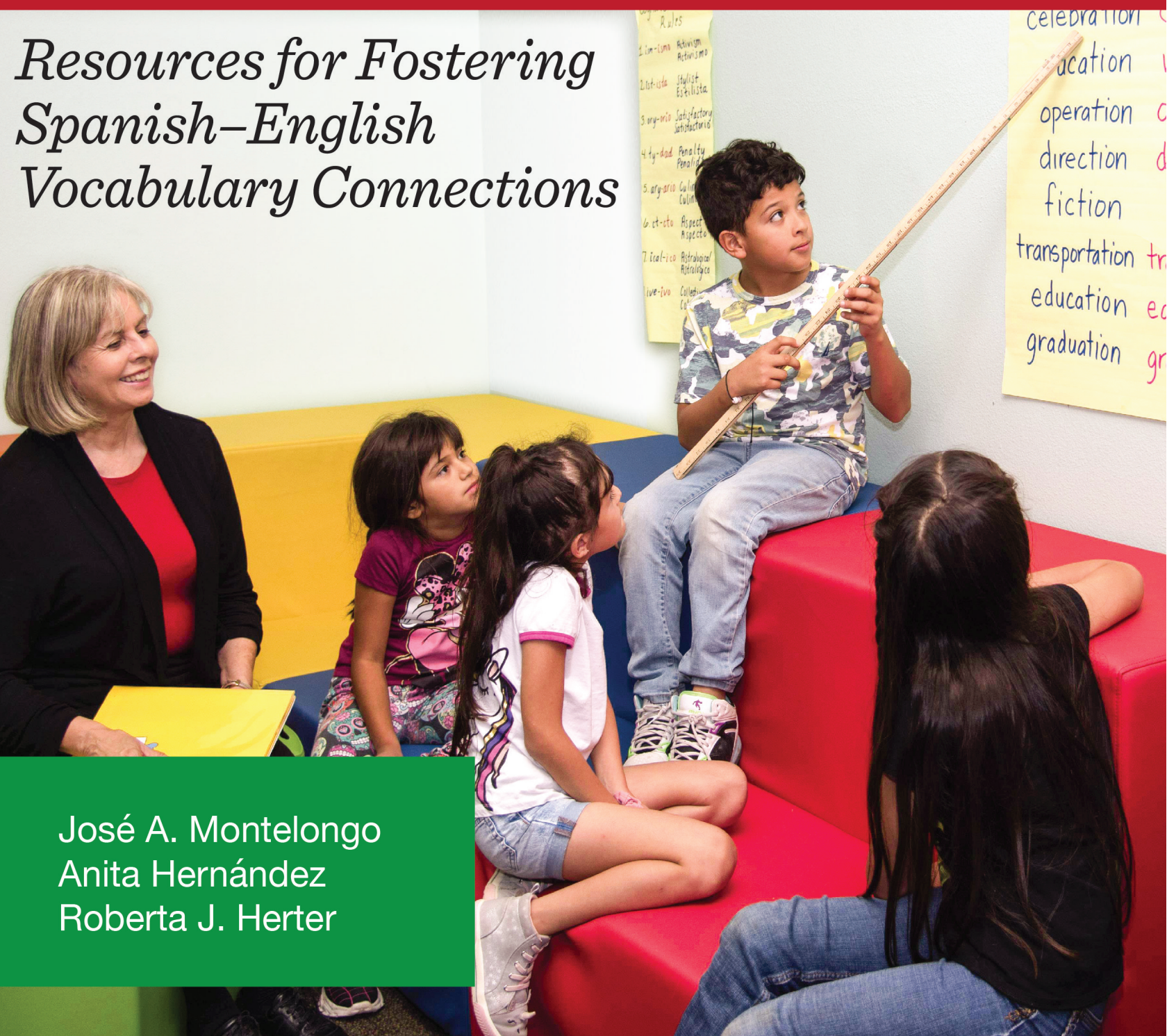
Teaching Cognates/*Cognados* Through Picture Books

Resources for Fostering Spanish–English Vocabulary Connections



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by

José A. Montelongo, Ph.D.
Anita Hernández, Ph.D.

and

Roberta J. Herter, Ph.D.

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Accessing the Cognate Companion Website

The Cognate Companion website is an online resource to help teachers integrate cognate instruction into their regular content-area instruction. The Cognate Companion is a rich, searchable database of hundreds of award-winning picture books and the cognates found in these books. It also includes access to more than 300 brief cognate lesson plans than accompany the picture books, as well as with other useful downloads. The lesson plans are mentioned throughout this book in the Lesson Plan sidebars.

Purchasers of *Teaching Cognates/Cognados through Picture Books* are granted permission to access the Cognate Companion website for educational purposes.

To access the Cognate Companion:

1. Go to the Cognate Companion website https://brookespublishing.com/montelongo
2. Register to create an account and login.
3. Read the "How to Use the Cognate Companion Website" before getting started.

About the Authors

José A. Montelongo, Ph.D.

José A. Montelongo has taught reading and been a school librarian in El Paso for over 15 years prior to becoming a college librarian, teacher educator, and educational researcher. He has earned degrees in experimental psychology, education, and library science at University of Texas at El Paso, New Mexico State, and University of Texas at Austin, respectively. Dr. Montelongo's research and writing interests focus on Spanish–English cognate vocabulary, reading expository text, and school librarianship.

Anita Hernández, Ph.D.

Anita Hernández is Professor and the Don and Sarrah Kidd Endowed Chair in Literacy in the Department of Teacher Preparation and Administration and Leadership at New Mexico State University. She was a bilingual teacher for 14 years and has taught future teachers and classroom teachers for the past 24 years. She earned her Ph.D. in Language, Literacy, and Culture at Stanford University. She teaches and publishes in the areas of teacher education, biliteracy, and critical literacy. She is co-author of *Interactive Student Notebooks for English Learners, Text Sets: Scaffolding Core Literature for Secondary Students,* and *Viva Nuestro Caucus: Re-Writing the Forgotten Pages of our Caucus*.

Roberta J. Herter, Ph.D.

Roberta J. Herter taught English in Detroit Public Schools for 30 years, then went on to teach educators at Cal Poly, San Luis Obispo for 20 years. She earned her Ph.D. in English and Education at the University of Michigan. Her research and writing include literacy, writing, and second language learning.

Preface

Spanish–English cognates/*cognados* are words that possess identical or nearly identical spellings and meanings in both languages. For example, the English words, "person" and "transportation," are cognates of the Spanish words, *persona* and *transportación*, because of their respective Latinate origins. These words are among the more than 20,000 cognates in the English language, many of which are academic vocabulary words essential for reading and comprehending school texts. Systematic cognate instruction can strengthen the English and Spanish academic vocabulary of students from Spanish-speaking and bilingual homes, as well as that of students from English-speaking homes who are learning Spanish at school.

Not surprisingly, language educators have long been in favor of teaching Spanish–English cognates to bilingual learners—emergent and experienced—because of the ease with which the orthographically transparent words can be learned. To date, however, cognate instruction has generally been sporadic; rarely integrated coherently into content-area instruction. This book provides the first systematic and comprehensive guide to Spanish–English cognate instruction and assessment for bilingual teachers working in elementary classrooms, in bilingual (using two languages for instructional purposes) and in English-medium (primarily using English for instructional purpose) programs. A distinguishing feature of this book is that it is also for monolingual English-speaking teachers who work with diverse Spanish–English bilingual learners, and who see cognates as an important way to honor and enrich the oral and written Spanish language resources their students bring to the classroom.

This professional learning guide includes access to a companion website that we refer to as the *Cognate Companion*, a searchable database that is organized around the titles of more than 3,000 award-winning picture books. Teachers can search the Cognate Companion for picture books by title, author, subject, and reading-level to find appropriate picture books and all of their cognates, prefixes, roots, suffixes, reading levels, and subject areas. The Cognate Companion also includes access to "snap-on" cognate lesson plans that can easily be integrated into teachers' regular lesson plans, as well as a template with step-by-step directions for customizing instruction to address students' needs more precisely.

BENEFITS OF COGNATE INSTRUCTION

There are several benefits of cognate instruction and assessment for students. First, as students learn to recognize cognates and cognate parts, they can dramatically increase their academic vocabulary in both English and Spanish, which is an important part of academic biliteracy. Teaching emerging bilingual learners about Spanish–English cognates can also elevate the status of Spanish at school and help legitimize the Spanish language as a significant resource to be valued and learned, not only in bilingual classrooms but also in English-medium classrooms. Further, by using the book and its database, teachers can help their students unveil the morphological, orthographic, and semantic relationships between the English and Spanish languages, thereby providing them with a foundation for developing their metalinguistic awareness, knowledge, and skills.

