Critical Responses

### USEFUL GRAMMATICAL STRUCTURES

## Cause/Effect

Issue: \_\_\_\_\_

### Phrase Bank:

- As a result, \_\_\_\_\_.
- Consequently, \_\_\_\_\_.
- If \_\_\_\_\_, then \_\_\_\_\_.
- In order to \_\_\_\_\_, X \_\_\_\_\_.
- Therefore, \_\_\_\_\_.
- X happened because \_\_\_\_\_.
- X led to Y.

	Cause	→	Effect	→	Consequences
1)		→		→	
2)		→		→	
3)		→		→	

### SOCIAL CONVERSATION HELPERS

- What started it?
- Why did it happen?
- What happened next?
- Was that a good or a bad thing?
- How will that affect \_\_\_\_\_ in the future?

### ACADEMIC CONVERSATION HELPERS

- What conditions enabled \_\_\_\_\_?
- Were there multiple causes/factors/correlations/variables?
- What were the consequences of \_\_\_\_\_?
- What were the major effects of \_\_\_\_\_?
- What are the implications of \_\_\_\_\_?

### POTENTIAL TASKS

- Describing a process
- Discussing an event
- Solving a problem
- Figuring out how something works
- Scientific explanations
- Newspaper articles

### USEFUL GRAMMATICAL STRUCTURES

# Talk → Tools

## Comparing/Contrasting

Issue: \_\_\_\_\_

### Phrase Bank:

- \_\_\_\_\_ is different from \_\_\_\_\_.
- \_\_\_\_\_ is similar to \_\_\_\_\_.
- In contrast, X is \_\_\_\_\_.
- Like X, Y \_\_\_\_\_.
- On the other hand, \_\_\_\_\_.
- Similarly, X is \_\_\_\_\_.
- Unlike X, Y \_\_\_\_\_.
- X is \_\_\_\_\_ than Y.

Item 1	Relationship to item 2	Item 2
1)		
2)		
3)		

### SOCIAL CONVERSATION HELPERS

- Are you sure?
- Which one is better?
- On the other hand \_\_\_\_\_.
- Does it matter?

### ACADEMIC CONVERSATION HELPERS

- How does X compare to Y?
- What are the similarities?
- What are the differences?

### POTENTIAL FUNCTIONS

- Advertising (Ad Analysis)
- Comparing/Contrasting (Venn Diagram)
- Decision-making (Decision Matrix, T-chart of Pros/Cons)

### USEFUL GRAMMATICAL STRUCTURES

- Comparative & Superlative Adjectives

## Summarize

Issue: \_\_\_\_\_

### Phrase Bank:

- The most important idea is \_\_\_\_\_.
- In short, \_\_\_\_\_.
- To summarize, \_\_\_\_\_.
- The author/text suggests that \_\_\_\_\_.
- First, \_\_\_\_\_. Second, \_\_\_\_\_. Finally, \_\_\_\_\_.

### Three Most Important Ideas

1)
2)
3)

### SOCIAL CONVERSATION HELPERS

- What was the story/movie/conversation about?
- In a nutshell, what happened?
- What else?
- What was the author trying to say?

### ACADEMIC CONVERSATION HELPERS

- How would you summarize the argument?
- Please explain in your own words.
- What are the main ideas?

### POTENTIAL FUNCTIONS

- Discussing an event
- Introducing an issue, event, or person
- Reviewing a book/movie/restaurant
- Talking about a text

### USEFUL GRAMMATICAL STRUCTURES

- Past Tense



# The Check



- Determine a compelling academic content focus for beginning level language lessons
- Locate relevant texts
- Design thinking tasks that engage students with the content of the texts
- Identify and prioritize critical academic language and design opportunities to use it
- Select appropriate pedagogical strategies

**TOPIC**

**TEXTS**

**TASKS**

**TALK**

**TOOLS**

# Big Ideas in Small Packages:

Beginners  
Communicate  
About Complex  
Content

Image: [Andrew Malone](#)



**Anny Fritzen Case, Ph.D.**

Gonzaga University  
[casea@gonzaga.edu](mailto:casea@gonzaga.edu)

**Cherice Montgomery, Ph. D.** Brigham

Young University  
[cherice\\_montgomery@byu.edu](mailto:cherice_montgomery@byu.edu)

<http://thinkthematic21c.wikispaces.com/Academic+Language>

# Credits

- ACTFL. (2012). ACTFL proficiency guidelines – Speaking: Superior. *ACTFL.org*. Retrieved May 14, 2012, from <http://actflproficiencyguidelines2012.org/speaking#Superior>
- Allbilingual.com. (n.d.). Lección 19: La ropa. *Español para chicos y grandes: Level 1 (2nd ed.)*, pp. 64-65. *All Bilingual Press*. Retrieved November 12, 2012, from [http://www.allbilingual.com/pdf/textbook\\_lesson19.pdf](http://www.allbilingual.com/pdf/textbook_lesson19.pdf)
- Andrus, Lindsey. (2012, November 14). Fashion & identity. *Time is but a Moment*. Retrieved November 14, 2012, from <http://www.timeisbutamoment.com/> Used with written permission from the author.
- Augapfel, Christopher. (2006, November 29). Printed meal receipt. *Flickr*. Retrieved November 3, 2012, from <http://www.flickr.com/photos/qilin/326047308/> Used under a Creative Commons Attribution License.
- Bennion, Karl-Erik. (2004, July 8). Waiter. *Stock Xchng*. Retrieved October 29, 2012, from <http://www.sxc.hu/photo/157966> Used under a standard, royalty-free *Stock Xchng* license.
- Case, Anny & Cherice Montgomery. (2012). Analyzing template. *Big Ideas in Small Packages*.
- Case, Anny & Cherice Montgomery. (2012). Cause/effect template. *Big Ideas in Small Packages*.
- Case, Anny & Cherice Montgomery. (2012). Comparing/Contrasting template. *Big Ideas in Small Packages*.
- Case, Anny & Cherice Montgomery. (2012). Summarize template. *Big Ideas in Small Packages*.
- Case, Anny & Cherice Montgomery. (2012). Supporting opinions with evidence. *Big Ideas in Small Packages*.
- Common Core State Standards Initiative. (2012). Common Core State Standards. Retrieved November 15, 2012, from <http://www.corestandards.org/>

# Credits

- EFE. (n.d.). Hallan que adolescentes gozan mejor salud mental si expresan identidad étnica. *Salud.com*. Retrieved November 12, 2012, from <http://www.salud.com/salud-en-general/hallan-que-adolescentes-gozan-mejor-salud-mental-si-expresan-identidad-etnica.asp>
- Gálvez, Gustavo Adolfo Avalos. (2007, July 17). Conservación del traje típico guatemalteco. *YouTube*. Retrieved November 12, 2012, from [http://www.youtube.com/watch?feature=player\\_embedded&v=p7fmSE6QlxQ](http://www.youtube.com/watch?feature=player_embedded&v=p7fmSE6QlxQ)
- Gould, Neil. (2006, August 21). Dining table 3. *Stock Xchng*. Retrieved October 29, 2012, from <http://www.sxc.hu/photo/597937> Used under a standard, royalty free *Stock Xchng* license.
- Guatebendita. (2011, February 1). Vestimentas típicas de Guatemala k'iche. *YouTube*. Retrieved November 12, 2012, from [http://www.youtube.com/watch?feature=player\\_embedded&v=KwE4kh\\_i4NU](http://www.youtube.com/watch?feature=player_embedded&v=KwE4kh_i4NU)
- Hamner, J.W. (2009, April 26). Setup for pozole. *Flickr*. Retrieved November 3, 2012, from <http://www.flickr.com/photos/24644315@N04/3480058622/>. Used under a Creative Commons Attribution, Non-commercial, Share Alike License.
- Hoevel, Ann. (2012, May 22). La ropa, ¿es un símbolo de identidad para los 'nerds'? *Mexico.cnn.com*. Retrieved November 12, 2012, from <http://mexico.cnn.com/tecnologia/2012/05/22/la-ropa-es-un-simbolo-de-identidad-para-los-nerds>
- Jóvenes aliados. (n.d.). Textiles tradicionales. *Jóvenes aliados: America Central – Guatemala*. Retrieved November 12, 2012, from <http://abren.org/kids/guate/sgtmcom2.html>
- Knight, Kim & Cris. (2008, September 18). Yum. *Flickr*. Retrieved November 3, 2012, from <http://www.flickr.com/photos/kimncris/2867936359/> Used under a Creative Commons Attribution, Non-commercial, Share Alike License.
- López, Rolando Antonio Castillo. (2010, December 3). Presentación trajes típicos de Guatemala. *YouTube*. Retrieved November 12, 2012, from [http://www.youtube.com/watch?feature=player\\_embedded&v=5vAil-kJes4](http://www.youtube.com/watch?feature=player_embedded&v=5vAil-kJes4)

