

Select Appendix Materials

from

Building Literacy with Multilingual Learners

Insights from Linguistics

Third Edition

By Kristin Lems, Tenena M. Soro, Gareth Charles

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APPENDIX 1.1

Lesson Planning to Include the Five Domains and Three Functions of Language Learning

Listening Activities	Learning language: Learning about language: Learning through language:
Speaking Activities	Learning language: Learning about language: Learning through language:
Reading Activities	Learning language: Learning about language: Learning through language:
Writing Activities	Learning language: Learning about language: Learning through language:
Communicative Activities	Learning language: Learning about language: Learning through language:

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APPENDIX 6.1

The 50 Most Common American English Words

The 50 most common words in American English	Content or function?	Germanic, Old English, or Latin?
1. <i>the</i>	F	
2. <i>be</i>	C/F	
3. <i>and</i>	F	
4. <i>of</i>	F	
5. <i>a</i>	F	
6. <i>in</i>	F	
7. <i>to</i>	F	
8. <i>have</i>	C/F	
9. <i>to</i>	F	
10. <i>it</i>	F	
11. <i>I</i>		
12. <i>that</i>		
13. <i>for</i>		
14. <i>you</i>		
15. <i>he</i>		
16. <i>with</i>		
17. <i>on</i>		
18. <i>do</i>		
19. <i>say</i>		
20. <i>this</i>		
21. <i>they</i>		
22. <i>at</i>		
23. <i>but</i>		

(continued)

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The 50 Most Common American English Words (page 2 of 2)

The 50 most common words in American English	Content or function?	Germanic, Old English, or Latin?
24. <i>we</i>		
25. <i>his</i>		
26. <i>from</i>		
27. <i>that</i>		
28. <i>not</i>		
29. <i>n't</i>		
30. <i>by</i>		
31. <i>she</i>		
32. <i>or</i>		
33. <i>as</i>		
34. <i>what</i>		
35. <i>go</i>		
36. <i>their</i>		
37. <i>can</i>		
38. <i>who</i>		
39. <i>get</i>		
40. <i>if</i>		
41. <i>would</i>		
42. <i>her</i>		
43. <i>all</i>		
44. <i>my</i>		
45. <i>make</i>		
46. <i>about</i>		
47. <i>know</i>		
48. <i>will</i>		
49. <i>as</i>		
50. <i>up</i>		

Note. Data from Word Frequency Data (2016).

APPENDIX 6.2

Common Morphemes from Content-Area Vocabulary

Some Key Science Morphemes					
<i>sol</i>	<i>aero</i>	<i>hydro</i>	<i>paleo</i>	<i>astro</i>	<i>physio</i>
<i>bio</i>	<i>ecto</i>	<i>endo</i>	<i>ortho</i>	<i>chemo</i>	<i>cyto</i>
<i>meta</i>	<i>geo</i>	<i>therm</i>	<i>eco</i>	<i>electr(o)</i>	<i>micro</i>
<i>macro</i>	<i>quant</i>	<i>qual</i>	<i>trans</i>	<i>techn</i>	<i>syn</i>
Some Key Mathematics Morphemes					
<i>grad</i>	<i>graph</i>	<i>deci</i>	<i>centi</i>	<i>milli</i>	<i>circ</i>
<i>meter</i>	<i>plex</i>	<i>numer</i>	<i>equa</i>	<i>tri</i>	<i>quad</i>
<i>angl</i>	<i>hemi</i>	<i>sphere</i>	<i>add</i>	<i>sub</i>	<i>tract</i>
<i>fract</i>	<i>penta</i>	<i>hecto</i>	<i>octo</i>	<i>vert</i>	<i>hor</i>
Some Key Social Studies Morphemes					
<i>multi</i>	<i>proto</i>	<i>poli</i>	<i>agri</i>	<i>metro</i>	<i>ethno</i>
<i>anthro</i>	<i>hist</i>	<i>demo</i>	<i>gyn</i>	<i>homo</i>	<i>andro</i>
<i>poly</i>	<i>mono</i>	<i>bi</i>	<i>mega</i>	<i>hetero</i>	<i>gen</i>
<i>morph</i>	<i>popu</i>	<i>arch</i>	<i>aqua</i>	<i>theo</i>	<i>psych</i>
<i>cult</i>	<i>edu</i>	<i>logy</i>	<i>soph</i>	<i>etic</i>	<i>emic</i>
Some Key Language Arts Morphemes					
<i>biblio</i>	<i>script</i>	<i>auto</i>	<i>comp</i>	<i>improv</i>	<i>infere</i>
<i>solos</i>	<i>meta</i>	<i>orat</i>	<i>studere</i>	<i>spect</i>	<i>littera</i>
<i>rhetoric</i>	<i>genus</i>	<i>narrare</i>	<i>krisis</i>	<i>dict</i>	<i>caput</i>

Note. Some morphemes change spelling when adopted into English.