There are also benefits of our approach to teaching cognates using picture books for teachers. This book and its Cognate Companion website work together as a professional learning guide

and resource for teachers, instructional coaches, librarians, curriculum developers, consultants, and assessment and evaluation specialists who expect their bilingual students to develop strong academic vocabulary across content-areas in two languages. At least as important, college and university teacher educators can use this book and its Cognate Companion to introduce preservice teachers and graduate students to the use of Spanish–English cognates to develop academic vocabulary across two languages. Cognates can be an invaluable resource for creating rich instructional materials and lessons that will result in the advancement of schoolchildren's linguistic and meta-linguistic abilities.

THE AUTHORS

This book and its Cognate Companion arose from the authors' experiences as reading and writing teachers. As a reading teacher and school librarian who prided himself on developing his own materials and lessons, Dr. José Montelongo has introduced many elementary school students and their teachers to Spanish–English cognates through picture book read-alouds and vocabulary lessons to accompany the readings. Classically trained in the methods of cognitive psychology, he has also designed and conducted research studies on learning and memory for Spanish–English cognates and has written several articles on cognates.

Dr. Anita Hernández is a research professor of education with expertise in language, literacy, and culture. The principal investigator of several federal professional development grants, Dr. Hernández stresses the need for her preservice students and in-service teachers to incorporate Spanish–English cognates in both monolingual English and bilingual classrooms. She has also co-authored several articles and books on cognates and culturally relevant texts.

Dr. Roberta Herter—a professor, teacher educator, and high school English teacher who is monolingual in English—has been a strong advocate for incorporating cognate instruction with her secondary preservice students. She, too, has co-authored many articles on Spanish–English cognates.

In our experiences as classroom teachers and teacher educators, we have found that Spanish–English cognates have not received the attention they deserve in today's language classrooms. Language and content-area textbooks devote few, if any, lessons on cognates. As a result, the teachers we have encountered in college classrooms, schools, and educational conferences are often unfamiliar with cognates or their importance as academic vocabulary words or their language development potential for emergent bilingual learners.

As schoolteachers and teacher educators with degrees in bilingual education, literacy, English, library science, and psychology, we have endeavored to create a book and database as resources for elementary school classroom teachers and students learning in two languages. Our aim is to expand the teaching and learning of vocabulary by incorporating Spanish–English cognates through picture book instructional contexts, whether they are fluent in Spanish or not. We also want to expand the teaching of cognates from understanding them to identifying their morphological patterns and ways for all teachers to incorporate them in content-area units of study, with the goal of tapping into students' linguistic backgrounds and developing metalinguistic awareness about their two languages.

HOW TO USE THIS BOOK AND ITS COGNATE COMPANION WEBSITE

We wrote this book and its Cognate Companion so that the resources can be used by individual teachers as well as groups of teachers in professional learning communities. The chapters in the book are meant to provide individual teachers or groups with methods for teaching Spanish–English cognates. The first three chapters present strategies for introducing students to cognates and incorporating them in vocabulary lessons and activities to accompany picture book read-alouds. Chapters 4, 5, and 6 include methods for using concept induction to teach rules for converting cognate prefixes, root words, suffixes, and spelling patterns from Spanish to English and the converse. The final chapters, assist in planning cognate lessons and thematic units using

picture books. Illustrative lesson plans and example content-area thematic units for various elementary grades are included. The final chapter presents an example cognate unit of instruction, which can be modified for different grade levels.

To facilitate the creation of cognate lesson plans, we searched through thousands of award-winning picture books and recorded every one of the Spanish–English cognates found in each selected book, and listed those on the Cognate Companion website. This resource will permit teachers to plan cognate lessons regardless of their own Spanish or English proficiency. And because the cognates are drawn from popular picture books, they represent a vocabulary pool of words that reflect current themes and content-area subjects appropriate for elementary school students.

In addition to the listing of the Spanish–English cognates from award-winning picture books that can readily be found in school and public libraries, the Cognate Companion also provides a breakdown of the Spanish–English cognates into their morphological elements. Because the great majority of Spanish–English cognates are Latinate or Greek in origin, teachers can use this feature of the database to plan lessons for essential prefixes, root words, and suffixes.

Teachers we work with notice the facilitative effects that teaching Spanish–English cognates has on spelling. They see an improvement in students' spelling because of the specific rules for converting English words to Spanish words. The Cognate Companion includes a field for selecting rule-governed cognates to assist in creating lesson plans.

As a time-saving measure, we created more than 300 ready-to-use lesson plans for Spanish, English, and/or bilingual picture books. The lesson plans include activities such as using context clues, creating flashcards, teaching morphology, making crossword puzzles, and engaging in sentence-completion exercises to help students expand their knowledge of cognates. Explore the Cognate Companion and its many curricular features. We pledge to add to the current list of award-winning picture books and the cognates they contain by including future award-winning books, more lesson plans, and further activities to promote the teaching and learning of Spanish–English cognates and the patterns that govern them. Watch the Cognate Companion website for these developments.

José A. Montelongo,
Anita Hernández,
Roberta J. Herter

For the Reader

A Guide to This Book's Formatting Conventions

This book uses particular formatting conventions to capture the Spanish and English languages, cognate rules, and components of language discussed throughout this text. To facilitate your reading experience, we have listed those formatting conventions below for your reference.

GLOSSARY TERMS

Bolded words in this book are terms that are defined in the Glossary. See the back matter of this book to find those definitions.

LANGUAGES: ENGLISH AND SPANISH

Throughout the book, English text and scripts are set in a Roman (plain) font. Spanish text and scripts are set in italic font.

BOOK TITLES

The titles of picture books are underlined to set them off. While book titles are typically italicized, we chose to underline in order to distinguish them from the italicized Spanish text.

COGNATE RULES

Similarly for cognate pairs, the English cognate will be set in Roman font, whereas the Spanish cognate will be in italics. Pairs are indicated by a slash between them (e.g., famous/*famoso*). Cognate parts use the same Roman and italics convention and are set in slashes (e.g.,*/des-/* for Spanish and /dis-/ for English).

COMPONENTS OF LANGUAGE

When letters (graphemes) are discussed, this book uses quotation marks around the letter in English, but angle brackets for the letter in Spanish (e.g., "c" as in "cat" vs. *«g»* in *«gato»*). The same convention is used for full words.

When phonemes (i.e., units of sound in language) are discussed, the book uses square brackets for phonetic transcription (e.g., [k] as in "cat").

Acknowledgments

Writing a book for educators is a collaborative endeavor. Many thanks to our editors and colleagues, Dr. Rebecca Field and Charles Field, whose nurturing guidance informed this work. We are also thankful to the editors at Brookes Publishing Co. and Caslon, Inc., especially Liz Gildea and Nicole Schmidl, for supporting us through this book and database project.

We would like to acknowledge the many colleagues, teachers, graduate students, librarians, and principals who helped make this work possible. We would especially like to acknowledge the faculties at Magoffin Middle School, Douglass Elementary School, and Deanna Davenport Elementary School in the El Paso, Texas area. Likewise, we would like to acknowledge the help of the many schools in the Hatch Valley School District (Michael Chávez), the Gadsden Independent School District (Travis Dempsey, María Hernández, Jorge Araújo), the Las Cruces Independent School District in New Mexico (Dr. Roberto Lozano, Carla Rodriguez Reagan, and Dr. Aine Garcia Post), and the Guadalupe Joint Union School District, Guadalupe, California for facilitating our work with teachers and students in their school district.

Graduate students are important for growing knowledge in the field. We would like to acknowledge the graduate students at New Mexico State University who contributed to new knowledge about Spanish–English cognates: Dr. Francisco Javier Serrano-Wall, Dr. Hillary Vozza, Dr. Yvonne Martínez, Dr. Paulo Oemig, as well as our current graduate students: Ignocencia Campos, Ida Madrid, Laura Urbina, Joseph Mata, Sylvia Nájera, Maricela Rincón, and Elisa Holguín.

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- The many authors of children's books for their creative genius in making this genre so pleasurable for children and grown-ups

Most importantly, this book is for the bilingual learners whose experiences, languages, and knowledge have for so long been relegated to the "back of the classroom."

