

Language Transfers:

The Interaction Between English and Students' Primary Languages

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It is important for teachers to understand why English Language Learners (ELLs) use alternative pronunciations for some English words. Many English sounds do not exist or transfer to other languages, so English Language Learners may lack the auditory acuity to “hear” these English sounds and have difficulty pronouncing them. These students are not accustomed to positioning their mouth in a way the sound requires. The charts that appear on the following pages show that there is variation among languages, with some languages having more sounds in common and thus greater transfer to English than others.

For example, an English speaker may be able to pronounce the /r/ in the Spanish word *pero* (“but”), but not the /rr/ trill in *perro* (“dog”). The English speaker may also lack the auditory acuity to detect and the ability to replicate the tonal sounds of some Chinese words. Similarly, a Vietnamese speaker may have difficulty pronouncing /th/ in words such as *thin* or *thanks*.

Further, English Language Learners make grammatical errors due to interference from their native languages. In Spanish, the adjective follows the noun, so often English Language Learners say “the girl pretty” instead of “the pretty girl.” While English changes the verb form with a change of subject (*I walk. She walks.*), some Asian languages keep the verb form constant across subjects. Adding /s/ to the third person may be difficult for some English Language Learners. Students may know the grammatical rule, but applying it consistently may be difficult, especially in spoken English.

When working with English Language Learners, you should also be aware of sociocultural factors that affect pronunciation. Students may retain an accent because it marks their social identity. Speakers of other languages may feel at a social distance from members of the dominant English-speaking culture.

English Learners improve their pronunciation in a nonthreatening atmosphere in which participation is encouraged. Opportunities to interact with native English speakers provide easy access to language models and give English Learners practice using English. However, students should not be forced to participate. Pressure to perform—or to perform in a certain way—can inhibit participation. In any classroom, teacher sensitivity to pronunciation differences contributes to a more productive learning environment.

Phonics, word recognition, and spelling are influenced by what students know about the sounds, word structure, and spelling in their primary languages. For example, beginning readers who speak Spanish and are familiar with its spelling will often spell short *o* with an *a*, a letter that in Spanish makes the short *o* sound. Similarly, English Learners who are unaccustomed to English consonant digraphs and blends (e.g., /ch/ and *s*-blends) spell /ch/ as *sh* because /sh/ is the sound they know that is closest to /ch/. Students learn about the way pronunciation influences their reading and spelling, beginning with large contrasts among sounds, then they study the finer discriminations. As vocabulary advances, the meaning of words leads students to the sound contrasts. For example, *shoe* and *chew* may sound alike initially, but meaning indicates otherwise. Students' reading and discussions of what they read advances their word knowledge as well as their knowledge in all language and literacy systems, including phonics, pronunciation, grammar, and vocabulary.



Phonics Transfers:

Sound Transfers

This chart indicates areas where a positive transfer of sounds and symbols occurs for English Language Learners from their native languages into English. This symbol (✓) identifies a positive transfer. "Approximate" indicates that the sound is similar.

