Special Terms:

Academic Language:
"Refers to the abstract, specialized, and conceptually dense language of school and school texts" p. 49.

Academic Vocabulary:
"Refers to those words that students often encounter in expository texts across the content areas of social studies and science, but that they only rarely encounter in narrative texts and everyday conversations" p. 49

Additive Literacy:
Bauer (2009) stated, "Children's first and second languages are interdependent and affect literacy development" (p.446).

English Language Learner:
According to NCLB, an English Language Learner (ELL) is defined as a student "(a) being 3 to 21 years old, (b) enrolled in elementary or secondary school, (c) either not born in the United States or speaking a language other than English, and owing to difficulty in speaking, reading, writing, or (d) understanding English, not meeting the state's proficient level of achievement to successfully achieve in English-only classrooms" (p.5).

Morphology:
"the study of the structure of words as combinations of smaller units of meaning with words: morphemes" p.50.

Bauer, E.B. (2009). Informed additive literacy instruction for ELL's. *The Reading Teacher.62(5).446-449.* Retrieved October 27, 2010, from Academic One File.

Dreher, M.J., & Gray, J.L. (2009) Compare, contrast, comprehend: using compare-contrast text structures with ELLs in K-3 classrooms: understanding text structures can benefit young learners, especially English Language Learners. *The Reading Teacher.* 63(2). 132 -142. Retrieved October 27, 2010, from Academic One File.

Kieffer, M.J., & Lesaux, N.K. (2010) Morphing into adolescents: active word learning for ELLs and their classmates in middle school: to meet the needs of their students, teachers must not only teach academic language and vocabulary but also give them the thinking tools they need to be active language learners. *Journal of Adolescent & Adult Literacy.* 54(1). 47-57. Retrieved October 23, 2010, from Academic One File.

English Language Learners: A Guide for Reading Proficiency

R.WS.06.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.06.05 Acquire and apply strategies to identify unknown words and construct meanings.

Mixsy Trinidad

Compare-Contrast Text Structures

ELLs struggle in the areas of reading vocabulary and comprehension because they do not understand the structure of the text

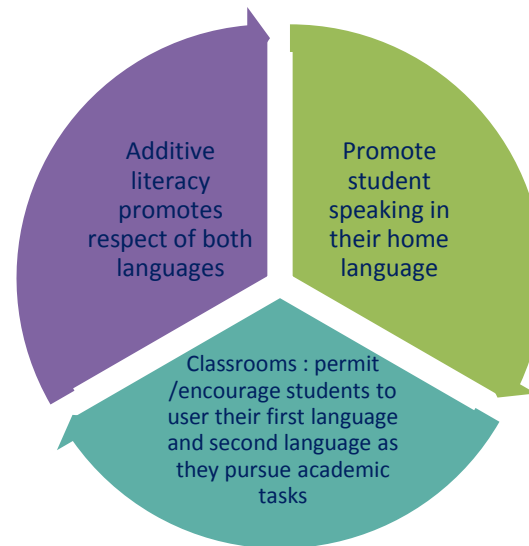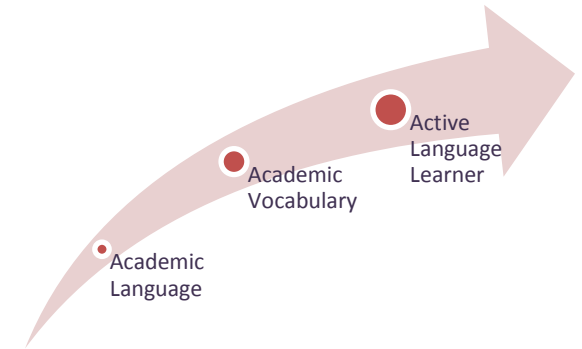| Do not understand that they are being asked to recognize the similarities or differences between two texts. SUGGESTIONS - Draw attention to cueing words (unlike, similar to, resembles, compared to) *make word banks *go on "word" hunts - When appropriate draw attention to cognates	Content specific vocabulary SUGGESTIONS - choose a small number of content specific words to focus on during explicit vocabulary instruction Ex: "the shark's dorsal fin or the fin on the shark's back"	Conclusion: Once this structure is understood, the texts can be used to make connections between new content and their own background knowledge and experience.

Benefits of Additive Literacy

Students add to what they already know as opposed to surrendering their first language for another.

- Additive literacy promotes respect of both languages
- Promote student speaking in their home language
- Classrooms : permit /encourage students to user their first language and second language as they pursue academic tasks

Morphology: Active Word Learning

- Academic Language
- Academic Vocabulary
- Active Language Learner

✦ How Teachers Do It:

- Teach a limited number of high utility words explicitly
- Present words in a variety of oral and print contexts
- Provide repeated opportunities for deep processing of word meaning
- Taught as "Stages of Thinking"

✦ How Students Do It:

-Recognize they do not know or understand a word
- Analyze the word for morphemes (roots, prefixes, suffixes)
- Hypothesize a meaning based on its parts
- Check hypothesis against context