In memory of my mentor, Dr. Edmund B. Coleman, psychologist, researcher, and statistician par excellence, and of my father, Mr. José A. Montelongo, Sr. —JAM
For my children: Analicia, José Alejandro, Marco Antonio, and Juan Andrés, and for my grandchildren: Madison Rose, Andrew Matthew, Joseph Noah, and Jude Alexander. —JAM

To Mrs. Sarrah Kidd, the Kidd Family, and in memory of Mr. Don Kidd for his contributions to the Literacy programs at New Mexico State University and throughout the state. —ACH
To my mentors, Dr. Guadalupe Valdés and Dr. Kenji Hakuta. —ACH
For my family and all of their support and love: Rosa and Aurelio Hernández, my brothers, nieces and nephews, and the Pindter family. —ACH

To Anne Ruggles Gere and the memory of Jay Luke Robinson, who inspired a second career and the pleasure of lifelong literacy learning. —RJH

1

The Power of Cognates for Bilingual Learners

OBJECTIVES

- [ ] Define cognates and explain why they are an important category of words.
- [ ] Discuss how Spanish–English cognates became part of the English language.
- [ ] Describe how teachers can use picture books to teach Spanish–English cognates.
- [ ] Explain how teaching cognates can enhance the vocabulary development of bilingual learners.

Cognate Play

LESSON PLAN

Side by Side/*Lado a lado:* The Story of Dolores Huerta and César Chávez/*Lado a lado: La historia de Dolores Huerta y César Chávez* (Brown, 2010)

As an introductory activity to the book, we ask that you read the English and Spanish texts below, taken from a page of the bilingual picture book, Side by Side/*Lado a lado:* The Story of Dolores Huerta and César Chávez/*La historia de Dolores Huerta y César Chávez* by Monica Brown:

> "Dolores and Cesar drove from town to town, standing on the back of flatbed trucks and inviting farmworkers to join la causa, the cause for justice. Together they demanded better living working conditions for the farmworkers."

> «*Dolores y César fueron de pueblo en pueblo. Se paraban en las plataformas de los camiones e invitaban a los campesinos a unirse a la causa a favor de la justicia. Juntos exigieron mejores condiciones de trabajo y de vida para los campesinos.*»

Now, reread the texts above and find the pairs of English and Spanish words that are the same or nearly the same in both spelling and meaning in the **bilingual** texts. Did you find inviting/*invitando,* cause/*causa,* justice/*justicia,* and conditions/*condiciones*? There is a special term for words that are similar in spelling and meaning in both Spanish and English—**cognates.**

As an English speaker reading a Spanish text or as a Spanish speaker reading an English text, you have probably noted the occurrences of cognates and treated them simply as random coincidences. You may be surprised to learn that there are more than 20,000 such Spanish–English cognates. And if you're like most of the teachers we've encountered in our work, you may even ask yourself the question, "Why was I never explicitly taught about these words in school, or in my teacher education program?"

This book is about teaching Spanish-English cognates in the elementary grades. Teaching them early and often. Not as a once-in-a-semester topic as is often the case in textbooks, but as an important component of the vocabulary lessons explicitly taught to students. Just the sheer number of cognates in the English language merits their inclusion in the vocabulary curriculum. But there is more to cognates than that. Teaching students, all students, about Spanish–English cognates enriches their vocabulary development because of their importance for academic literacy. Cognates comprise from one-third to one-half of an educated person's vocabulary. They also make up a sizable portion of the academic vocabulary found in the disciplines at all grade levels, from the early primary grades to the college years. And because they are ubiquitous throughout the academic curriculum teachers can begin cognate instruction as early as Grades K–5 through the medium of picture books.

Teaching Spanish–English cognates can be particularly advantageous to **bilingual learners**. This term includes students from Spanish-speaking homes who are learning English at school, students from English-speaking homes who are learning Spanish at school, as well as students who come from bilingual homes, can speak Spanish and English, but are mostly seen as English speakers at school. These diverse bilingual learners bring a wide range of expertise in oral and written English and Spanish that teachers can build on to dramatically expand their vocabulary. Because Spanish speakers learning English have developed a sizable Spanish vocabulary, they are able to recognize and acquire those English cognates that resemble the Spanish words they already know. Similarly, English speakers learning Spanish benefit from recognizing and learning cognates that are similar to the English words they know. Since cognates have so much potential for students learning English or Spanish as a new language, we believe that teaching them to bilingual learners can be a game changer for these students.

Teachers who use this book will learn strategies for integrating cognate instruction into their regular content-area instruction, in their bilingual and general education classrooms. To inform and enrich their work, we have created the Cognate Companion database. See the Accessing the Cognate Companion Website page in the front matter of the book for guidance on accessing the site.

The Cognate Companion is a rich resource that includes thousands of award-winning picture book titles and the cognates found in those books, and it is organized into three major components. We refer to the first component as the Find-a-Cognate database; teachers and students can use this feature to determine whether a word in English or Spanish is a cognate, and if so, to identify its cognate in English or Spanish. The second component of the Cognate Companion is the picture book directory, which allows teachers to search the database for picture books and the cognates they include, and select picture books that will be appropriate for their content-area instruction. The third component of the Cognate Companion includes cognate lesson plans for teaching cognate vocabulary that accompany more than 300 of the picture books in the database. We refer to each brief lesson plan as a **snap-on cognate lesson plan** because it can be integrated easily into content-area instruction. Every picture book discussed in this book has a lesson plan for it on the Cognate Companion; teachers will find **Lesson Plan** callouts throughout the book directing their attention to some of these lesson plans. Teachers can also use the Cognate Companion to create their own lessons. We include a brief cognate lesson planning template later in this book that teachers can use to create cognate lessons for their own classes.

Did you know?

There are more than 300 cognate lesson plans that accompany some of the picture books on the Cognate Companion. All of the picture books mentioned in this book have accompanying cognate lesson plans which teachers can adapt and use with their classes.

This chapter begins with a brief introduction to Spanish–English cognates, with attention to the history of the English and Spanish languages and how they relate to each other. Next, we explain how students who are learning English, Spanish, or both can benefit from the inclusion of cognates in the curriculum. We further suggest that all teachers, regardless of their English and Spanish proficiency, can use cognates as part of their interdisciplinary vocabulary instruction using the common literary practice of the picture book read-aloud and its associated activities. Finally, we look at Spanish–English cognates through the lens of the three-tier vocabulary system suggested by Beck et al. (2002; 2008), for selecting the words to include in their lessons.

WHAT ARE SPANISH–ENGLISH COGNATES?

Thus far, we have provided only a general idea of what cognates are. A more precise definition is that Spanish–English **cognates** are words that are spelled identically or similarly in both English and Spanish and possess the same or nearly the same meanings in both languages as a result of a shared **etymology**—the origin of a word and the historical development of its meaning. The following English and Spanish word pairs are examples of cognates: chocolate/*chocolate*, family/*familia*, mathematics/*matemáticas*, rapidly/*rápidamente*, and suspension/*suspensión*. Other languages share cognates (e.g., English-Italian, Spanish-French), but in this book we focus on word pairs that are similar in Spanish and English.

Spanish–English cognates possess varying degrees of similarity. Some are identical in the way they are spelled in both English and Spanish: actor/*actor*, horrible/*horrible*, and festival/*festival*. Others are spelled similarly: attract/*atraer*, button/*botón*, and normally/*normalmente*. Some cognates are so dissimilar it is difficult to believe they're cognates—as in the cases of autumn/*otoño* and flame/*llama*. Furthermore, cognates often differ in pronunciation, regardless of whether they are orthographically identical, similar, or different.

Some cognates are basic frequent words that need no instruction as to their meanings: elephant/*elefante*, family/*familia*, and tomato/*tomate*. Others are **academic vocabulary** words, which are traditionally used in scholarly dialogue and text and require explicit teacher-directed instruction such as congress/*congreso*, energy/*energía*, and triangle/*triángulo*. One important feature of this book is that it introduces teachers to rules for transforming Spanish words to their English cognates, as well as English words to their Spanish cognates.

When cognates are incorporated in instruction, students can develop both their **cognate recognition skills** and their **cognate generation skills.** That is, they can learn to guess the meanings of unfamiliar words and produce cognates in English or Spanish for increasing their understanding of texts. Furthermore, by learning rules for transforming words from one language to another, students will be able to correctly generate words in English or Spanish without explicit instruction, or at least offer an educated guess that may be understood by their listeners. The obvious similarities between Spanish–English cognates makes them natural vocabulary builders for all students wanting to learn English, Spanish, or both.

Using Cognates in the Classroom

We have been fortunate to work in diverse bilingual and **dual language classrooms** with bilingual and monolingual English-speaking teachers who provide their students with cognate instruction. This first vignette introduces two of these teachers, and the dialogue is illustrative of the types of interactions teachers have with their colleagues and their students.