# Credits

- Luna-Arocas, Roberto. (n.d.). El consumo y la identidad: Un proceso de autocreación. *Investigación y Marketing*, 70, pp. 6-15. Retrieved November 12, 2012, from <http://www.aedemo.es/aedemo3/socios/revista70/ad-70-01.pdf>
- Ma, Connie. (2012, September 27). Dinner at my favorite Xinjiang style restaurant. *Flickr*. Retrieved November 3, 2012, from <http://www.flickr.com/photos/ironypoisoning/8133788926/>. Used under a Creative Commons Attribution, Share Alike License.
- Malone, Andrew. (2008, April 8). Fortune cookie. *Flickr*. Retrieved November 3, 2012, from <http://www.flickr.com/photos/teller/5823480230/>. Used under an Attribution Creative Commons License.
- Montgomery, Cherice. (2012). Human graphing in FLANG 276. Used with permission.
- Pajebal. (2009, December 22). Fine mayan clothing. *YouTube*. Retrieved November 12, 2012, from [http://www.youtube.com/watch?feature=player\\_embedded&v=eMgArn6NFTs](http://www.youtube.com/watch?feature=player_embedded&v=eMgArn6NFTs)
- Pickering, Tom. (2006, January 17). Restaurant images 10. *Stock Xchng*. Retrieved October 29, 2012, from <http://www.sxc.hu/photo/448350> Used under a standard, royalty-free *Stock Xchng* license. Photographer notified.
- Proppe, Colleen. (2010, March 16). Eat your colors. Retrieved November 3, 2012, from <http://www.flickr.com/photos/cproppe/4439880034/>. Used under a Creative Commons Attribution, Non-commercial License.
- Pruitt, D. Sharon. (2010, June 8). Dropped popcorn. *Flickr*. Retrieved November 3, 2012, from <http://www.flickr.com/photos/pinksherbet/4683421549/>. Used under a Creative Commons Attribution License..
- Rosen, Lauren. ACTFL world languages 21<sup>st</sup> century skills map infographic. *Scribd*. Retrieved May 15, 2012, from <http://www.scribd.com/lryeazel/d/68036923-21stCenturyInfographic> Updated version available: <http://actfl.pbworks.com/w/page/53615419/Infographic>



# Credits

- Teller, Siim. (2011, June 8). The usual. *Flickr*. Retrieved November 3, 2012, from <http://www.flickr.com/photos/teller/5823480230/>. Used under an Attribution, Non-commercial, Share Alike Creative Commons License.
- The College Board. (2011). AP Spanish language and culture curriculum framework 2013-2014. *The College Board*, p. 27. Retrieved May 14, 2012, from [http://media.collegeboard.com/digitalServices/pdf/ap/11b\\_3435\\_AP\\_SpanLang\\_CF\\_WEB\\_110930.pdf](http://media.collegeboard.com/digitalServices/pdf/ap/11b_3435_AP_SpanLang_CF_WEB_110930.pdf)
- The College Board. (2011). Contexts. *The College Board*. Retrieved May 14, 2012, from <http://tsdwlstandards.wikispaces.com/AP+information>
- Vodanovic, Sergio. (n.d.). El delantal blanco. *Enlaces literarios*. Holt, Rinehart, & Winston. Retrieved November 12, 2012, from [http://www.fcps.edu/SouthLakesHS/academics\\_assets/Spanish%20IB-2%20Summer%20-%20El%20delantal%20blanco.pdf](http://www.fcps.edu/SouthLakesHS/academics_assets/Spanish%20IB-2%20Summer%20-%20El%20delantal%20blanco.pdf)
- Zwiers, Jeff. (2008). *Building Academic Language: Essential Practices for Content Classrooms*. San Francisco, CA: Jossey-Bass