| Sound Transfers | Spanish | Cantonese | Vietnamese | Hmong | Korean | Khmer |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Consonants | | | | | | |
| /b/ as in bat | ✓ | approximate | approximate | approximate | approximate | ✓ |
| /k/ as in cake, kitten, peck | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| /d/ as in dog | ✓ | approximate | approximate | ✓ | approximate | ✓ |
| /f/ as in farm | ✓ | ✓ | ✓ | ✓ | | |
| /g/ as in girl | ✓ | approximate | ✓ | approximate | approximate | |
| /h/ as in ham | ✓ | ✓ | ✓ | ✓ | ✓ | approximate |
| /j/ as in jet, page, ledge | | approximate | approximate | | approximate | |
| /l/ as in lion | ✓ | ✓ | ✓ | ✓ | ✓ | |
| /m/ as in mat | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| /n/ as in night | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| /p/ as in pen | ✓ | ✓ | ✓ | approximate | ✓ | ✓ |
| /kw/ as in queen | ✓ | approximate | ✓ | | ✓ | ✓ |
| /r/ as in rope | approximate | | | | | ✓ |
| /s/ as in sink, city | ✓ | ✓ | ✓ | ✓ | ✓ | approximate |
| /t/ as in ton | ✓ | ✓ | approximate | approximate | ✓ | ✓ |
| /v/ as in vine | ✓ | | ✓ | ✓ | | |
| /w/ as in wind | ✓ | ✓ | | | ✓ | ✓ |
| /ks/ as in six | ✓ | | | | ✓ | ✓ |
| /y/ as in yak | ✓ | ✓ | | ✓ | ✓ | ✓ |
| /z/ as in zebra | | | ✓ | | | |
| Digraphs | | | | | | |
| /ch/ as in cheek, patch | ✓ | approximate | | ✓ | ✓ | ✓ |
| /sh/ as in shadow | | | ✓ | ✓ | ✓ | |
| /hw/ as in whistle | | | | | ✓ | ✓ |
| /th/ as in path | approximate | | approximate | | | |
| /TH/ as in that | approximate | | | | | |
| /ng/ as in sting | ✓ | ✓ | ✓ | ✓ | ✓ | approximate |

| Sound Transfers | Spanish | Cantonese | Vietnamese | Hmong | Korean | Khmer |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------|
| Short Vowels | | | | | | |
| /a/ as in cat | approximate | | approximate | ✓ | ✓ | |
| /e/ as in net | ✓ | approximate | approximate | | ✓ | |
| /i/ as in kid | approximate | approximate | | | ✓ | |
| /o/ as in spot | approximate | approximate | approximate | approximate | approximate | ✓ |
| /u/ as in cup | approximate | approximate | ✓ | | ✓ | ✓ |
| Long Vowels | | | | | | |
| /ā/ as in lake, nail, bay | ✓ | approximate | approximate | approximate | ✓ | ✓ |
| /ē/ as in bee, meat, cranky | ✓ | approximate | ✓ | ✓ | ✓ | ✓ |
| /ī/ as in kite, tie, light, dry | ✓ | approximate | ✓ | ✓ | ✓ | ✓ |
| /ō/ as in home, road, row | ✓ | approximate | approximate | | ✓ | |
| /ū/ as in dune, fruit, blue | ✓ | approximate | ✓ | ✓ | ✓ | ✓ |
| /yū/ as in mule, cue | ✓ | approximate | | | ✓ | |
| r-Controlled Vowels | | | | | | |
| /ār/ as in far | approximate | approximate | | | | |
| /ōr/ as in corn | approximate | approximate | | | | |
| /ūr/ as in stern, bird, suburb | approximate | approximate | | | | |
| /ār/ as in air, bear | | | | | | |
| /īr/ as in deer, ear | | | | | | |
| Variant Vowels | | | | | | |
| /oi/ as in boil, toy | ✓ | approximate | approximate | | ✓ | ✓ |
| /ou/ as in loud, down | ✓ | approximate | ✓ | approximate | ✓ | ✓ |
| /ō/ as in law | approximate | ✓ | ✓ | approximate | approximate | ✓ |
| /ô/ as in laundry | approximate | approximate | ✓ | approximate | approximate | ✓ |
| /ôl/ as in salt, call | approximate | approximate | | | approximate | ✓ |
| /ōō/ as in moon, drew | ✓ | approximate | approximate | ✓ | ✓ | ✓ |
| /ōō/ as in look | | approximate | approximate | | approximate | ✓ |
| /ə/ as in askew | | | approximate | | ✓ | |

Phonics Transfers:

Sound-Symbol Match

| Sound-Symbol Match | Spanish | Cantonese | Vietnamese | Hmong | Korean | Khmer |
|----------------------------|-------------|-----------|------------|-------|--------|-------|
| Consonants | | | | | | |
| /b/ as in bat | ✓ | | ✓ | | | |
| /k/ as in cake | ✓ | | ✓ | | | |
| /k/ as in kitten | ✓ | | ✓ | ✓ | | |
| /k/ as in peck | | | | | | |
| /d/ as in dog | ✓ | | ✓ | ✓ | | |
| /f/ as in farm | ✓ | | | ✓ | | |
| /g/ as in girl | ✓ | | ✓ | | | |
| /h/ as in ham | | | ✓ | ✓ | | |
| /j/ as in jet, page, ledge | | | | | | |
| /l/ as in lion | ✓ | | ✓ | ✓ | | |
| /m/ as in mat | ✓ | | ✓ | ✓ | | |
| /n/ as in night | ✓ | | ✓ | ✓ | | |
| /p/ as in pen | ✓ | | ✓ | ✓ | | |
| /kw/ as in queen | | | ✓ | | | |
| /r/ as in rope | approximate | | | | | |
| /s/ as in sink, city | ✓ | | ✓ | | | |
| /t/ as in ton | ✓ | | ✓ | ✓ | | |
| /v/ as in vine | ✓ | | ✓ | ✓ | | |
| /w/ as in wind | ✓ | | | | | |
| /ks/ as in six | ✓ | | | | | |
| /y/ as in yak | ✓ | | | ✓ | | |
| /z/ as in zebra | | | | | | |
| Digraphs | | | | | | |
| /ch/ as in cheek, patch | ✓ | | | | | |
| /sh/ as in shadow | | | | | | |
| /hw/ as in whistle | | | | | | |
| /th/ as in path | | | ✓ | | | |
| /TH/ as in that | | | | | | |
| /ng/ as in sting | ✓ | | ✓ | | | |
| Short Vowels | | | | | | |
| /a/ as in cat | | | ✓ | ✓ | | |
| /e/ as in net | ✓ | | ✓ | | | |
| /i/ as in kid | | | | | | |
| /o/ as in spot | | | ✓ | ✓ | | |
| /u/ as in cup | | | | | | |

| Sound-Symbol Match | Spanish | Cantonese | Vietnamese | Hmong | Korean | Khmer |
|---------------------------------|---------|-----------|------------|-------|--------|-------|
| Long Vowels | | | | | | |
| /ā/ as in lake | | | | | | |
| /ā/ as in nail | | | | | | |
| /ā/ as in bay | | | | | | |
| /ē/ as in bee | | | | | | |
| /ē/ as in meat | | | | | | |
| /ē/ as in cranky | | | | | | |
| /ī/ as in kite, tie, light, dry | | | | | | |
| /ō/ as in home, road, row | | | | | | |
| /ū/ as in dune | | | ✓ | ✓ | | |
| /ū/ as in fruit, blue | | | | | | |
| /yü/ as in mule, cue | | | | | | |
| r-Controlled Vowels | | | | | | |
| /ār/ as in far | ✓ | | | | | |
| /ōr/ as in corn | ✓ | | | | | |
| /ūr/ as in stern | ✓ | | | | | |
| /ūr/ as in bird, suburb | | | | | | |
| /ār/ as in air, bear | | | | | | |
| /īr/ as in deer, ear | | | | | | |
| Variant Vowels | | | | | | |
| /oi/ as in boil | ✓ | | ✓ | | | |
| /oi/ as in toy | ✓ | | | | | |
| /ou/ as in loud | | | | | | |
| /ou/ as in down | | | | | | |
| /ô/ as in law | | | | | | |
| /ô/ as in laundry | | | | | | |
| /ôl/ as in salt | ✓ | | | | | |
| /ôl/ as in call | | | | | | |
| /ōō/ as in moon, drew | | | | | | |
| /ōō/ as in look | | | | | | |
| /ə/ as in askew | | | | | | |

How to Use the Phonics Transfer Charts

To read and speak fluently in English, English Language Learners need to master a wide range of phonemic awareness, phonics, and word study skills. The Phonics Transfer Charts are designed to help you anticipate and understand possible student errors in pronouncing or perceiving English sounds.

