addition, some cognates appear infrequently in one language or the other, or in both English and the primary language, and are therefore unlikely to be known by younger ELs (*organísmo/organism*). Because of the abundance of words with Latin roots in English science and history texts, for Spanish-speaking ELs and other ELs whose primary language is derived from Latin, cognates are especially rich linguistic resources to exploit for academic English language development (Bravo, Hiebert, and Pearson 2005; Carlo, and others 2004; Nagy, and others1993). Related to developing students' awareness of cognates, teachers can highlight morphological "clues" for deriving word meanings for some ELs, based on their primary language. For example, teachers can make transparent to students that word endings for nouns and adjectives in Spanish have English counterparts (e.g., creativi*dad*/creativ*ity*, furi*oso*/furi*ous*).

Grammatical and Discourse-Level Understandings

While academic vocabulary is a critical aspect of academic English, it is only one part. Language is a social process and a meaning-making system, and grammatical structures and vocabulary interact to form registers that vary depending upon context and situation (Halliday and Matthiessen 2004). Advanced English proficiency hinges on the mastery of a set of academic registers used in academic settings and texts that "construe multiple and complex meanings at all levels and in all subjects of schooling" (Schleppegrell 2009, 1). Figure 2.14 discusses the concept of register in more detail.

Figure 2.14. Understanding Register

Register refers to the ways in which grammatical and lexical resources are combined to meet the expectations of the context (i.e., the content area, topic, audience, and mode in which the message is conveyed). In this sense, "register variation" (Schleppegrell 2012) depends on what is happening (the content), who the communicators are and what their relationship is (e.g., peer-to-peer, expert-to-peer), and how the message is conveyed (e.g., written, spoken, or other format). More informal or "spoken-like" registers might include chatting with a friend about a movie or texting a relative. More formal or "written-like" *academic* registers might include writing an essay for history class, participating in a debate about a scientific topic, or providing a formal oral presentation about a work of literature. The characteristics of these academic registers, which are critical for school success, include specialized and technical vocabulary, sentences and clauses that are densely packed with meaning and combined in purposeful ways, and whole texts that are highly structured and cohesive in ways dependent upon the disciplinary area and social purpose (Christie and Derewianka 2008; Halliday and Matthiessen 2004; O'Dowd 2010; Schleppegrell 2004).

Many students often find it challenging to move from more everyday or informal registers of English to more formal academic registers. Understanding and gaining proficiency with academic registers and the language resources that build them opens up possibilities for expressing ideas and understanding the world. From this perspective, teachers who understand the lexical, grammatical, and discourse features of academic English and how to make these features explicit to their students in purposeful ways that build both linguistic and content knowledge are in a better position to help their students fulfill their linguistic and academic potential.

Teaching about the grammatical patterns found in specific disciplines has been shown to help students with their reading comprehension and writing proficiency. The aims are to help students become more conscious of how language is used to construct meaning in different contexts and to provide them with a wider range of linguistic resources, enabling them to make appropriate language choices for comprehending and constructing meaning of oral and written texts. Accordingly, instruction should focus on the language features of the academic texts students read and are expected to write in school (e.g., arguments, explanations, narratives). Instruction should also support students' developing awareness of and proficiency in using the language features of these academic registers (e.g., how ideas are condensed in science texts through nominalization, how arguments are constructed by connecting clauses in particular ways, or how agency is hidden in history texts by using the passive voice) so that they can better comprehend and create academic texts (Brisk 2012; Gebhard, Willett, Jimenez, and Piedra 2011; Fang and Schleppegrell 2010; Gibbons 2008; Hammond 2006; Rose and Acevedo 2006; Schleppegrell and de Oliveira 2006; Spycher 2007).

It is important to position all students, particularly culturally and linguistically diverse learners, as competent and capable of achieving academic literacy. It is especially important to provide all learners an intellectually challenging curriculum with appropriate levels of support, designed for *apprenticing* them to use disciplinary language successfully. Features of academic language should be made transparent in order to build students' proficiency in using and critical awareness about language (Christie 2012; Derewianka 2011; Gibbons 2009; Halliday 1993; Hyland 2004; Schleppegrell 2004; Spycher 2013).

Effective Expression

Reading, writing, speaking and listening, and language are tools for effective communication across the disciplines. The CA CCSS for ELA/Literacy make this clear by including standards for both literature and informational text in kindergarten through grade twelve and by including standards for literacy in history/social studies, science, and technical subjects in grades six through twelve. Students express their