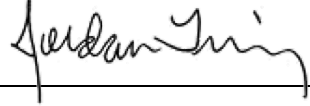




## Academic Language for ELL 11 Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> Surrey School District	<b>School District/Independent School Authority Number:</b> SD36
<b>Developed by:</b> ELL Metro Group Benda Sampson, Vicki Schrader, Shannon Spencer	<b>Date Developed:</b> March 12, 2019
<b>School Name:</b> Surrey School District #36	<b>Principal's Name:</b> Chris Stranger
<b>Superintendent Approval Date:</b> June 12, 2019	<b>Superintendent Signature:</b> 
<b>Board/Authority Approval Date:</b> June 12, 2019	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Academic Language for ELL 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** N/A

## Course Synopsis:

The course is intended for ELL students who wish to develop, strengthen and enhance their English language skills in order to develop effective communication skills, including speaking, reading and writing, expected of them in senior academic courses. Students will build on the major components of reading comprehension strategies, language processing skills, the writing process, and the various written genres in academic courses as introduced in *Academic Language for ELL 10*. It is expected that, through this course, students will strengthen their abilities and potential as communicators in English academic settings and by using the tools learned, will develop confidence in their ability to handle tasks presented to them in secondary school and post-secondary life. This course will acknowledge and develop ELL students' awareness of their own identity and cultural contributions to Canadian culture and society through literature.

*Academic Language for ELL 11* is designed for ELL students at Level 3/Developing Level and Level 4/Expanding Level on the current 5 level BC Ministry ELL Standards/Surrey District Continuum.

## Goals and Rationale:

**Rationale:** ELLs are continuing their language learning journey of communicative competency. While ELLs have much in common with other students, they have specific needs in the areas of language and cultural adjustment. They come from a variety of cultural, linguistic, and academic backgrounds, with some having recently arrived to Canada and some having already spent time in our schools. It is important for the educator to recognize that multilingual perspectives benefit all learners and may be particularly important for the ELL student in developing their cultural identity. Research shows that for the ELL learner, they will often exhibit stronger competency in spoken English (BICS Basic Interpersonal Communication Skills) while their academic English may be deficient (CALP - Cognitive Academic Language Proficiency). Research has shown that without quality ELL-specific instruction, ELL students may have major deficits in their academic language even after spending years in the education system. To achieve true educational equity, explicit instruction is needed to meet these needs in such a way that ELL students achieve a level of fluency in English commensurate with their peers. (Cummins, 1999, 1992, 1981)

**Goals:** Academic Language for ELL 11 is designed for students to use their heritage and lived experiences to enhance their language awareness and further develop their academic English skills within an inclusive environment. This course recognizes that there are stages of language development (BICS and CALP). Knowledge of these stages matched with targeted instruction helps ELL learners develop their academic language more quickly. The aim of this course is to expedite the language acquisition process and increase the learners' opportunities for success. This course also recognizes the stages of cultural adjustment and the need for ELL students to continue to build their background knowledge of Canadian history and culture, while retaining their own heritage and cultural values, helping them understand themselves as active contributing members of our communities.

This course will enable students who have strong BICS to develop strong CALP by:

- Enhancing language proficiency in the areas of listening, speaking, reading and writing
- Applying and conveying information for a range of academic purposes and audiences
- Critically inquiring into, deconstructing, creating and communicating a range of different texts
- Continuing to honour the diversity of cultures in Canada
- Developing and preserving pride in students' own heritage and language while they continue to build confidence in their academic English skills

## **Aboriginal Worldviews and Perspectives:**

The course will introduce students to the narrative structures found in First People's texts. It will also give students an awareness of protocols related to ownership of First People's oral texts.