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APPENDIX 6.3

The Compound Noun Game

1. Print the game cards and cut them into pieces. If possible, use card stock or laminate the cards. If the class is larger, create more compound noun pairs. If students are at a very beginning level, pictures can be added to the words.
2. Each student picks out one card with half of the compound word written on it. They will walk around and find a person whose card completes the compound word (e.g., if your word is *water*, you can make a compound noun with the person who has the word *fall*—*waterfall*).
3. Once the students find their partners, they discuss why it is a compound word and what it means. Explain to the students that sometimes compound words are made up of two random words (e.g., *butterfly*).
4. Now, collect all the words and mix them up. Have two sets of partners pick out four new game cards. Put them together in any order to make a new compound word! Be creative and have fun! Students can use the word in a sentence and draw a picture of the new word. They can also create an advertisement for their new word if it is an object.

ANIMAL COMPOUND NOUN GAME

Try doing this same activity with the set of animal compound words below. When the cards are shuffled, students can create their own animals!

<i>catfish</i>	<i>dragonfly</i>	<i>bulldog</i>	<i>jellyfish</i>	<i>starfish</i>
<i>ladybug</i>	<i>anteater</i>	<i>bluebird</i>	<i>lionfish</i>	<i>grasshopper</i>
<i>sheepdog</i>	<i>seahorse</i>	<i>bullfrog</i>		

When they create the animal, have them draw it and describe what it does.

ANOTHER COMPOUND WORD GAME (COMPOUND WORD LADDER)

1. Give the students a compound word. Take the word and think of another word that has part of the first word. Keep going to make a compound word ladder!

Example: *snowman*

snowball

basketball

football

footprint

fingerprint

fingernail

2. When you can't think of any more words, try a new compound word!

(continued)

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The Compound Noun Game *(page 2 of 2)*

**CARDS FOR THE COMPOUND NOUN GAME
(ENTERING OR BEGINNING LEVEL)**

back	pack
day	dream
sail	boat
water	bed
book	case
flash	light
lunch	box

APPENDIX 7.1

Selected False Cognates between English and Spanish

Spanish translation for English word	English word	Spanish word that looks/sounds similar to English word	True meaning in Spanish
<i>avergonzado</i>	<i>embarrassed</i>	<i>embarazada</i>	being pregnant
<i>estreñido</i>	<i>constipated</i>	<i>constipado</i>	having a head cold or congestion
<i>engaño</i>	<i>deception</i>	<i>decepción</i>	disappointment
<i>emocionado</i>	<i>excited</i>	<i>excitado</i>	being sexually aroused
<i>abarrotes</i>	<i>groceries</i>	<i>groserías</i>	spoken vulgarities
<i>eficaz</i>	<i>effective</i>	<i>efectivo</i>	cash
<i>requisitos</i>	<i>qualifications</i>	<i>calificaciones</i>	grades
<i>éxito</i>	<i>success</i>	<i>suceso</i>	event, happening
<i>realmente</i>	<i>actually</i>	<i>actualmente</i>	at this time
<i>apoyar</i>	<i>support</i>	<i>soportar</i>	put up with, tolerate
<i>ayudar</i>	<i>assist</i>	<i>asistir</i>	attend
<i>alfombra</i>	<i>carpet</i>	<i>carpeta</i>	folder
<i>darse cuenta de</i>	<i>realize</i>	<i>realizar</i>	achieve
<i>tela</i>	<i>fabric</i>	<i>fábrica</i>	factory
<i>salida</i>	<i>exit</i>	<i>éxito</i>	success
<i>asistir</i>	<i>attend</i>	<i>atender</i>	take care of

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APPENDIX 7.2

More English and Spanish Words from Latin Roots

Root meaning	Related English words	Related Spanish words
<i>solo</i> (Latin, alone)		
<i>cent</i> (Latin, one hundred)		
<i>circulus</i> (Latin, ring)		
<i>vacare</i> (v) (Latin, to empty) <i>vacuus</i> (n)		

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APPENDIX 8.1

Sample Text for Oral Reading

Frederick Douglass Decides to Learn to Read. From *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (1845).

