Academic Vocabulary

Researchers such as Kinsela, 2003; Becks, 2002; Marzano, 2005; and Scarcella 2003, stress that vocabulary knowledge is strongly correlated to academic achievement. Academic language or vocabulary is essential to reading comprehension, learning, and applying concepts. This type of vocabulary used during instruction is known as Cognitive Academic Language Proficiency (CALP). It differs from the language used in daily social interactions, known as Basic Interpersonal Communicative Skills (BICS). The WIDA Consortium categorizes academic vocabulary from content areas into three categories – *General*, *Specific* and *Technical* language. ESOL teachers can use *WIDA's Performance Definitions* to guide their planning for systematic and explicit vocabulary instruction. As the students progress towards attaining English language proficiency, their use of more complex vocabulary must also increase.

Engaging English language learners with vocabulary across the curriculum in multiple contexts and language domains helps them build word consciousness (metalinguistic skills) as well as gain a deeper understanding of concepts. Closing the vocabulary gap for ELLs will level the playing field by providing them a strong foundation for the knowledge and skills needed in the 21st century.

The list on the following page delineates the type of vocabulary needed to access each content area during the marking period. Specific Language Vocabulary words are listed by content because they are important to learning the vocabulary in context during the marking period, however, they may also be used in other content areas.

General Language Vocabulary *Words required for basic communication. They are often learned through context.*	Specific Language Vocabulary *Academic words that appear in high frequency across content areas and need to be taught explicitly.* (Listed in orange.)	Technical Language Vocabulary *Words limited to a specific content, low frequency, and best taught in a relevant context.* (Listed in black.)
• Basic Interpersonal Communicative Skills (BICS) • Highest frequency vocabulary • General content vocabulary	• Appear frequently across content areas (e.g., describe, synthesize, analyze, pattern, solution) • Multiple-meaning words used in a variety of contexts and contents • Provides an efficient way to express a known concept	• Low frequency words or phrases • Limited to a specific content • Best taught in context as needed

Click on link for professional development:
- **What is Academic Language? Webcast**
  http://www.colorincolorado.org/webcasts/academiclanguage/
- **Articles on academic vocabulary building**
  http://www.scoe.org/docs/ah/AH_kinsella2.pdf
  http://innovativocab.wikispaces.com/file/view/MarzVocabiGami.pdf
  http://www.aea267.k12.ia.us/literacy/files/Vocabulary/choosingwords/Which_Words_to_Teach.pdf
- **Models and strategies for Vocabulary Awareness and Mastery** - This model for vocabulary instruction promotes vocabulary building and comprehension (see Slides 19 and 20 when visiting link below)
  http://www.montgomeryschoolsmd.org/departments/development/resources/ELLs/player.html
  http://www.elltoolbox.com/vocabulary-activities.html
- **The Language of Mathematics: Indirect Comparison - Which line is longer?**
  https://mymcps-instruction.mcpsmd.org/sites/ic/_layouts/mcps.olc.home/resourceview.aspx?ResourceID=2690&ViewPage=1
- **Academic Language Function Toolkit**
  http://orh.sweetwaterschools.org/files/2012/06/Academic-Language-Functions-toolkit.pdf

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General Language Vocabulary

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

discuss, read, write, sort, estimate, observe, compare, reflect, remember, infer, paraphrase, research, solve, measure, color, shape, dance, sing, graphic organizer, storyboard, reasonable answer, dictionary, definition, strategy, air, water, audience
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Thinking and Academic Success Skills Vocabulary – <u>Evaluation</u> and <u>Metacognition</u>