### Application of First Peoples' Principles of Learning:

- Building language awareness supports the development of self, the family, the community, and with others, while sharing their stories, cultural ways of supporting and nourishing families, and ceremonies
- Taking ownership of one's texts is embedded in history, memory, and story of one's culture and the world
- Learning and creating texts requires the exploration of one's identity and place
- Being critically aware of learning involves recognizing that some knowledge is sensitive and only shared with permission
- Shared learning is reflective, reflexive, holistic, experiential and relational
- Language learning takes patience and time

### Application of Indigenous Worldviews and Perspectives:

The First Peoples' Principles of Learning are inherent in the aspects included in *Academic Language for ELL 11*. *Academic Language for ELL 11* is inseparable from connectedness and relationships; specifically:

- Community engagement
- Power of storytelling and writing
- Flexibility
- A positive and reciprocal classroom community-centered approach
- Local and world focus on cultural views
- Experiential learning that emphasizes process

## BIG IDEAS

<p>Understanding and exploring <b>text</b> and literary genres helps us communicate effectively and builds awareness of personal and cultural identity</p>	<p>Valuing <b>multilingualism</b> enhances <b>intercultural competency</b> and knowledge of self</p>	<p><b>Academic language</b> is essential for comprehension and to convey meaning in a variety of contexts within the secondary classroom</p>	<p>With increased proficiency in English, we can discuss and justify opinions with nuance and clarity</p>	<p>Understanding cultural context affects how we understand language</p>
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Receptive Skills (reading, listening, viewing):</p> <ul style="list-style-type: none"> <li>• Apply appropriate <b>reading and viewing strategies</b> (pre-reading, during-reading and post-reading) to comprehend written, oral, visual and multimodal texts to support comprehension and extend thinking</li> <li>• Use knowledge of <b>text features</b> to aid comprehension</li> <li>• <b>Deconstruct</b>, understand, analyze, and respond to a variety of texts, including fiction and non-fiction texts, from diverse cultural viewpoints</li> <li>• Identify the <b>language and structural features</b> of different <b>texts genres</b></li> <li>• Build <b>background knowledge</b> of and familiarity with diverse cultural content by linking past experiences and knowledge to current learning</li> <li>• Evaluate the relevance, accuracy and reliability of <b>multimodal</b> texts</li> <li>• Evaluate the centrality of different aspects of a text to the main idea; discern main and supporting ideas as presented in text and media</li> <li>• Recognize and understand the role of story, narrative, and oral tradition in expressing First People's perspectives, values, beliefs and points of view</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Strategies to support independent learning based on the BC Ministry ELL Standards, Surrey ELL Continuum and BC Performance Standards in content areas for the development of academic language:</p> <p>Receptive Skills (reading, viewing, listening):</p> <ul style="list-style-type: none"> <li>• <b>Reading and Viewing strategies</b> <ul style="list-style-type: none"> <li>○ <b>text features</b> and structures                             <ul style="list-style-type: none"> <li>▪ <b>form and function</b>, and <b>genres of texts</b></li> <li>▪ <b>narrative structures found in First Peoples' texts</b></li> <li>▪ <b>literary devices</b></li> </ul> </li> </ul> </li> <li>• <b>Listening strategies</b></li> </ul>

- Recognize and appreciate the diversity within and across First Peoples' societies, as represented in texts
- Demonstrate **active listening** skills
- Identify register and intonation as indicators of **tone**

Productive Skills (writing, speaking, representing):

- Connect ideas using a variety of **comprehension strategies** supported by graphic organizers and models as necessary
- Write a variety of paragraphs and essays using supporting **evidence** to suit the purpose of the task (**genres of writing**) including strong topic sentence or thesis statement, concluding sentences, and appropriate supporting details
- Use **literary devices** to enhance meaning
- Create texts through **joint and independent construction**, with increasing fluency and confidence
- Write a variety of **sentence structures** using a range of **vocabulary** and expressions for social and academic purposes
- Use the **writing and design process** to plan, draft, develop, **edit** and revise texts for a variety of academic **purposes**, authentic **audiences** and contexts
- Work towards mastering a sense of voice, tone, and register to develop text appropriate to purpose and audience
- Use BC performance standards, ELL standards, rubrics, etc. to revise and edit to improve their writing, according to **conventions**
- Demonstrate a willingness to accept and provide constructive feedback to revise and edit **communication** for clarity, meaning and style
- Describe and advocate for oneself by speaking, reading and writing through multimodality
- Share opinions and preferences by giving varied reasons through communication with peers and community members