In the vignette, we observe an experienced teacher mentoring a new colleague on the use of Spanish–English cognates at the beginning of the school term. Mrs. García teaches the Spanish language component of the first-grade dual language curriculum and Ms. Holcomb teaches the English language component. Mrs. García is bilingual and has more than 20 years of experience, while Ms. Holcomb is a monolingual English speaker with little experience working with students who are in early stages of English language development. Through the dialogue we learn

one way that Mrs. García and Ms. Holcomb work together to improve instruction for bilingual learners whose home language is Spanish and who are just beginning to learn English at school:

Mrs. García: Are you all set for the little ones coming in on Monday?

Ms. Holcomb: I think so. I'm just a little worried about how to teach some of the students who don't speak much English. Do you have any suggestions?

Mrs. García: One of the things that works really well with my students is to introduce them to cognates. Do you know about cognates?

Ms. Holcomb: Are they the words that mean the same in Spanish and English?

Mrs. García: Exactly. They're great for helping kids learn vocabulary. I always point them out when I do a read-aloud of a picture book. The students like them because they are easy to learn. They also like the fact that their Spanish can help them.

The exchange between Mrs. García and Ms. Holcomb highlights an important point we have found in our work with teachers: those who have taught their students about Spanish–English cognates are often the best advocates for teaching these powerful vocabulary words.

The History of Spanish–English Cognates

Since cognates happen to be identical or similar in the English and Spanish languages, teachers and students might ask how these words came to be a part of the English language. To answer this question, we should first state that the most frequent English words have their roots in the Germanic languages spoken by the early English peoples. Spanish, like French and Italian, is a Latin-based language. Over the centuries, Latin-based words have entered into the English language as a result of the contact between the English people and their neighbors who spoke a Latinate language. Many of these words are the cognates we will introduce in this book. Important periods in the history of the English language are presented in Figure 1.1.

As we can see in Figure 1.1, English and Spanish originated in different branches of the Indo-European family of languages. English belongs to the Germanic branch of the Indo-European language family (via West Germanic and Old English) while Spanish is a member of the Italic—later Latin—branch of that same family.

Modern English (1700–Present)
Borrowings from Latin and Greek today were not present in the classical periods but are created from Latin and Greek prefixes, root words, and suffixes (Brinton & Arnovick, 2006).

Early Modern English (1500–1700 AD)
Latin and Greek words were the chief sources of new words during the Early Modern English period. Among them are the cognates "catalogue," "museum," and "orchestra" (Carver, 1991).

Middle English (1100–1500 AD)
The French-Speaking Normans conquered England in 1066 CE. As a result, over 10,000 Latinate words were introduced into the English Language (Baugh & Cable, 2012). Many of these words are the Spanish-English cognates we use today: "battle," "justice," and "romance."

Old English (450–1100 AD)
Approximately 450 Latinate words were introduced into England by Christian missionaries. Most prominent among these were words related to religion such as "altar," "mass," and "temple" (Carver, 1991).

(Before 450 AD)
Latinate words such as "mile," "plant," and "wine" were borrowed from the Romans, who shared a peaceful coexistence with the Celts (Brinton & Arnovick, 2006).

Figure 1.1. Important periods in the history of the English language.

Prior to 450 A.D., the Romans and the Celts lived in close proximity to each other. Several Latin-based Spanish–English cognates became part of the English language and are still used today: mile/*milla,* plant/*planta,* and wine/*vino.*

Old English, which was spoken between 450 A.D. and 1100 A.D., evolved from the language brought to Britain by the Germanic tribes. The Old English of this time period was almost purely Germanic (e.g., "mile," "plant," "wine"). Latin words related to religion were introduced by Catholic missionaries in the seventh and eighth centuries, some of which are present-day Spanish–English cognates. Examples of these include altar/*altar,* disciple/*discípulo,* and mass/*misa*.

The Norman conquest of Britain in 1066 A.D. by William the Conqueror, brought a great influx of French words to English in the period now known as Middle English (1100 A.D. to 1500 A.D.). The Norman Vikings spoke French which, like Spanish, is a Latin-based language. It is estimated that over 10,000 French words entered into the English language during this period (Baugh & Cable, 2012), and approximately 75% of them are still used today (Carver, 1991). Among the Spanish–English cognates that entered into English during this period were calendar/*calendario,* dragon/*dragón,* and talent/*talento.*

The French words that entered English reflected the high status of the Norman conquerors, especially in the areas of government, law, the military, and church affairs (Baugh & Cable, 2012). Cognates such as battle/*batalla,* justice/*justicia,* sermon/*sermón,* and state/*estado* can be traced to the elevated positions held by the Normans in English life. Befitting their social status, the Normans lived well and the French words that entered into the English language reflect their lofty positions in society. Cognates such as feast/*festín,* lemon/*limón,* and pork/*puerco* are French in origin, as are castle/*castillo,* mansion/*mansión,* melody/*melodía,* and romance/*romance* (Brinton & Arnovick, 2006). During this period of French supremacy, Old English existed as a lower-class dialect spoken mostly by the peasants, artisans, and laborers (Brinton & Arnovick, 2006).

The Modern English Period (1700 A.D. to the present), is still influenced by Latin and Greek. However, many of these new words were created from the Latin and Greek prefixes, root words, and suffixes (Brinton & Arnovick, 2006). That is, they did not come directly from the Latin and Greek of the classical period. Furthermore, new English words are constantly being borrowed from other languages. Some of these, too, eventually become English–Spanish cognates as they are incorporated by these two languages.

THE IMPORTANCE OF TEACHING COGNATES

Today, the influence of history is still being felt, and it manifests itself everywhere in the vocabulary students learn in school, in the speech we use to communicate, and in the books we read. Due, in part, to the social structures of Norman-controlled England, the majority of the most frequent words in the English language (e.g., "book," "love," "woman") are of Germanic origin, while the preponderance of academic words (e.g., "analysis," "community," "symbol") are Latinate in origin, reinforcing the case for integrating cognate study into the curriculum today.

Accelerating Academic Vocabulary Development

Since Latin was the language of scholarship for much of the history of the Western world up until the 1800s, many of the Spanish–English cognates are academic vocabulary words (Hiebert & Lubliner, 2008). Cognates are the words teachers and students encounter in their content area textbooks. They are the words in boldface type that are often defined in textbook glossaries. Of the 570 words on the Coxhead (2000) Academic Word List, 82% or 465 are Spanish–English cognates. The importance of cognates also is evident at the library. An analysis of the Dewey Decimal System, by which books in school and public libraries are arranged,

reveals that the majority of subject headings (e.g., mathematics/*matemáticas*, philosophy/*filosofía*, religion/*religión*) are Spanish–English cognates (Montelongo, 2012).

Cognate instruction allows students to strengthen connections between their home language and what they are learning in English across all content areas. We know that strong language and literacy skills—not only in English but in their home languages—are associated with increased academic achievement for diverse bilingual learners, including students from Spanish-speaking, English-speaking, and bilingual households. Given the size of the student population who either use Spanish at home, and/or are learning Spanish at school, and the fact that Latinos rarely reach academic parity with their White counterparts, cognate instruction can be a powerful tool for increasing student literacy levels, thereby enhancing overall academic achievement.

Facilitating Vocabulary Acquisition and Retention

Bilingual learners who have a working knowledge of cognates can use their expertise to decipher the meaning of unfamiliar words. For example, when a bilingual learner familiar with cognates encounters an unfamiliar English word such as "edifice" in the text, this student can almost instantly recognize that it as similar to the Spanish word, «*edificio*», a word that is in the student's background knowledge. The student can then re-read the text this time substituting "edifice" for «*edificio*». If the guess fits the context meaningfully, the student can make the connection that "edifice" is the cognate of «*edificio*», thereby facilitating the formation of an association between the English word and its Spanish cognate. With repeated practice, a direct connection between the two cognates can be established in memory (DeGroot & Nas, 1991).

Such is not the case with noncognates. Take, for example, the English word, "building", and «*edificio*», its Spanish equivalent. "Building" does not possess the orthographic similarity to «*edificio*» that would make the bilingual learner recognize them as being equivalent. Explicit instruction or a visit to the dictionary is necessary for "building" and «*edificio*» to be seen as equivalents. As a result, it is more difficult for the bilingual learner to make a connection between "building" and «*edificio*». It would also be more difficult to remember that "building" and «*edificio*» are synonyms than to recall that "edifice" and «*edificio*» share the same meaning. Since cognates are easier to learn than noncognates because of their similarity to Spanish words, their formation of memory associations are stronger (De Groot & Keijzer, 2008; Montelongo, 2002).