14	“Now,” [my master said to his wife] “if you teach him (speaking of
26	myself) how to read, there would be no keeping him. It would
38	forever unfit him to be a slave. He would at once become
50	unmanageable, and of no value to his master. As to himself, it
65	could do him no good, but a great deal of harm. It would make him
	discontented and unhappy.”
68	These words sank deep into my heart, stirred up sentiments within
79	that lay slumbering, and called into existence an entirely new train
90	of thought.
92	It was a new and special revelation, explaining dark and
102	mysterious things, with which my youthful understanding had
110	struggled, but struggled in vain. I now understood what had been
121	to me a most perplexing difficulty—to wit, the white man’s power
132	to enslave the black man. It was a grand achievement, and I prized
145	it highly.
147	From that moment, I understood the pathway from slavery to
157	freedom. It was just what I wanted, and I got it at a time when I
173	least expected it. While I was saddened by the thought of losing
185	the aid of my kind mistress, I was gladdened by the invaluable
197	instruction which, by the merest accident, I had gained from my
208	master.
209	Though conscious of the difficulty of learning without a teacher, I
220	set out with high hope, and a fixed purpose, at whatever cost of
233	trouble, to learn how to read. The very decided manner with which
245	he spoke, and strove to impress his wife with the evil
256	consequences of giving me instruction, served to convince me that

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Sample Text for Oral Reading *(page 2 of 2)*

266 he was deeply sensible of the truths he was uttering. It gave me the
280 best assurance that I might rely with the utmost confidence on the
292 results which, he said, would flow from teaching me to read.

303 What he most dreaded, that I most desired. What he most loved,
315 that I most hated. That which to him was a great evil, to be
329 carefully shunned, was to me a great good, to be diligently sought;
341 and the argument which he so warmly urged, against my learning
352 to read, only served to inspire me with a desire and determination
364 to learn.

366 In learning to read, I owe almost as much to the bitter opposition
379 of my master, as to the kindly aid of my mistress. I acknowledge
392 the benefit of both.

TOTAL: 395 words

APPENDIX 8.2

Three Ways to Mark Text for Oral Reading

Frederick Douglass Decides to Learn to Read. From *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (1845).

A. ORIGINAL TEXT (FIRST TWO PARAGRAPHS ONLY)

14	"Now," [my master said to his wife] "if you teach him (speaking of myself) how to read, there would be no keeping him. It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy."
26	
38	
50	
65	
68	These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought.
79	
90	

Procedure: Place text in table with one row for each line of text; use word count feature to calculate each line, with the word matching with the word number at the beginning of each line.

B. TEXT DIVIDED INTO PHRASES, RETAINING PUNCTUATION (FIRST THREE SENTENCES OF PASSAGE ONLY)

General guideline: Start a new line after a comma, between the subject and predicate of a sentence, after a period, or before a long clause.

"Now,"
[my master said to his wife]
"if you teach him
(speaking of myself)
how to read,
there would be no keeping him.
It would forever unfit him
to be a slave.
He would at once become unmanageable,
and of no value to his master.

(continued)

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Three Ways to Mark Text for Oral Reading (page 2 of 2)

C. DIVIDING TEXT BY SLASHES (FIRST THREE SENTENCES ONLY)

One slash (/) = comma or “half stop” (pause for a comma, or between the subject and predicate of a sentence, or beginning of a phrase).

Two slashes (//) = period or “full stop” (longer pause, at the end of a sentence or after a semicolon, or after a long phrase).