- 1. Highlight Transferrable Skills** If the phonics skill transfers from the student's primary language to English, state that during the lesson. In most lessons an English Language Learner feature will indicate which sounds do and do not transfer in specific languages.
- 2. Preteach Non-Transferrable Skills** Prior to teaching a phonics lesson, check the chart to determine if the sound and/or spelling transfers from the student's primary language into English. If it does not, preteach the sound and spelling during Small Group time. Focus on articulation, using the backs of the small **Sound-Spelling Cards**, and the minimal contrast activities provided.
- 3. Provide Additional Practice and Time** If the skill does NOT transfer from the student's primary language into English, the student will require more time and practice mastering the sound and spellings. Continue to review the phonics skill during Small Group time in upcoming weeks until the student has mastered it. Use the additional resources, such as the extra decodable stories in the **Teacher's Resource Book**, to provide oral and silent reading practice.

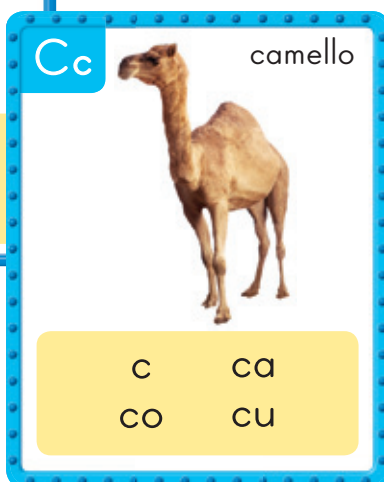
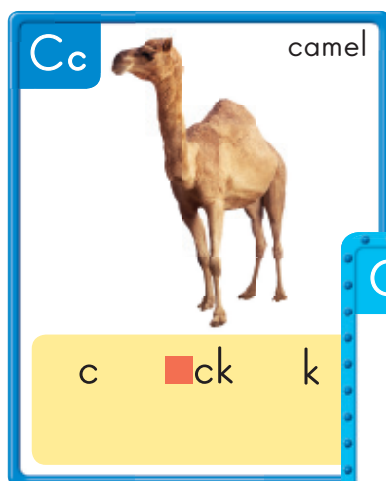


Teaching Supports for Students Transitioning from Spanish to English

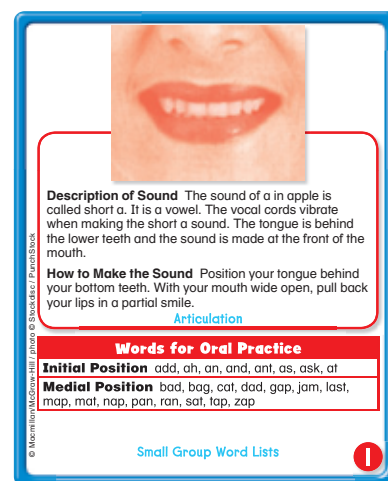
The **Sound-Spelling Cards** have been created to assist you in working with English Language Learners. For example:

1. The dotted border on many of the cards indicates that the sound transfers from Spanish to English. On these cards, the same image is used in both English and Spanish (e.g., *camel/camello*). Therefore, students learning the sound in Spanish can easily transfer that knowledge to English.
2. Students whose primary language is not English will need additional articulation support to pronounce and perceive non-transferrable English sounds. Use the articulation photos on the backs of the Sound-Spelling Cards and the student-friendly descriptions of how to form these sounds during phonics lessons.

Sound-Spelling Cards



Transfer Skill Support



Articulation Support

Grammar Transfers:

Grammatical Form

This chart can be used to address common mistakes that some English Language Learners make when they transfer grammatical forms from their native languages into English.