feedback, test, examine, analyze, interpret, credibility, reliability, judgment, criteria, evidence, clarify, reflect, adapt, self-monitor
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Specific Language Vocabulary and Technical Language Vocabulary by Content
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Art
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point of view, symmetry, line of symmetry, visual texture, tactile texture, contour line, express meaning, art critic, criticism (e.g., analyze, interpret, evaluate)
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Health Education*
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Health education is not taught during this marking period.
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Information Literacy
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genres (e.g., literary non-fiction, memoir), research vocabulary (e.g., inquiry question, print/digital resource, key words, fact, opinion), source vocabulary (e.g., authority, bias, currency, relevance, intellectual property, copyright, plagiarism, Creative Commons, fair use, intellectual freedom), media message (e.g., target audience, commercial, billboard, print/digital still ad, commercial website), advertisement techniques (e.g., generalization, association, bandwagon, celebrities, explicit claim, fear, humor, weasel, repetition, warm and fuzzy, glittering generalities), *PowerPoint, MovieMaker, Glogster EDU, PhotoStory, Pixie*
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Math
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greater than, less than, least, greatest, numbers and operations (e.g., equation, compose, decompose, add, subtract, sum, difference, multiply, factor, factor pair, multiple, product, prime number, composite number, multiplicative/additive comparison), measurement (e.g., ruler, length, inches, feet, yards, perimeter, mass, kilograms, grams), fractions (e.g., numerator, denominator, partition, halves, fourths, eighths, benchmark/equivalent/unit fraction, whole number, mixed number, common denominator/numerator), geometry terms (e.g., line, line segment, point, intersecting lines, perpendicular lines, parallel lines, line of symmetry), representing math thinking (e.g., rectangular array, line plot, scale, number line, fraction strip, bar diagram)
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Music
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mood, theme, melody, harmony, lyrics, refrain, verse, cumulative, strophic, notation terms (e.g., major mode, minor mode, meter, duration, orchestration, dynamics, articulation, syncopation, fermata), elements of music (e.g., texture, form, rhythm, beat, tempo, pitch, tone color), musical genres and styles (e.g., instrumental, vocal, contemporary, ethnic, popular, fusion, spiritual, call and response, folk song, singing game, work song, classical, rondo, theme and variations)
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Physical Education
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sequence, rhythm, beat, formation, static balance, dynamic balance, weight transfer, gymnastics, vault, springboard, mats
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Reading
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discussing text (e.g., character, setting, events, key details, text evidence, theme, main idea, central message, inference, summary, point of view, narrator, firsthand account/primary source, secondhand account/secondary source), linguistic imagery (e.g., simile, metaphor, idiom, allusion), text structures (e.g., problem/solution, description), genres (e.g., traditional story, Greek myth, fantasy, technical text)
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Science and Engineering
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alert, seasonal weather terms (e.g., climatic region, humidity, clouds, snow, hail, sleet, ice), states of matter (e.g., solid, liquid, gas, atmosphere, hydrosphere, evaporation, condensation, mass, capacity, volume), weather data/tools (e.g., quantitative/qualitative data, meteorologist, forecast, (average) temperature, thermometer, Fahrenheit/Celsius scale, degrees, wind streamer, wind vane, anemometer, wind gauge, wind speed/direction, precipitation, satellite image, rain gauge, radar map)
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Social Studies
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conflict, cultural characteristics, cultural traditions, Native Americans, Europeans, Spain, England, Church of England, The House of Burgesses, Catholic, Protestant, colony vocabulary (e.g., Roanoke, St. Augustine, Jamestown, Plymouth, St. Marys City, common good, leader, settlement, settler, indentured servant, slave), immigration/reasons for migration (e.g., immigrant, migration, social, political, religious, economic)
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Writing
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opinion writing (e.g., opinion, topic, thesis statement, body paragraph, facts, reasons, details, source list), newsletter writing (e.g., headline, by-line, columns, header, subheadings, captions), memoir writing (e.g., reflection, past, present, characters, setting, turning point, insight, emotion, thought), text structures (e.g., problem/solution, descriptive, compare/contrast, cause/effect), sensory words, sensory phrases, adjective, transition words (e.g., *therefore, to illustrate, on the other hand, just like*)
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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.**