“Now,”/
[my master said to his wife]/
“if you teach him/
(speaking of myself)/
how to read,/there would be no keeping him.//
It would forever unfit him/
to be a slave.//
He would at once become unmanageable,/
and of no value to his master.//

APPENDIX 8.3

Score Chart for Repeated Readings
of a Single Passage

230				
220				
210				
200				
190				
180				
170				
160				
150				
140				
130				
120				
110				
100				
90				
80				
70				
60				
50				
40				
30				
20				
10				
Reading	1st	2nd	3rd	4th

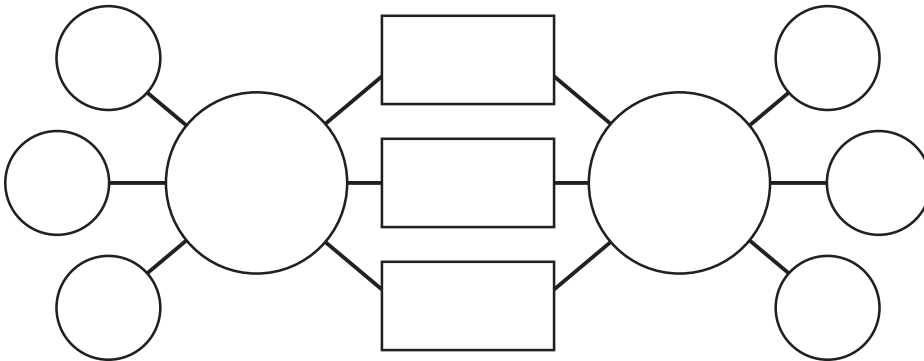
Fastest score	
Slowest score	
Difference	

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APPENDIX 9.1

Four Useful Graphic Organizers for ELLs

Content frame (semantic feature analysis grid)

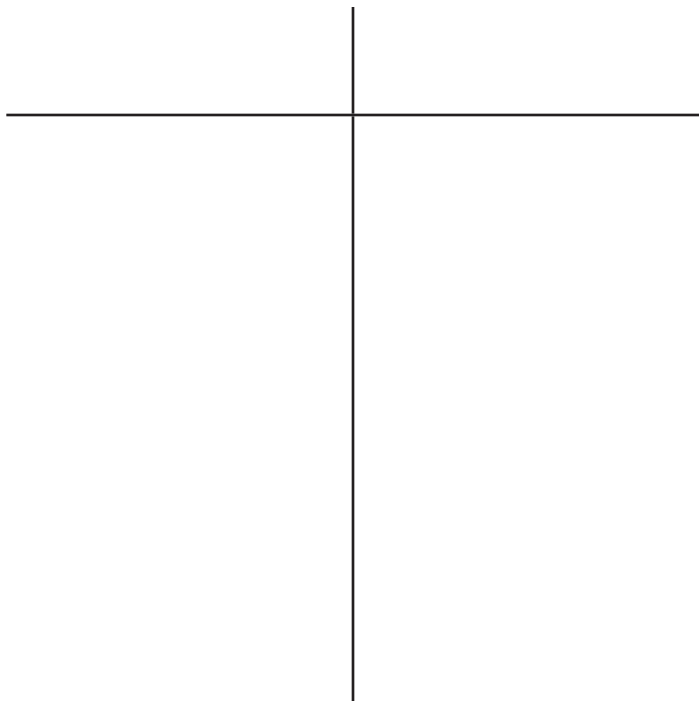


Double bubble map

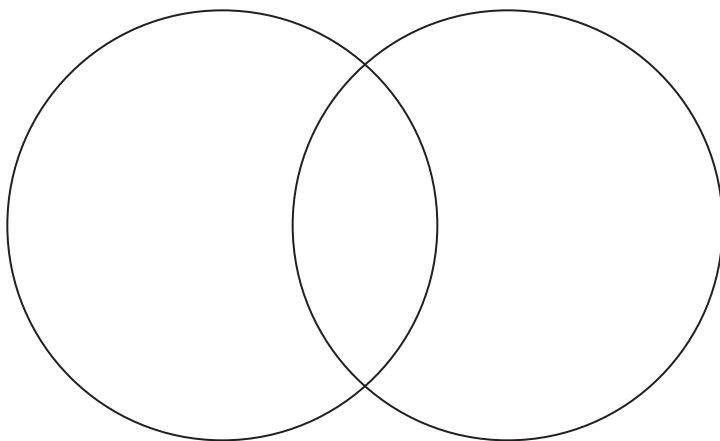
(continued)

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Four Useful Graphic Organizers for ELLs (page 2 of 2)



T-chart



Venn diagram

APPENDIX 11.1, PART I

Technology Terms Reflecting English Word Formation

Classify the technology vocabulary below according to the 12 kinds of English word formation processes in Chapter 7. We have also added a 13th category, *metaphors*. We explain our choices in the answer key (see p. 319)—there is often more than one correct choice! Try doing the quiz before looking at the answer key. Which word formation processes seem to predominate? Which kinds of word formation are less common?

