

CUMMINS' MODEL OF ACADEMIC LANGUAGE

COGNITIVELY UNDEMANDING

A.

- **Art, music, P.E.**
- **Following simple directions**
- **Face-to-face conversations**

C.

- **Telephone conversations**
- **Note on refrigerator**
- **Written Directions**

CONTEXT EMBEDDED

CONTEXT REDUCED

B.

- **Demonstrations**
- **A-V assisted lesson**
- **Science experiments**
- **Social studies projects**

D.

- **Reading a textbook**
- **Explanations of new, abstract concepts**
- **Lecture with few illustrations**
- **Math concepts & application**

COGNITIVELY DEMANDING

Adapted from: Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and language minority students: A theoretical framework* (pp. 3–49). Los Angeles, CA: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles.