General Language Vocabulary

Select words based on students' needs to communicate in the classroom and school and to complete specific tasks.

identify, describe, explain, discuss, observe, predict, interview, sort, ask, answer, question, compare, same/similar/similarities, different/differences, graphic organizer, story organizer, storyboard, art words (e.g., draw, paper, crayon), PE words (e.g., ball, run, walk, skip, jog, jump), music words (e.g., sing, clap, audience)

Thinking and Academic Success Skills Vocabulary – Fluency and Intellectual Risk Taking

brainstorm, strategies, generate, adjust, attempt, try, seek solutions, share ideas, ask questions, new tasks, uncertainty, uncomfortable, goal, challenge

Specific Language Vocabulary and Technical Language Vocabulary by Content

Art	textures (e.g., types, it feels _), lines (e.g., direction, type), shapes (e.g., geometric, organic), patterns (e.g., repetition, center of interest), color (e.g., primary, secondary, warm, cool), sketch (e.g., observation, memory, imagination), space (e.g., overlapping)
Health Educatio	**identify, describe, list, explain, respond**, personal safety (e.g., safe, help, harm, stranger, germs, medicine) dental, teeth, health, litter, harmful, prevent, littering, nurse, counselor, emergency, situations, stay safe, animals, at home, outdoors, characters, bully, telling, tatting
Information Literacy	writing about research (e.g., illustrations, captions, main idea, facts, opinion, opinion statement), works cited list (e.g., author, title), online database, online encyclopedia, video, book, web page
Math	place value (e.g., compose, decompose, tens, ones), addition and subtraction (e.g., add, subtract, equation, number sentence, known/unknown, equal sign, value), addition/subtraction strategies (e.g., doubles, doubles plus one, counting on, counting back, making ten)
Music	**mood,** rhythm (e.g., steady beat, beat, long/short, silence, rhythm pattern), sounds (e.g., loud/soft, high/middle/low, matching pitch, tonal pattern, melody, melodic pattern), tempo (e.g., fast/slow), patriotic song, folk song
Physical Educatio n	**position words (e.g., over, under, through, alongside),** exercise and the body (e.g., breathing, heartbeat, sweat, heart, lungs, skin, muscles), underhand throw/toss, overhand throw, catch, force, gravity, body shapes (e.g., round, curved, narrow, wide, twisted, symmetrical, nonsymmetrical), non-locomotor movements (e.g., turn, twist, roll, balance, stretch, curl, bend, pull, push, swing, lift)
Reading	**Identify, question, retell,** story, discussing text (e.g., characters, illustrations, setting, events, key details, main topic/main idea, central message/lesson), singular/plural noun, adjective, sensory words/phrases, verb, root word, word ending (e.g., *-s, -ing, -ed*), syllable, context clue (e.g., *look inside/outside the word*), category
Science and Engineerin	**change,** living/non-living, basic need, scientific investigation terms (e.g., investigation, test, observation), materials (e.g., cloth, metal, clay, plastic, wood, paper, glass), motion terms (e.g., object, motion, move/movement, push/pull, force), magnet terms (e.g., magnetic/non-magnetic, attract/repel, strong/weak, strength)
Social Studies	culture (e.g., family, community, artifact, tradition, custom, share, borrow), human needs (e.g., food, clothing, shelter, music, recreation, stories), social skills (e.g., concern, care, respect), past, present, future, timeline
Writing	informational and opinion writing, (e.g., questions, topic, main topic/main idea, title, opinion, opinion statement, facts, reasons, closing sentence), informational poster (e.g., pictures, labels, captions), personal narrative (e.g., questionnaire, personal timeline, special memory, details, sequence), editing (e.g., capitalization, punctuation, spelling), feeling word/phrase, sensory details, temporal word (*first, then/next, after that, finally*), personality/voice, present/past tense verb, noun, pronoun

Note: Use this document to select the requisite academic vocabulary necessary to make the content of the curriculum comprehensible for ESOL students. Words are listed in the order they are addressed during the marking period and grouped according to the context in which they are taught. Specific Language Vocabulary used across contents is listed in **Orange** and Technical Language Vocabulary is listed in **Black.**

Resource: Social Studies Grades K–3 Content Vocabulary

MENU