

HW 2.5 Integrating Ideas from Jim Cummins and Attention to Literacy



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ theories of first and second language acquisition in teaching literacy Assessment: 25 pts. Due: Session 3</p>	<p>Teachers can use three ideas from Jim Cummins in attending to literacy in their instruction and their classroom instruction.</p>	<p>Students have reviewed their final project and selected two ELs to study further. They have identified a unit they will redesign to better attend to the content learning and language and literacy development of students. They have explored developing a literacy-rich classroom. Now they will examine three ideas (or theories) from Jim Cummins that they can use in designing their unit plan.</p>

Instructions

1. In this homework, you will learn three complex ideas from Jim Cummins work. The purpose is to capture your understanding of each and then consider how you can integrate them to create classrooms and instruction that better supports students in learning content as they develop language and literacy skills.
2. Use [Capturing Three Ideas from Cummings](#) to record your knowledge and integrate these ideas in your planning instruction for students.
3. Begin by reviewing the concepts of BICS and CALP. (In recent years these ideas have been criticized as not complex enough but they continue to be helpful for teachers understanding the difference between ELs ability to rapidly gain social language but continue to languish in academic achievement). Gather information from this [website](#) to review what you know about BICS and CALP.
4. The next idea from Cummins concerns bringing together [two continuum into a matrix \(Cummin's Quadrants\)](#) Use this reading to support you in developing understanding about texts that are context embedded to context reduced paired in a matrix with the continuum of cognitively demanding and cognitively undemanding curriculum. Enter your learning on the Capturing Three Ideas from Cummins chart.
5. The third idea from Cummins explores the contrast between [Coercive and Collaborative Classrooms](#). (The reading that teaches you about this idea is an example of how you might

- modify texts in your classroom to support students in learning content and developing academic language). Enter your learning on the three ideas chart
6. Bring the Capturing Three ideas from Cummins (from #2 of this HW) to session 3.



Raty, M. , Gallagher, E. , Wootton, T. , Graham, R. , Teemant, A., Rice, M., & Pinnegar, S. E. (2019). *Developing Second Language Literacy*. EdTech Books. Retrieved from https://edtechbooks.org/second_language_literacy