TECH VOCABULARY

<i>terabyte</i>	<i>message</i>	<i>metaverse</i>	<i>cache</i>	<i>blog</i>	<i>doc</i>	<i>phishing</i>
<i>Wi-Fi</i>	<i>bitcoin</i>	<i>minimize</i>	<i>GIF</i>	<i>reboot</i>	<i>spam</i>	<i>PDF</i>
<i>AI</i>	<i>upload</i>	<i>crash</i>	<i>troll</i>	<i>browser</i>	<i>manga</i>	<i>geek</i>
<i>ebook</i>	<i>unfriend</i>	<i>firewall</i>	<i>text</i>	<i>newbie</i>	<i>pixel</i>	<i>BRB</i>
<i>keyword</i>	<i>avatar</i>	<i>automate</i>	<i>login</i>	<i>FYI</i>	<i>mouse</i>	<i>hotspot</i>
<i>refresh</i>	<i>TikTok</i>	<i>tech</i>	<i>SIM</i>	<i>Skype</i>	<i>stream</i>	<i>cloud</i>
<i>malware</i>	<i>metafile</i>	<i>dropdown</i>	<i>virus</i>	<i>app</i>	<i>podcast</i>	<i>Google</i>

WORD FORMATION PROCESSES

NEOLOGISMS (coinage)	BORROWING (loan words)	CLIPPING	BLENDS (portmanteau words)
-------------------------	---------------------------	----------	-------------------------------

COMPOUNDS	ACRONYMS	PAIRED-WORD SOUNDPLAY	METAPHORS
-----------	----------	--------------------------	-----------

ABBREVIATIONS	CONVERSION	SCALE CHANGE	BACKFORMATION
---------------	------------	--------------	---------------

MULTIPLE PROCESSES

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APPENDIX 11.1, PART II

Answer Key

NEOLOGISMS (coinage) <i>Google</i> <i>phishing</i> <i>geek</i> <i>Skype</i>	BORROWING (loan words) <i>avatar</i> (Hindi) <i>cache</i> (French) <i>manga</i> (Japanese)	CLIPPING <i>app</i> (<i>application</i>) <i>doc</i> (<i>document</i>) <i>tech</i> (<i>technology</i>)	BLENDS (portmanteau words) <i>spam</i> (<i>spiced</i> + <i>ham</i>) <i>blog</i> (<i>web</i> + <i>log</i>) <i>pixel</i> (<i>picture</i> + <i>element</i>) <i>ebook</i> (<i>electronic</i> + <i>book</i>) <i>podcast</i> (<i>iPod</i> + <i>broadcast</i>)
COMPOUNDS <i>dropdown</i> <i>firewall</i> <i>unfriend</i> <i>keyword</i> <i>bitcoin</i>	ACRONYMS <i>GIF</i> * <i>SIM</i> *	PAIRED-WORD SOUNDPLAY <i>hotspot</i> <i>TikTok</i> <i>Wi-Fi</i>	METAPHORS <i>mouse</i> <i>cloud</i> <i>stream</i> <i>crash</i> <i>troll</i> <i>virus</i>
ABBREVIATIONS <i>BRB</i> * <i>PDF</i> * <i>AI</i> * <i>FYI</i> *	CONVERSION <i>message</i> <i>text</i> <i>reboot</i> <i>login</i> <i>upload</i>	SCALE CHANGE <i>terabyte</i> <i>metafile</i> <i>newbie</i> <i>metaverse</i>	BACKFORMATION <i>automate</i> (from <i>automation</i>) <i>browser</i> (from <i>browse</i>) <i>refresh</i> (from <i>refreshment</i>) <i>minimize</i> (from <i>minimization</i>)

MULTIPLE PROCESSES

malware (*mal* means *bad* + *ware*—compound with new morpheme)
metaverse (a blend and also a scale change)
hotspot (a paired-word soundplay and also a compound)
Wi-Fi (a paired-word soundplay and also a blend for *wireless fidelity*)
firewall (a compound and also a metaphor)
troll (a metaphor and also a conversion)
minimize (a backformation and also a scale change)
blog (a blend and also a conversion)
podcast (a blend and also a conversion)

*GIF = graphics interface format; SIM = subscriber identity module; BRB = be right back; PDF = portable document format; AI = artificial intelligence; FYI = for your information.

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