Meeting the Standards

Cognate instruction can be used to meet state reading and language standards because of the morphological correspondences between English and Spanish. As we will show in the chapters on cognate **morphology**, many of the cognate **prefixes**, **root words**, and **suffixes** that are used to form words in both English and Spanish are derived from the Greek and Latin languages. The Common Core standards often require the instruction of Latin and Greek morphological elements for particular grades. Some states such as California specifically mandate the explicit teaching of Spanish–English cognates for bilingual learners.

Taking Advantage of Background Knowledge

The students in bilingual classrooms come from diverse language backgrounds. Some come from homes where only Spanish is spoken, others come from homes where English and Spanish are spoken, while others come from English-speaking homes. Those who come from homes where Spanish is spoken have acquired the rule-governed phonological, syntactic, and semantic systems of Spanish. As a result of the many similarities between English and their home language Spanish, these students come to school with background knowledge that can be highly transferable for the learning of English essential to becoming bilingual and biliterate. School curricula

that include cognate instruction take advantage of the background knowledge Spanish-speaking bilingual learners bring to the school setting.

Unfortunately, cognate instruction is rarely integrated into the school curriculum. Rather, the road to bilingualism is often fraught with obstacles, many of which are rooted in political biases that disadvantage the bilingual learner. Such is the case with the way languages and cultures are represented and evaluated. For example, English is afforded more status than Spanish in most U.S. contexts. The English spoken by monolingual English-speaking students and their mainstream American cultural practices are generally valued and promoted over the Spanish spoken by Spanish-speaking students and their home cultures. Bilingual learners, particularly those from low-income Spanish-speaking homes, are often made to hurdle insurmountable language barriers in a school system that rarely reflects or validates their linguistic and cultural backgrounds. With the exception of dual language bilingual programs, schools seldom encourage the continued acquisition and development of their students' home language and Spanish culture. Indeed, throughout the history of U.S. education, Mexican American and Latino students have often been labeled and treated as "deficient" or handicapped because they are new to English.

Another way in which political bias negatively impacts bilingual learners is in a lack of quality teaching these students receive. Some describe inequitable instruction as an **opportunity gap**, in that, unlike their monolingual peers, bilingual learners are often taught by teachers insufficiently prepared for this work. Fortunately, studies suggest that teachers who are **TESOL** (Teaching English to Speaker of Other Languages), or bilingually certified, or who are themselves bilingual, or bilingual in English and Spanish make the best teachers of bilingual students (Hopkins, 2012). The lack of adequate language acquisition training and certification requirements is evidence of the political bias among state and local leaders.

Did you know?

Teachers can search the Cognate Companion for books with bilingual, multicultural, and social justice themes. For example, teachers can find picture books that focus on social justice themes in the Jane Addams Award Books.

We believe that bilingual instruction for Spanish-speaking bilingual learners, or teaching the home language as a subject (e.g., Spanish for Spanish speakers) is socially right and just. Despite the lack of support for bilingual education, we feel that school curricula can and should be changed to support bilingual learners' academic achievement by teaching these students Spanish–English cognates.

LESSON PLAN

Teachers can search the Cognate Companion for children's books addressing bilingualism, including:

- The Cow that Went Oink (Most, 2003)
- Pepita Speaks Twice/ *Pepita habla dos veces* (Lachtman, 1995)
- Speak English for us Marisol (English, 2005)

The idea is neither novel nor new. For decades, educators have recommended teaching cognates to bilingual learners because of the similarities between the English words and their Spanish cognates (e.g., Corson, 1997; Johnson, 1941). Teaching cognates represents an "assets" approach in literacy instruction—one that builds on the knowledge that students already have—in contrast to a "deficit" approach, which assumes that Latino-English learners are deficient because they lack English (Valencia, 2010). Teaching cognates enables Spanish-speaking bilingual learners to engage with literacy more effectively than strategies that ignore or denigrate the linguistic knowledge these students bring to the classroom (Cummins, 2005). Lubliner and Hiebert (2011) correctly suggest that the effect of a Latinate background is to provide Latino bilingual learners with "funds of knowledge" (Moll et al., 1992) that give them an advantage over their English-only peers regarding acquisition of academic vocabulary.

In contrast to English-only policies, we believe that bilingual teachers should be urged to use all of their language abilities to model and promote bilingualism and **biliteracy** (the ability to read and write in two languages) for their bilingual learners and to provide them with the resources to do so.

ALL TEACHERS CAN INCORPORATE COGNATES IN THEIR LESSONS

Students at all levels of English and Spanish proficiency can benefit from learning Spanish–English cognates. We find diverse bilingual learners in a wide range of contexts, including dual language and transitional bilingual programs, English-medium classes, and in Spanish classes for students new to Spanish as well as heritage Spanish speakers. Our experience working with teachers in different types of programs for bilingual learners has taught us that all teachers, regardless of their proficiency in English or Spanish, can provide effective cognate instruction as an integral part of their content-area teaching.

Bilingual teachers who work in dual language, transitional bilingual, world language, and heritage language classes can draw on their own bilingualism as a resource for cognate instruction. Monolingual English-speaking teachers working in dual language or general education programs can also teach cognates by drawing more on students' bilingualism. By teaching their students about cognates, they can help their students become better readers, writers, and communicators in both of their languages. In this book, we present strategies that we have found effective for teaching Spanish–English cognates through picture book read-alouds and related activities. As we discuss strategies, we will present examples observed in the classrooms of the following teachers:

Mrs. García, whom we met in the opening vignette, is a Spanish–English bilingual teacher who teaches the first-grade Spanish language component in a dual language classroom comprised of students from English-speaking, Spanish-speaking, and bilingual homes. Mrs. García is an experienced bilingual teacher who finds cognate strategies to be effective in her practice.

Ms. Holcomb, whom we also met in the opening vignette, is Mrs. García's teaching partner. She is an English monolingual who teaches the first-grade English language component in the dual language program. Ms. Holcomb is a new teacher who looks to her experienced partner teacher as a mentor and coach.

Ms. Smith teaches a second-grade general education class that includes many Spanish-speaking bilinguals who are officially designated as English learners, and she has a certification in TESOL. Ms. Smith is a monolingual English-speaking teacher who integrates cognate instruction into her content-area instruction, particularly English language arts.

Mr. Hampton is a Spanish teacher who teaches third grade in a Spanish immersion program, and all of his students are from monolingual English-speaking homes. Mr. Hampton uses cognate instruction to accelerate his students' academic vocabulary development in both Spanish and English.

Mrs. Martínez is a Spanish–English bilingual teacher in a third-grade transitional bilingual education classroom. Bilingual learners are generally exited from the bilingual program between second and fifth grades, depending on their English language proficiency. To date, the bilingual teachers have been using cognates as an integral part of the bilingual program. The school where she teaches has recently decided to engage all teachers in learning to teach cognates.

Mr. Cuello is a bilingual fourth-grade teacher in a bilingual classroom that includes Spanish speakers who are newcomers, English learners of intermediate proficiency, and those who have been reclassified from English learner to fully

English proficient. He raves about the results he has seen using cognate instruction with his heterogeneous group of students.

Ms. Williams is a monolingual English-speaking teacher who teaches English as a second language to fifth-grade students. Her newcomers are all Spanish speakers, some of whom can read and write in Spanish and others who have had their schooling interrupted and, therefore, have not yet developed strong literacy skills. Her bilingual learners who have been in the United States for more than one year are from many different parts of the world, and they speak many different languages, including Spanish. Most of these students have reached intermediate and advanced levels of English language proficiency.

We also include a few examples from other teachers that we have met through our work in schools.

Using Picture Books to Teach Cognate Vocabulary

Prioritizing the teaching of vocabulary in the early primary grades promotes the advancement of language learning for all students. To put this task in perspective, a broad range of academic vocabulary can be generated from about 4,000 root words, taught in the early grades (Biemiller, 2001).

In the primary grades, vocabulary teaching is embedded in reading instruction and is mostly limited to those words children already use in speech (Beck et al., 2002). These authors recommend that teachers look outside their basal readers for words to enrich the vocabularies of their primary grade students. They specifically encourage the practice of using the picture book read-aloud for vocabulary enrichment.