| Grammatical Form | Transfer Mistakes in English | Native Language | Cause of Difficulty |
|--|--|--|--|
| Nouns | | | |
| Plural Marker -s | Forgets plural marker -s <i>I have 3 sister.</i> | Cantonese, Haitian Creole, Hmong, Korean, Vietnamese | Native language does not use a plural marker. |
| Countable and Uncountable Nouns | Confuses countable and uncountable nouns <i>the homeworks or the informations</i> | Haitian Creole, Spanish | Countable and uncountable nouns are different in English and native language. |
| Possessives | Uses prepositions to describe possessives <i>the book of my brother as opposed to my brother's book</i> | Haitian Creole, Hmong, Spanish, Vietnamese | Possession is often described using a prepositional phrase. |
| | Avoids using 's <i>dog my father as opposed to my father's dog</i> | Haitian Creole, Vietnamese | A noun follows the object in the native language. |
| Articles | | | |
| | Consistently omits articles <i>He has book. They want dog not cat.</i> | Cantonese, Haitian Creole, Hmong, Korean, Vietnamese | There is no article in the native language or no difference between <i>the</i> and <i>a</i> . |
| | Overuses articles <i><u>The</u> English is difficult. <u>The</u> soccer is popular in <u>the</u> Europe.</i> | Haitian Creole, Hmong, Spanish | Some languages use articles that are omitted in English. |
| a/an | Mistakes one for a/an <i>She is one nurse.</i> | Haitian Creole, Hmong, Vietnamese | The native language either does not use articles or uses articles differently. |
| Pronouns | | | |
| Gender-Specific Pronouns | Uses pronouns with the inappropriate gender <i><u>He</u> is my sister.</i> | Cantonese, Haitian Creole, Hmong, Korean, Spanish | The third person pronoun in the native language is gender free, or the personal pronoun is omitted. |
| | Uses inappropriate gender, particularly with neutral nouns <i>The day is sunny. <u>She</u> is beautiful.</i> | Spanish | Nouns have feminine or masculine gender in the native language, and the gender may be carried over into English. |

| Grammatical Form | Transfer Mistakes in English | Native Language | Cause of Difficulty |
|-------------------------------------|--|------------------------------|--|
| Pronouns | | | |
| Object Pronouns | Confuses subject and object pronouns <i><u>Her</u> talks to me.</i> | Cantonese, Hmong | The same pronoun form is used for subject and object in the native language. |
| | Omits object pronouns <i>That girl is very rude, so nobody likes.</i> | Korean, Vietnamese | The native language does not use direct objects. |
| Pronoun and Number Agreement | Uses the wrong number for pronouns <i>I saw many red birds. <u>It</u> was pretty.</i> | Cantonese, Korean | The native language does not require number agreement. |
| Subject Pronouns | Omits subject pronouns <i>Mom isn't home. <u>Is</u> at work.</i> | Korean, Spanish | Subject pronouns may be dropped because in the native language the verb ending gives information about the number and/or gender. |
| Pronouns in Clauses | Omits pronouns in clauses <i>If don't do homework, they will not learn.</i> | Cantonese, Vietnamese | The native language does not need a subject in the subordinate clause. |
| Pronouns and Nouns | Overuses pronouns with nouns <i>This school, <u>it</u> very good.</i> | Hmong, Vietnamese | This is popular in speech in some languages. The speaker mentions a topic, then makes a comment about it. |
| | Avoids pronouns and repeats nouns <i><u>Carla</u> visits her sister every Sunday, and <u>Carla</u> makes a meal.</i> | Korean, Vietnamese | In the native language, the speaker repeats nouns and does not use pronouns. |
| Pronoun one | Omits the pronoun one <i>I saw two dogs, and I like the small.</i> | Spanish | Adjectives can stand alone in the native language, but English requires a noun or <i>one</i> . |
| Possessive Forms | Confuses possessive forms <i>The book is <u>my</u>.</i> | Cantonese, Hmong, Vietnamese | Cantonese and Hmong speakers tend to omit the final <i>n</i> sound, which may create confusion between <i>my</i> and <i>mine</i> . |

Grammar Transfers:

Grammatical Form

| Grammatical Form | Transfer Mistakes in English | Native Language | Cause of Difficulty |
|--------------------------------------|--|--|--|
| Verbs | | | |
| Present Tense | Omits -s in present tense, third person agreement <i>He <u>like</u> pizza.</i> | Cantonese, Haitian Creole, Hmong, Korean, Vietnamese | Subject-verb agreement is not used in the native language. |
| Irregular Verbs | Has problems with irregular subject-verb agreement <i>Tom and Sue <u>has</u> a new car.</i> | Cantonese, Hmong, Korean | Verbs' forms do not change to show the number of the subject in the native language. |
| Inflectional Endings | Omits tense markers <i>I <u>study</u> English yesterday.</i> | Cantonese, Haitian Creole, Hmong, Korean, Vietnamese | The native language does not use inflectional endings to change verb tense. |
| Present and Future Tenses | Incorrectly uses the present tense for the future tense <i>I go next week.</i> | Cantonese, Korean | The native language may use the present tense to imply the future tense. |
| Negative Statements | Omits helping verbs in negative statements <i>Sue no coming to school.</i> | Cantonese, Korean, Spanish | The native language does not use helping verbs in negative statements. |
| Present-Perfect Tense | Avoids the present-perfect tense <i>Marcos live here for three months.</i> | Haitian Creole, Vietnamese | The native language does not use the present-perfect verb form. |
| Past-Continuous Tense | Uses the past-continuous tense for recurring action in the past <i>When I was young, I <u>was talking</u> a lot.</i> | Korean, Spanish | In the native language, the past-continuous tense is used but in English the expression <i>used to</i> or the simple past tense is used. |
| Main Verb | Omits the main verb <i>Talk in class not good.</i> | Cantonese | Cantonese does not require an infinitive marker when using a verb as a noun. Speakers may confuse the infinitive for the main verb. |
| Main Verbs in Clauses | Uses two or more main verbs in one clause without any connectors <i>I <u>took</u> a book <u>went studied</u> at the library.</i> | Hmong | In Hmong, verbs can be used consecutively without conjunctions or punctuation. |
| Linking Verbs | Omits the linking verb <i>He hungry.</i> | Cantonese, Haitian Creole, Hmong, Vietnamese | In some languages, <i>be</i> is implied in the adjective form. In other languages, the concept is expressed with a verb. |
| Helping Verb in Passive Voice | Omits the helping verb in the passive voice <i>The homework done.</i> | Cantonese, Vietnamese | In Cantonese and Vietnamese, the passive voice does not require a helping verb. |

| Grammatical Form | Transfer Mistakes in English | Native Language | Cause of Difficulty |
|-------------------------------|---|--|---|
| Verbs | | | |
| Passive Voice | Avoids the passive voice <i>They speak English here.</i> <i>One speaks English here.</i> <i>English is spoken here.</i> | Haitian Creole | The passive voice does not exist in the native language. |
| Transitive Verbs | Confuses transitive and intransitive verbs <i>The child broke.</i> <i>The child broke <u>the</u> <u>plate</u>.</i> | Cantonese, Korean, Spanish | Verbs that require a direct object differ between English and the native language. |
| Phrasal Verbs | Confuses related phrasal verbs <i>I ate at the apple.</i> <i>I ate up the apple.</i> | Korean, Spanish | Phrasal verbs are not used in the native language, and there is often confusion over their meaning. |
| Have and be | Uses have instead of be <i>I have thirst.</i> <i>He has right.</i> | Spanish | Spanish and English have different uses for <i>have</i> and <i>be</i> . |
| Adjectives | | | |
| Word Order | Places adjectives after nouns <i>I saw a car red.</i> | Haitian Creole, Hmong, Spanish, Vietnamese | Nouns often precede adjectives in the native language. |
| | Consistently places adjectives after nouns <i>This is a lesson new.</i> | Cantonese, Korean | Adjectives always follow nouns in the native language. |
| -er and -est Endings | Avoids -er and -est endings <i>I am more old than you.</i> | Hmong, Korean, Spanish | The native language shows comparative and superlative forms with separate words. |
| -ing and -ed Endings | Confuses -ing and -ed forms <i>Math is bored.</i> | Cantonese, Korean, Spanish | Adjectives in the native language do not have active and passive meanings. |
| Adverbs | | | |
| Adjectives and Adverbs | Uses an adjective where an adverb is needed <i>Talk quiet.</i> | Haitian Creole, Hmong | Adjectives and adverb forms are interchangeable in the native language. |
| Word Order | Places adverbs before verbs <i>He quickly ran.</i> <i>He ran quickly.</i> | Cantonese, Korean | Adverbs usually come before verbs in the native language, and this tendency is carried over into English. |
| Prepositions | | | |
| | Omits prepositions <i>I like come school.</i> | Cantonese | Cantonese does not use prepositions the way that English does. |

How to Use the Grammar Transfer Charts

The grammars of many languages differ widely from English. For example, a student's primary language may use a different word order than English, may not use parts of speech in the same way, or may use different verb tenses. The Grammar Transfer Charts are designed to help you anticipate and understand possible student errors in speaking and writing standard English. With all grammar exercises, the emphasis is on oral communication, both as a speaker and listener.

- 1. Highlight Transferrable Skills** If the grammar skill transfers from the student's primary language to English, state that during the lesson. In many lessons an English Learner feature will indicate which skills do and do not transfer.
- 2. Preteach Non-Transferrable Skills** Prior to teaching a grammar lesson, check the chart to determine if the skill transfers from the student's primary language into English. If it does not, preteach the skill during Small Group time. Provide sentence frames and ample structured opportunities to use the skill in spoken English. Students need to talk, talk, and talk some more to master these skills.
- 3. Provide Additional Practice and Time** If the skill does NOT transfer from the student's primary language into English, the student will require more time and practice mastering it. Continue to review the skill during Small Group time. Use the additional resources, or review lessons, in upcoming weeks.
- 4. Use Contrastive Analysis** Tell students when a skill does not transfer and include contrastive analysis work to make the student aware of how to correct their speaking and writing for standard English. For example, when a student uses an incorrect grammatical form, write the student sentence on a **WorkBoard**. Then write the correct English form underneath. Explain the difference between the student's primary language and English. Have the student correct several other sentences using this skill.
- 5. Increase Writing and Speaking Opportunities** Increase the amount of structured writing and speaking opportunities for students needing work on specific grammatical forms. Sentence starters and paragraph frames, such as those found in the lessons, are ideal for both written and oral exercises.
- 6. Focus on Meaning** Always focus on the meanings of sentences in all exercises. As they improve and fine-tune their English speaking and writing skills, work with students on basic comprehension of spoken and written English.

To help students move to the next level of language acquisition and master English grammatical forms, recast their responses during classroom discussions or provide additional language for them to use as they respond further. Provide leveled-language sentence frames orally or in writing for students to use as they respond to questions and prompts. Below are samples.

| English Language Learner Response Chart | |
|---|--|
| Beginning (will respond by pointing or saying one word answers) | Sample Frames (simple, short sentences) <i>I see a _____.</i> <i>This is a _____.</i> <i>I like the _____.</i> |
| Intermediate (will respond with phrases or simple sentences and limited academic language) | Sample Frames (simple sentences with adjectives and adverbs added, and compound subjects or predicates) <i>I see a _____.</i> <i>The _____ animal is _____.</i> <i>There are _____ and _____.</i> Sample Frames (harder sentences with simple phrases in consistent patterns; some academic language included) <i>The animal's prey is _____ because _____.</i> <i>The main idea is _____ because _____.</i> <i>He roamed the park so that _____.</i> |
| Advanced (will begin to use more sophisticated sentences and some academic language) | Sample Frames (complex sentences with increased academic language, beginning phrases and clauses, and multiple-meaning words) <i>When the violent storm hit, _____.</i> <i>As a result of the revolution, the army _____.</i> <i>Since most endangered animals are _____, they _____.</i> |
| Advanced High (will have mastered some more complex sentence structures and is increasing the amount of academic language used) | Use the questions and prompts provided in the whole group lessons. Provide additional support learning and using academic language. These words are boldfaced throughout the lessons. |

Cognates

Cognates are words in two languages that look alike and have the same or similar meaning (e.g., *school/escuela*, *telephone/teléfono*) and can be helpful resources for English Learners. This list identifies some Spanish cognates for the academic language used during the lessons.

Students must also be aware of false cognates—words that look similar in two languages, but have different meanings, such as *soap* in English and *sopa* (meaning *soup*) in Spanish.

| | | | |
|---------------------------|-------------------------|-----------------------|-----------------------|
| accent | <i>acento</i> | context | <i>contexto</i> |
| action | <i>acción</i> | contrast | <i>contrastar</i> |
| action verb | <i>verbo de acción</i> | definition | <i>definición</i> |
| adjective | <i>adjetivo</i> | demonstrative | <i>demostrativo</i> |
| adverb | <i>adverbio</i> | denotation | <i>denotación</i> |
| alphabetical order | <i>orden alfabético</i> | description | <i>descripción</i> |
| analogy | <i>analogía</i> | dialogue | <i>diálogo</i> |
| analyze | <i>analizar</i> | dictionary | <i>diccionario</i> |
| antecedent | <i>antecedente</i> | direct | <i>directo</i> |
| antonym | <i>antónimo</i> | effect | <i>efecto</i> |
| apostrophe | <i>apóstrofe</i> | evaluate | <i>evaluar</i> |
| article | <i>artículo</i> | event | <i>evento</i> |
| author | <i>autor</i> | example | <i>ejemplo</i> |
| cause | <i>causa</i> | exclamation | <i>exclamación</i> |
| classify | <i>clasificar</i> | family | <i>familia</i> |
| combine | <i>combinar</i> | fantasy | <i>fantasía</i> |
| compare | <i>comparar</i> | figurative | <i>figurativo</i> |
| complex | <i>complejo</i> | fragment | <i>fragmento</i> |
| comprehension | <i>comprensión</i> | future | <i>futuro</i> |
| conclusion | <i>conclusión</i> | generalization | <i>generalización</i> |
| confirm | <i>confirmar</i> | generalize | <i>generalizar</i> |
| conjunction | <i>conjunción</i> | glossary | <i>glosario</i> |
| connotation | <i>connotación</i> | Greek | <i>Griego</i> |
| consonant | <i>consonante</i> | homophone | <i>homófono</i> |

| | | | |
|-----------------------------|--------------------------|----------------------|----------------------|
| idea | <i>idea</i> | prefix | <i>prefijo</i> |
| identify | <i>identificar</i> | preposition | <i>preposición</i> |
| illustration | <i>ilustración</i> | prepositional | <i>preposicional</i> |
| indirect | <i>indirecto</i> | present | <i>presente</i> |
| introduction | <i>introducción</i> | problem | <i>problema</i> |
| irregular | <i>irregular</i> | pronunciation | <i>pronunciación</i> |
| language | <i>lenguaje</i> | punctuation | <i>puntuación</i> |
| Latin | <i>Latín</i> | reality | <i>realidad</i> |
| myth | <i>mito</i> | relationship | <i>relación</i> |
| negative | <i>negativo</i> | sequence | <i>secuencia</i> |
| object | <i>objeto</i> | singular | <i>singular</i> |
| opinion | <i>opinión</i> | solution | <i>solución</i> |
| order | <i>orden</i> | structure | <i>estructura</i> |
| origin | <i>origen</i> | subject | <i>sujeto</i> |
| paragraph | <i>párrafo</i> | suffix | <i>sufijo</i> |
| part | <i>parte</i> | syllable | <i>sílaba</i> |
| perspective | <i>perspectiva</i> | synonym | <i>sinónimo</i> |
| persuasion | <i>persuasión</i> | technique | <i>técnica</i> |
| phrase | <i>frase</i> | text | <i>texto</i> |
| plural | <i>plural</i> | theme | <i>tema</i> |
| possessive adjective | <i>adjetivo posesivo</i> | verb | <i>verbo</i> |
| predicate | <i>predicado</i> | visualize | <i>visualizar</i> |
| prediction | <i>predicción</i> | vowel | <i>vocal</i> |