Productive Skills (writing, speaking and representing):

- Writing
  - **Grammar** and **vocabulary strategies** to refine and strengthen **sentence structures** and **paragraphs and essay structures**
  - **Genres of writing**

**Speaking and Representing**

Community and Culture

- Identity and heritage as instrumental in language growth
- **Stages of cultural adjustment**
- Language use across various **cultural contexts**

Academic Culture and Research Skills:

- Academic honesty and plagiarism prevention
- **Accessing, evaluating, and integrating sources**
- Citation techniques
  - **Global citation practices** and how to use them effectively in different contexts
- **Research strategies**

Community and Culture (valuing and building background):

- Demonstrate a willingness to present, seek out and consider diverse, contrary or innovative views on a variety of topics
- Engage others in conversation to build relationships and understanding
- Reflect on the strengths of how their and their classmates' home languages inform their **English acquisition**
- Explore personal values through a variety of text sources and connect to **lived cultural experiences**
- Explore and share diverse learning experiences and processes based on **students' backgrounds**
- Research and choose texts that reflect students' personal, social, cultural and **linguistic identities**
- Identify common characteristics across **diverse texts** and themes

Academic Culture and Research Skills:

- Use critical thinking to develop original ideas based on supporting evidence and employ appropriate **research strategies**
- Evaluate and use reliable and relevant sources to judge the validity of evidence from a variety of sources to support academic communication
- Demonstrate academic honesty in writing by using standard **citations**, quotations, paraphrasing, and summaries to **acknowledge** original creators of a work
- Collaboratively and individually plan, select, and use effective investigation methods to find evidence to support writing
- Recognize the expected genre based on a model text or instructions to produce writing in the correct **forms**

## Big Ideas – Elaborations

**Text/texts:** generic terms referring to all forms of oral, written, visual, or digital communication:

- Oral texts include speeches, poems, plays, oral stories, and songs
- Written texts include novels, articles, and short stories
- Visual texts include posters, photographs, and other images
- Digital texts include electronic forms of all of the above
- Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)

**Genres** includes specifically knowing the different styles: narrative, descriptive, informative, expository, explanation, persuasive, technical, etc. including genres that may occur in other content areas

**Intercultural competency** is a range of cognitive, affective, and behavioural skills that lead to communicating effectively and appropriately with people of other cultures

**Multilingualism** is knowing more than one language enhances the understanding and acquisition of other languages

**Academic language** is the language needed by students to be successful in school; it is the language used to express ideas and thoughts across content areas; it can be oral and or/written language, and it is of a more succinct and formal register

## Curricular Competencies – Elaborations

**Acknowledge:** includes identifying in writing sources of information in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

**Active listening:** includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing, intonation, formal and informal register, etc.

**Audiences:** students expand their understanding of the range of real-world audiences: this can include children, peers, community members, professionals, and local and globally connected digital conversations

**Background knowledge:** the social, cultural, geographic and historical context

**Citation:** cite sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

**Communication:** clear language that follows a conversation pattern where the speaker and listener take turns in responsive dialogue; includes understanding rapid speech on familiar and unfamiliar topics. Students should also use variation in intonation, tone, volume, pacing, and emphasis for effect with some degree of accuracy. Possible ideas could include interviewing community members, recording conversations with English Speakers, debates with peers, and contextually appropriate requests, etc.

**Comprehension strategies:** paragraphing, making connections, summarizing, synthesizing, reflecting, etc.

**Conventions:** use most punctuation with increasing accuracy, using common and irregular spellings with increasing accuracy; using phrasal expressions, conditional structures, and a range of past, present, future and perfect tenses in active and passive voice with some degree of accuracy; editing and revising essays for word choice, fragments, run-ons, and most punctuation conventions and grammatical structures; parallelism (the use of components in a sentence that is grammatically the same or similar in their construction, sound, meaning, or meter)

**Deconstruct:** explicit breakdown or analysis of language and structural features according to text genres

**Diverse texts:** texts that reflect a variety of languages, dialects, cultures, authors and genres

**Evidence:** refers to supporting information to strengthen writing; it can include using personal opinions, peer-reviewed sources, and other forms of information that logically connect to the main idea.

**Edit:** may include revising text for word choice, punctuation, spelling, basic grammatical structures, fragments and run-ons, coherence, voice, tone, audience, and purpose; this may be done independently, with peers, with teacher support, etc.

**English acquisition:** refers to the continual learning process and development of English; using home language (L1) is an essential scaffold for English acquisition

**Forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece; common written forms may include narrative, journal, procedural, expository, persuasive, explanatory, formal and informal emails, news article, blog, ads and formal letters

**Genres of writing:** produce examples of a wider range of personal, informational, and imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose; it may be taught in the following suggested order to help scaffold student learning: express and reflect (recount, narrative, opinion), inform and explain, evaluate and judge, inquire and explore, analyze and interpret, taking a stance and critiquing

**Joint and independent construction:** part of the gradual release process of writing (modeling, using exemplars, explicit instruction)

**Language and structural features:** includes parts of speech, word choice, tense, nominalization, modality as well as transition words, organization and flow

**Linguistic identities:** refers to how students view themselves and the world through their connection and understanding of language and culture

**Literary devices:** may include but is not limited to: allusion, personification, metaphors, similes, alliteration, diction, irony, satire and symbolism

**Lived cultural experiences:** includes education, language, culture, sexual orientation and gender identity, familial and community relationships

**Multimodal:** visual, kinesthetic, audio, digital, written, artistic, oral etc. means of expression

**Purposes:** may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain

**Reading and viewing strategies:** may include skimming, scanning, using context clues, annotating, note-taking, predicting, inferencing, synthesizing, questioning, re-reading, making connections, visualizing, drawing conclusions, etc.

**Research strategies:** recognizes, finds, and evaluates sources of information to be true, unbiased, relevant and reliable; understands where to access information (library, accredited academic websites, etc.); more information can be found at Media Smarts [link: <http://mediasmarts.ca/digital-media-literacy/digital-issues/authenticating-information>]

**Sentence structures:** choose appropriate sentence structures to suit the purpose, audience, and style of writing.

**Student's background:** refers to their linguistic, literacy and educational histories and experiences

**Text features:** elements of the text that are not considered the main body; these may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

**Text genres:** includes specifically knowing the different styles of text: narrative, descriptive, informative, expository, explanation, persuasive, technical, etc. including genres that may occur in other content areas.

**Tone:** the attitude of the speaker or writer as conveyed through word choice and intonation.

**Vocabulary:** Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, academic words and words with multiple meanings

**Writing and design processes:** There are various writing and/or design processes employed to create an effective piece of writing; depending on context and purpose, these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, selecting appropriate format and layout, and publishing

**Writing strategies:** includes pre-writing plans, multiple sources, writing conferences, frameworks and models, checklists, refers to guidelines and rubrics to produce and revise text

## Content – Elaborations

**Accessing, evaluating, and integrating sources:** refers to students being able to summarize, synthesize, paraphrase, cite, and quote reputable sources that are to be evaluated before being integrated into student work

**Cultural context:** various social environments (i.e. the home, the classroom, local community, etc.) and the conscious choice of language use (i.e. connotations, formal versus informal register, the language of respect, etc.)