Teaching vocabulary to primary schoolchildren through storybook read-alouds has been an established practice for decades (Dickinson & Smith, 1994). Research has shown that elementary schoolchildren learn new vocabulary words through picture book read-alouds when they are followed by activities that provide elaborations of word meanings (Beck & McKeown, 2007). Also, Elley (1989) found that children learned the meanings of words in picture books when teachers explained what the new words meant as they read. Kindle (2009) observed teachers using successful vocabulary-building strategies during picture book read-alouds that included definitions, examples, imagery, and morphemic analysis among other strategies. Finally, in a review of read-aloud studies, Biemiller and Boote (2006) concluded that explanations and elaborations of word meanings during read-alouds led to significant vocabulary gains, thus establishing further justification for read-alouds as vehicles for teaching vocabulary.

Storybook read-alouds can be effective vehicles for teaching students new vocabulary because of the engaging interactions teachers can have with their students (Morgan, 2009). In our work with primary school bilingual learners, we, too, have found that picture book read-alouds are excellent for introducing bilingual learners to cognates and enriching vocabulary. Children at all grade levels enjoy the read-alouds of picture books such as Martha Speaks (Meddaugh, 1997).

LESSON PLAN

Martha Speaks
(Meddaugh, 1997; translated by Alejandra López Varela)

Teachers need high-quality picture books for their read-alouds (Fisher et al, 2004). As defined by Fisher et al. (2004), "high-quality picture books" are those that have won an award or have been recommended by a literacy organization such as the *International Literacy Association*. Teachers can use picture books to design lessons that teach cognates and nurture the development of bilingualism and biliteracy.

The Picture Books in the Cognate Companion

The Cognate Companion is a comprehensive tool and resource that includes the listing of every cognate in each of over 3,000 award-winning picture books. It also includes over 300 lesson plans, including lesson plans for all the picture books referred to in this book. The awards, such as the *Caldecott Medal Award,* which was first given in 1937, are well-established on a national level, while others, such as the *New Mexico-Arizona Book Award,* are more recent and regional in scope. Some awards such as the *Caldecott Medal Award,* celebrate the illustrations and artwork in picture books. Other picture-book awards honor works that have social or cultural themes. Picture books that have earned the *Jane Addams Children's Book Award,* for example, are especially noteworthy because they are intended to promote peace and social justice (Friess, 2014; Montelongo et al., 2015).

> ***Did you know?***
>
> Teachers can search the Cognate Companion database for picture books, snap-on lesson plans, and cognate vocabulary to use in their content-area instruction.

One award that is particularly relevant to speakers of Spanish who are learning English is the *Américas Book Award* because of the multicultural picture books that authentically portray Latinos in the United States and Latin America (Montelongo et al., 2018). It is sponsored by the *Consortium of Latin American Studies Programs* (CLASP). The *Association for Library Service to Children* (ALSC) also publishes the *Pura Belpré Award* for writers and illustrators who portray and celebrate Latino culture (Montelongo et al., 2014). The majority of picture books found in the Cognate Companion have earned one or more of the awards in Table 1.1.

The Cognate Companion also includes hundreds of picture books listed by professional organizations such as the *National Science Teachers Association of America* (NSTA) and the *International Literacy Association* (ILA). Such organizations publish their own lists of exemplary trade books intended for children in preschool through high school. Books such as those found in the *Texas 2x2 Reading List,* are selected by committees of educators from the Texas Library Association (Montelongo et al., 2014). Those in the ILA's *Teachers' Choices Reading List* are the result of a voting survey of teachers (Montelongo et al., 2014), while the *Children's Choices Book List* is compiled from the votes of the children who have read the book (Hernández et al., 2016). Many of the picture books included in the Cognate Companion were drawn from the book lists in Table 1.2.

Table 1.1. List of book awards included in the Cognate Companion

Book Awards	Subject Matter	Age Group	Description of Picture Books
Américas Book Award	Multi-cultural	Children	Multicultural picture books that authentically portray Latinos in Latin America and the United States
Caldecott Medal	Open	Children	Award to the artist for the most distinguished picture book in the United States
California Young Reader Medal	Open	Grades K–3	State award for picture books originally nominated, read, and voted for by young children
Geisel Award	Open	Beginning readers	Award given to the author(s) and illustrator(s) of the most distinguished American book for beginning readers
Jane Addams Children's Book Award	Social justice	4–8 years old	Award given to the children's books that promote peace, social justice, and the equality of the sexes and all races
Monarch Award	Open	Children	Illinois state award given to picture books that have been read and voted on by K–3 students
New Mexico-Arizona Book Awards	Open	Children	Regional reading award given to outstanding picture books, commonly those having a Southwestern flavor
Notable Children's Book Award	Open	Children	Books of fiction, information, and poetry that reflect and encourage children's interests in exemplary ways
Pura Belpré Award	Multi-cultural	Children	Award given to Latinx writer and illustrator whose work portrays and celebrates the Latino cultural experience
Charlotte Zolotow Award	Open	2–7 years old	Award given to outstanding picture books for children (birth through age 7)

Table 1.2. Book lists included in the Cognate Companion

Book Lists	Subject Matter	Age Group	Description of Picture Books
Children's Choices Book List	Open	Grades K–5	List of picture books voted for by children and recommended by teachers and librarians
National Science Teachers Association Outstanding Trade Books	Science	Grades K–5	List of outstanding science trade books nominated by a panel selected by *National Science Teachers Association*
Notable Social Studies Trade Books for Young People	Social Studies	Grades K–5	List of books evaluated and selected by a committee appointed by the *National Council for the Social Studies*
Teachers' Choices Reading List	Open	Grades K–5	List of classroom-tested children's trade books that are reviewed and voted on by teachers across the country
Texas 2x2 Reading List	Open	2–7 years	State list of recommended books for children age 2 to second grade
Tejas Star Reading List	Multi-cultural	5–12 years	State list of recommended multicultural books to discover the benefits of bilingualism and multilingualism

Picture books are rich sources of Spanish–English cognates for educators wishing to design and teach a cognate-rich vocabulary curriculum (Montelongo et al., 2013). Our analysis of thousands of quality picture books empirically supports the idea that they are a treasure trove of cognates large enough to create a rich cognate vocabulary curriculum.

The number of cognates in a picture book varies from book to book. Some picture books have only a few cognates while others have more than 100. For example, winners of the *Theodore S. Geisel Award* include titles that have as few as two cognates in a book while others contain more than 80 cognates (Montelongo, 2013). For the more than 140 *Teachers' Choices* books we surveyed, the average number is approximately 62 cognates per book (Montelongo & Hernández, 2013). In general, the number of Spanish–English cognates in a picture book written in English is approximately 20 cognates per book, while the number of cognates in a book written in Spanish averaged about 25 (Montelongo et al., 2013).

Using the Three-Tiered System to Select Cognates for Instruction

In their two influential books on vocabulary instruction, Beck et al. (2002; 2008) presented a three-tiered system for selecting the words from picture books to teach as enriched vocabulary. In the system, words range from those that need no formal instruction to others that require extensive instruction. **Tier One** words are high-frequency words such as "book," "red," and "apple" that rarely require teacher instruction as to their meanings. The majority of these most frequent words are Germanic in origin and are, therefore, usually not English-Spanish cognates.

Tier Two words are those vocabulary words that (a) are not ordinarily used or heard in everyday language; (b) appear across a variety of content areas; (c) are important for understanding content-area textbooks; and (d) allow for rich representations and connections to other words (Kucan, 2012). Tier Two words may also be thought of as "sophisticated adult words." Most of these words are cognates borrowed from Latin. The words, "diligent," "profession," and "tolerate" are examples of Tier Two words. Beck et al. (2002) suggest that teachers dedicate the majority of their vocabulary instructional time to Tier Two words, many of which are synonyms of basic vocabulary words. **Tier Three** words are defined as academic vocabulary words that are specific to particular topics in specific disciplines: "oligarchy" (social studies), "pollen" (biology), and "rhomboid" (geometry). As Tier Three words do not usually appear across a variety of texts, their definitions can be explicitly taught when their meanings are necessary for understanding a particular discipline-specific text. Most Tier Three words are also overwhelmingly Spanish–English cognates.

Tier One cognates. Tier One cognates are the most common cognate words in picture books meant for young readers in the early primary grades. These words are important because

Table 1.3. Examples of Tier One cognates

air/*aire*	escape/*escapar*	lion/*león*	princess/*princesa*
animal/*animal*	explore/*explorar*	machine/*máquina*	promise/*promesa*
attack/*atacar*	family/*familia*	mama/mamá	round/*redondo*
baby/*bebé*	famous/*famoso*	minute/*minuto*	salt/*sal*
bottle/*botella*	favorite/*favorito*	monster/*monstruo*	school/*escuela*
carry/*cargar*	flower/*flor*	mountain/*montaña*	secret/*secreto*
castle/*castillo*	for/*por*	music/*música*	sound/*sonido*
cereal/*cereal*	fresh/*fresco*	my/*mi*	space/*espacio*
check/*chequear*	fruit/*fruta*	new/*nuevo*	stomach/*estómago*
chocolate/*chocolate*	garage/*garaje*	pair/*par*	sweater/*suéter*
class/*clase*	garden/*jardín*	papa/*papá*	telephone/*teléfono*
color/*color*	giant/*gigante*	paper/*papel*	television/*televisión*
count/*contar*	group/*grupo*	part/*parte*	three/*tres*
cream/*crema*	hour/*hora*	pass/*pasar*	tiger/*tigre*
decorate/*decorar*	important/*importante*	pear/*pera*	tomato/*tomate*
defend/*defender*	in/*en*	perfect/*perfecto*	train/*tren*
delicious/*delicioso*	insect/*insecto*	plant/*planta*	truck/*troca*
different/*diferente*	is/*es*	plate/*plato*	use/*usar*
difficult/*difícil*	letter/*letra*	popular/*popular*	visit/*visitar*
elephant/*elefante*	line/*línea*	practice/*practicar*	voice/*voz*

they can be used to teach bilingual learners about cognates in the early stages of cognate instruction. Examples of Tier One cognates are presented in Table 1.3. Readers will note that many of the words refer to persons and items around the house, things to eat, and animals—mom/*mamá,* bottle/*botella,* family/*familia,* and elephant/*elefante*—all of them familiar to even the youngest of schoolchildren.

Tier Two cognates. Students benefit from direct instruction of Tier Two cognates. As part of the analysis of picture books that led to the formulation of their three-tiered vocabulary system, Beck et al., (2002; 2008) provided lists of suggested Tier Two target vocabulary words for each of the picture books they sampled. An analysis of Tier Two vocabulary in both of the Beck et al., (2002; 2008) books revealed that more than half (53%) of the words they listed were Spanish–English cognates (Montelongo et al., 2016). The results of this study suggest that literacy experts and teachers examine Tier Two words with a cognate/noncognate classificatory lens. Doing so permits teachers the opportunity to design rich cognate lessons that provide bilingual students with easier and wider access to the academic curriculum.

Examples of Tier Two cognates found in the award-winning picture books included in this book and in the Cognate Companion website are presented in Table 1.4. Readers can observe that many of these words are Latinate in origin and are synonyms for Tier One words, which have Old English roots. For example, distant*/distante* means the same as the English noncognate Tier One word, "far." Similarly, mend/*remendar* is a synonym for "fix." Humorous/*humorístico* is another way of saying that someone or something is "funny." Such cases remind us that Tier Two words are often conceptually no more difficult than Tier One words and, therefore, are well within a bilingual learner's capacity to learn. The difficulty lies in the fact that the bilingual learner does not typically form associations between cognate vocabulary words in their two languages without direct instruction. Teachers can design strategically focused lessons to help their students make these kinds of connections. Teachers can find model lesson plans for each of the picture books mentioned in the Cognate Companion.

Some Tier Two words, however, are less frequent in spoken language and written text and are more abstract than Tier One words. Cognates such as code/*código,* enthusiasm/*entusiasmo,* and misery/*miseria* have no easy Tier One synonyms and may be conceptually more complicated

Table 1.4. Examples of Tier Two words in award-winning picture books

Picture Book	Examples of Tier Two Cognate Words
Abuela's Weave	commercial/*comercial*; elaborate/*elaborado*; intricate/*intrincado*; rumor/*rumor*
Arrowhawk	distant/*distante*; firm/*firme*; gradually/*gradualmente*; mend/*remendar*; remote/*remoto*; signal/*señalar*
Braids	flow/*fluir*; guide/*guía*; pause/*pausar*; prefer/*preferir*; spicy/*especiado*; suppose/*suponer*
George Washington's Teeth	battle/*batalla*; fierce/*feroz*; invade/*invadir*; secure/*seguro*; sentinel/*centinela*
In My Family	briefly/*brevemente*; constant/*constante*; culture/*cultura*; offering/*ofrenda*; phase/*fase*
Journey of the Nightly Jaguar	ebony/*ébano*; glorious/*glorioso*; legend/*leyenda*; refuge/*refugio*; species/*especie*
Honeybees	code/*código*; colony/*colonia*; flexible/*flexible*; intruder/*intruso*; pattern/*patrón*
Me, Frida	admire/*admirar*; annual/*anual*; contain/*contener*; elite/*élite*; entire/*entero*; ornate/*ornamentado*
Prietita and the Ghost Woman	cure/*curar*; examine/*examinar*; ingredient/*ingrediente*; intently/*atentamente*; lagoon/*laguna*
Roadrunner's Dance	admit/*admitir*; agile/*ágil*; convinced/*convencido*; inhibit/*inhibir*; sacred/*sagrado*; timid/*tímido*
The Santero's Miracle: A Bilingual Story	aroma/*aroma*; assure/*asegurar*; intone/*entonar*; pale/*pálido*; pigment/*pigmento*; pure/*puro*
A Season for Mangoes	ancestor/*ancestro*; concentrate/*concentrar*; humorous/*humorístico*; traditional/*tradicional*
Sit-in: How Four Friends Stood Up . . .	accuse/*acusar*; committee/*comité*; conviction/*convicción*; dignity/*dignidad*
Uncle Rain Cloud	alert/*alerto*; anxious/*ancioso*; effect/*efecto*; furious/*furioso*; innocent/*inocente*; insist/*insistir*

for many bilingual learners in the early primary grades. Such Tier Two words require direct instruction that is connected to the content-area concept.

Tier Three cognates. Many Tier Three words are Spanish–English cognates. This fact is not surprising given that Latin was the language of the academic disciplines. Examples of Tier Three words are shown in Table 1.5. Most of the Tier Three words on the list, such as "cumulus,"

Table 1.5. Examples of Tier Three cognates in award-winning picture books

Picture Book	Tier Three Word(s)	Picture Book	Tier Three Word(s)
Gregor Mendel: The Friar . . .	recessive/*recesivo*; stamen/*estambre*	Wolfsnail: A Backyard . . .	radula/*rádula;* tentacle/*tentáculo*
Neo Leo: The Ageless Ideas . . .	helical/*helicoidal*; kinetoscope/*kinetoscopio*	Yucky Worms	clitellum/*clitelo*; mucus/*mucosidad*
Animal Eyes	phylum/*filo*; tapetum/*tapete*	Zin! Zin! Zin! A Violin	nonet/*noneto*; octet/*octeto*; septet/*septeto*
Bones	cranium/*cráneo*; metacarpal/*metacarpeano*	A Fine, Fine School	cubism/*cubismo*; impressionism/*impresionismo*
Global Warning	dioxide/*dióxido*; methane/*metano*	Are Trees Alive?	fungus/*hongo;* stomata/*estomas*
Redwoods	hyperion/*hiperión*; stratosphere/*estratósfera*	Dancing in the Wind	adagio/*adagio*; troglodite/*troglodita*
Life in the Boreal Forest	coniferous/*conífera*; taiga/*taiga*	What's for Dinner? . . .	omnivore/*omnívoro*; phalarope/*falaropo*
Raptor Rescue!	epoxy/*epóxido*; scalpel/*escalpelo*	Monet Paints a Day	cadmium/*cadmio*; impressionist/*impresionista*
Arctic Lights, Arctic Nights	cirrus/*cirro*; cumulus/*cúmulo*	Pablo	carapace/*caparazón*; coleopteron/*coleóptero*
No Monkeys, No Chocolate	aphid/*áfido*; hyphae/*hifa*; pollinate/*polinizar*	Tan to Tamarind . . .	masala/*masala*; mica/*mica*; sambar/*sambar*
Meadowlands: A Wetlands . . .	chromium/*cromo*; zooplankton/*zooplancton*	Togo	antitoxin/*antitoxina*; diphtheria/*difteria*

"igneous," and "recessive," were culled from trade books in the sciences—although there are also examples of cognates taken from nonscience books: "cubism," "nonet," and "troglodyte." Not surprisingly, the majority of Tier Three words are most often found in picture books for the upper primary students.

Teachers can use the three-tiered system for categorizing vocabulary proposed by Beck et al., (2002; 2008) as a guide for selecting cognate words from picture books. Tier One words can be used in the primary grades to build young bilingual learners' conception of cognates, while also building a cognate vocabulary base that will be used throughout their school years. Teachers can devote most of their instruction to Tier Two cognates, while reserving instruction for Tier Three cognates to those instances where the meaning of the word(s) is essential for understanding the text.