**Form and function:** within a type of communication, the writer, speaker, or designer chooses a form based on the use and purpose (function) of the piece; common written forms may be in the style of a narrative, journal, procedural, expository, persuasive, explanatory, formal and informal emails, news article, blog, advertisements, and formal letters

**Genres of text: literary or thematic categories** (e.g., adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture e book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)

**Genres of writing:** produce examples of a wider range of personal, informational, and imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose; this may be taught in the following suggested order to help scaffold students: express and reflect (recount, narrative, opinion), inform and explain, evaluate and judge, inquire and explore, analyze and interpret, taking a stance and critiquing

**Global citation practices:** includes discussion and understanding of how different cultures honour sharing of knowledge and define plagiarism; this may include dialogue about cultural appropriation as well as how, when and why to apply MLA, APA and other global citation formats

**Grammar:** includes the use of negatives, irregular plurals, object pronouns, prepositions phrasal expressions, conditional structures, and a range of past, present, future and perfect tenses in active and passive voice with increasing accuracy

**Listening strategies:** students need to listen to understand and can demonstrate this through note-taking, synthesizing, summarizing, and paraphrasing; they should also understand lecture language as cues to recognize topics, cause and effect, exemplification, compare/contrast, quantity, etc.

**Literary devices:** may include but is not limited to: allusion, personification, metaphors, similes, alliteration, diction, irony, satire and symbolism

**Narrative structures** found in First Peoples' texts: e.g., circular, iterative, cyclical

**Paragraph and essay structures:** provide an effective introduction, clear middle, and conclusion in a multi-paragraph composition to suit the purpose, audience, and style of writing

**Protocols related to ownership of First Peoples' oral texts:** First Peoples' stories often have protocols (when and where they can be shared, who owns them, who can share them)

**Representing:** this includes both spontaneous and prepared visual and text communication (brainstorms, webs, infographics, drawings, diagrams, cartooning, powerpoints, etc.) of content knowledge

**Reading and viewing strategies:** may include skimming, scanning, annotating, note-taking, inferencing, synthesizing, questioning, re-reading, predicting, making connections, drawing conclusions, etc.

**Research strategies:** differentiates between forms of writing (i.e. blog versus a newspaper article) and evaluates valid and invalid sources of information, as well as recognizes that these can be valued differently among cultures

**Speaking:** this includes both spontaneous and prepared oral communications: volunteering of answers, pair, small and whole group discussions, debating, presentations within an academic setting

**Stages of cultural adjustment:** the stages that students may experience when learning about or adapting to a new culture (may include identity shifts or culture shock); this includes being mindful that a silent period is part of the language acquisition process

**Text features:** elements of the text that are not considered the main body; these may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

**Tone:** the attitude of the speaker or writer as conveyed through word choice and intonation

**Sentence structures:** choose appropriate sentence structures to suit the purpose, audience, and style of writing

**Vocabulary strategies:** choose from a variety of strategies to use academic vocabulary accurately in multiple content areas

## Recommended Instructional Components:

### The teacher will design instructional strategies that:

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others;
- acknowledge the social nature of learning;
- tailor flexible groupings to enhance engagement and learning;
- allow for both physical and virtual collaboration;
- support the personal aspect to learning;
- differentiate content, processes, and products;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer-assessment;
- inspire and stretch student thinking;

- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to the local and global communities;
- provide opportunities for students to share learning and reflect;
- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching; and
- make learning visible, transparent and fun

### **Recommended Assessment Components:**

Since language is acquired in a spiraling and recursive process, students must be guaranteed a stimulating environment where risk taking is nurtured and errors are viewed as a natural formative part of language development.

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

#### **FORMATIVE ASSESSMENT**

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

##### **STUDENTS WILL ANSWER THESE QUESTIONS ON AN ONGOING BASIS:**

- What am I learning?
- Where am I in my learning?
- Is there anything hindering my learning?
- What goals have I set for my learning?
- How am I going to move forward in my learning?