Parent Education: Awareness of Cognates

Teaching parents about cognates is important because it can help the family maintain Spanish, while also reinforcing home-school connections. At many of the schools we visit, Spanish-speaking parents are told by school administrators, counselors, and teachers, that their children should speak only English at school. Because parents want to do what is best for their children, they sometimes restrict or stop speaking Spanish with their children at home. There is no research-based evidence for this recommendation. Rather, educators who work with bilingual learners need to understand the research demonstrating that students who maintain and strengthen their home languages develop stronger academic language and literacies in English, and demonstrate higher academic achievement in English (Wright, 2019). A focus on cognates can support their student's/child's vocabulary development in their two languages.

Including Spanish–English cognates as a topic during family literacy nights is an important step in convincing parents and grandparents of the importance of their children maintaining and strengthening their Spanish as they acquire English. By demonstrating the similarities between the English and Spanish languages, teachers can do their part to encourage bilingualism for students who already possess such a strong foundation in Spanish, even when the teacher doesn't speak Spanish. Teachers also can encourage parents to read bilingual books that include cognates to strengthen their students' metalinguistic understanding of these words.

SUMMARY

Spanish–English cognates are an especially powerful category of words that can be introduced and taught in kindergarten through sixth grade for students at all levels of English and Spanish proficiency. These cognates entered into the English language as a result of the complex historical interactions between the peoples who spoke Latinate languages and the peoples who spoke Germanic languages. Today's English language is comprised of a high-frequency Germanic component and Latin-based academic vocabulary.

Teachers at all literacy levels in English and Spanish can provide their bilingual learners with access to academic language across all grades and disciplines through cognates. The rich cognate vocabulary found in award-winning picture books can be utilized to teach cognates through picture book read-alouds and associated vocabulary activities. Moreover, having parents become aware of the usefulness of Spanish–English cognates will encourage student learning and the retention of the speakers' home language.

The Cognate Companion that accompanies this book catalogs the thousands of Spanish–English cognates found in thousands of award-winning picture books. It also provides lesson plans and ideas that teachers can use as part of their suite of read-aloud activities.

REFLECTION AND ACTION

1. What are the benefits of cognate study for Spanish–English bilingual students?
2. In what ways do cognates facilitate the acquisition of bilingual fluency?
3. How can cognate study enhance the vocabulary development of the bilingual learners in your class?
4. Use the Cognate Companion to find award-winning picture books appropriate for your grade level. How might you incorporate the teaching of cognates into your lesson plans using these books?

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Glossary

Academic vocabulary. Words used in academic subjects and in formal school contexts, which include teacher dialogues in classrooms, and sophisticated Tier 2 and Tier 3 vocabulary found in content area textbooks.

Bilingual, bilingualism. Knowledge of two languages, which can include listening and speaking, but can also refer to an individual's reading and writing skills in two languages. There are varying degrees of bilingualism.

Bilingual learners. Students who use two languages in their everyday lives and draw on both of those languages for learning in English-medium and bilingual contexts. This includes students from Spanish-speaking homes who are learning English as a new language at school, simultaneous bilinguals who have used both languages since early childhood, and students from English-speaking homes who are learning Spanish in dual language programs.

Biliteracy. The ability to read and write in two languages.

Concept induction. A form of indirect learning by using a guided approach to teaching, such as the use of questions to facilitate a student to acquire a new skill, concept, or process.

Cognates. Words in two languages that: 1) share the same meaning, 2) have identical or similar spelling, and 3) share the same etymology.

Cognate recognition skills. Ability to perceive cognate vocabulary while listening, speaking, reading, and writing.

Cognate generation skills. Ability to guess at the meaning of an unfamiliar word and produce its cognate in speaking or writing.

Context clues. In reading, hints about the meaning of an unknown word from surrounding text.

Context clues strategies. Skill or plan to problem-solve the meaning of an unknown word by using familiar words near the unknown words as clues. Context clue strategies include the use of synonyms, antonyms, personal experiences, appositive words or phrases, punctuation clues (parentheses) or boldface type, and definitions of terms mediated by the different forms of the verb *to be* (is, was, were . . .).

Dual language classrooms. Classrooms that use two languages for official purposes across content areas where the goal is bilingualism and biliteracy. There are various models of dual language classrooms. There are classrooms that start with 90% Spanish and 10% English and by fourth grade move to 50% Spanish and 50% English. There are 50–50 dual language classrooms, which maintain 50% Spanish and 50% English throughout the grade levels. Some programs use other primary languages such as Mandarin, Japanese, or Portuguese.

English learners (ELs) or English language learners (ELLs). Official designation for students who are acquiring English as a new (second or third, additional) language.

English–Spanish cognates. Words that are spelled identically or similarly in English and Spanish and possess the same or nearly the same meanings in both languages as a result of a shared **etymology**—the origin of a word and the historical development of its meaning.

ESL. The acronym for English as a second language, used to identify programs, classes, and teachers for students who are officially designated as in need of learning to speak, read, and write English.

Etymology. The study of word origins and its changes in meaning throughout its history. Dictionaries contain the etymology or origin of the word. Many academic English words originated from the Latin and Greek languages. Spanish is a Latinate language, which means many of its words originated from Latin.

Home–school connection. An activity or task that involves the child and family meaningfully and collaboratively in the child's education. In some cases, the child consults with the family to find out about funds of knowledge, or sources of linguistic and cultural knowledge found in home and community practices that can be used for school learning.

Heuristic. An approach to problem solving, to figure out how to learn on one's own or how to use a model to learn a new concept or process.

Metalinguistic awareness. Ability to think about language and its patterns (Bialystok, 2001).

Morphology. In linguistics, it is the study of the structure and meaning of words and word parts. Prefixes, root words, and suffixes are parts of words or morphemes that carry meaning and combine to make new words.

Opportunity gap. Recognition that not all individuals are born with the same resources and opportunities and hence a discrepancy in life chances and school achievement are evident. See Carter and Welner (2013).

Prefix. In linguistics, a word part found in front of a root word and that carries meaning. For example, "bi-" means two, in such words as "bicycle" and "bilingual" in English. There are a number of cognate prefixes, such as /bi-/ in English is also */bi-/* in Spanish, in such cognate pairs as bicycle/*bicicleta*, and bilingual/*bilingüe*.

Root word. In linguistics, it is the basic part of a word that carries meaning. A root word has no affixes (prefixes or suffixes). For example, the root word "-ceed-," which means to move forward in English, is the same as «-*ceder*-» in Spanish, as in the cognate pair proceed/*proceder*.

Scope and sequence. In textbooks, the scope is the organization of the concepts, topics, and skills. The sequence is the order in which those concepts, topics, and skills are presented.

Snap-on cognate lesson plan. A brief cognate lesson plan to accompany an award-winning picture book that can be integrated into content-area instruction. Each snap-on lesson plan includes cognate objectives, activities, and assessments.

Suffix. In linguistics, a word part attached to the end of root words and that carries meaning. For example, "ly-" forms adverbs from adjectives, such as "finally," "regularly," and "absolutely." There are a large number of cognate suffixes using /-ly/ in English is */-mente/* in Spanish in such words as finally/*finalmente*; regularly/*regularmente*; and absolutely/*absolutamente*.

TESOL. The acronym for Teaching English to Students of Other Languages. The acronym is used to identify the international organization as well as types of programs for students who are learning English.

Tier One words. High-frequency words such as "book," "red," and "apple" in English that rarely require teacher instruction as to their meanings. The majority of these most frequent words are Old English in origin and are usually not English–Spanish cognates.

Tier Two words. Vocabulary words that 1) are not ordinarily used or heard in everyday language; 2) appear across a variety of content areas; 3) are important for understanding content-area textbooks; and 4) allow for rich representations and connections to other words (Kucan, 2012). Most of these Tier 2 words are cognates derived from Latin, as in the cognate pairs analyze/*analizar* and factor/*factor*. The Coxhead Academic Words are Tier 2 and many are also cognates.

Tier Three words. Vocabulary words that are used for particular topics in specific disciplines: "oligarchy" (social studies), "pollen" (biology), and "rhomboid" (geometry). Tier 3 words can be explicitly taught when their meanings are necessary for understanding a particular discipline-specific text. Most Tier 3 words are Spanish–English cognates, as in the cognate pairs oligarchy/*oligarquía*, pollen/*polen*, and rhomboid/*rhomboidal*.

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