##### **THE TEACHER WILL:**

- clarify Learning Intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing descriptive feedback
- provide opportunities for ongoing Self and Peer Assessment

#### **SUMMATIVE ASSESSMENT**

**Students will complete performance-based tasks connected to curricular competencies and content.**

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/ achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

## Learning Resources:

### Short Stories

- Sootface: an Ojibwa Cinderella story, retold by Robert D. San Souci
- "Thank you, Ma'am" – Langston Hughes
- "Yeh-Shen" – A Cinderella story from China retold by Ai-Ling Louie
- "Out on Main Street" – Shani Mootoo
- "Tales of the Inner City" – Shaun Tan
- "A Map of the City" – Madeleine Thien

### Media

- "Danger of a single story" – Chimamanda Ngozi Adichie (Ted Talk) [Link](#)
- "Why I keep speaking up, even when people mock my accent" – Safwat Saleem (Ted Talk) [Link](#)
- Urban Tribes: Native Americans in the City – Lisa Charleyboy

### Novels & Short Stories

- Home of the Brave – Katherine Applegate
- The Jade Peony – Wayson Choy
- Iqbal -- Francesco D'Adamo
- The Breadwinner -- Debora Ellis
- The Heaven Shop -- Debora Ellis
- Seedfolks -- Paul Fleischman
- The Third and Final Continent – Jhumpa Lahiri, June 13, 1999 The New Yorker (Short Story)
- A Long Walk to Water – Linda Sue Park
- Ghost Boys – Jewell Parker Rhodes
- Chu Ju's House -- Gloria Whelan
- American Born Chinese – Gene Luen Yang

### Poetry & Poems

- Love that Dog -- Sharon Creech \*On LRS
- Who among You Knows the Essence of Garlic – Garrett Hango (individual poem)
- "Mother to Son" – Langston Hughes (individual poem)
- Kicking the Habit – Lawson Inada (individual poem)
- Milk and Honey - Rupi Kaur
- The Sun and her Flowers - Rupi Kaur
- Embers: One Ojibway's Meditations – Richard Wagamese and Salt – Nayyriah Waheed \* Not evaluated yet

## Teacher Resources

### Supporting ELLs

- Arnett, Katy. **Access for Success: Making Inclusion Work for Language Learners**, 2018.
- Cummins, Jim and Margaret Early. **Big Ideas for Expanding Minds**, 2015.
- Echevarría, Jana, Mary Ellen Vogt, and Deborah Short. **Making Content Comprehensible for English Learners: The Siop® Model**, 2008.
- Ferlazzo, Larry and Katie Hull Sypnieski. **ELL Teachers Toolbox: Hundreds of Practical Ideas to Support Your Students**, 2018.
- Ritchart, R, M. Church and K. Morrison. **Making Thinking Visible. How to Promote Engagement, Understanding, and Independence for All Learners**, 2011.
- Staehr Fenner, Diane and Sydney C. Snyder. **Unlocking English Learner's Potential: Strategies for Making Content Accessible**, 2017.
- Sengutpa, Anuradha. "The New Era of Young Adult Literature." 2016.
- Swan, Michael, and Bernard Smith. **Learner English: A Teacher's Guide to Interference and Other Problems**, 2001.
- Zwiers, Jeff and Marie Crawford. *Academic Conversations. Classroom Talk that Fosters Critical Thinking and Content Understandings*, 2011.

### Writing with ELLs

- Atwell, Nancie. **Lessons that Change Writers**, 2002.
- Berkley Unified School District, "Grade Level Academic Vocabulary" [\[link\]](#)
- Biber, Douglas, Geoffrey N. Leech, and Susan Conrad. **Longman Student Grammar of Spoken and Written English**, 2002
- Cloud, N., F. Genesee and Else Hamayan. **Literacy Instruction for English Language Learners**, 2009.
- Conrad, Ronald. **Process & Practice: Composition for Canadian Students**, 2001.
- Donaldson, Chelsea. **Canadian Student Writer's Guide**, Vancouver, 2000.
- Flick, Jane, and Celia M. Millward. **Handbook for Writers**, Toronto, 1999.
- Freeman Y. and D. Freeman. **Academic Language for English Language Learners and Struggling Readers**, 2009.
- Gallagher, Kelly. **Write Like this: Teaching Real-World Writing through Modeling & Mentor Texts**, 2011.
- Gibbons, Pauline. **Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom**, 2002.
- Oshima, Alice, and Ann Hogue. **Introduction to Academic Writing**, 2007.
- Zwiers, J. **Building Academic Language**, 2nd Ed, 2014.
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