

## 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 21<sup>st</sup> 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.

<p style="text-align: center;"><b>General Language Vocabulary</b></p> <p style="text-align: center;"><i>Words required for basic communication. They are often learned through context.</i></p>	<p style="text-align: center;"><b>Specific Language Vocabulary</b></p> <p style="text-align: center;"><i>They are academic words that appear in high frequency across content areas and need to be taught explicitly. (Listed in orange.)</i></p>	<p style="text-align: center;"><b>Technical Language Vocabulary</b></p> <p style="text-align: center;"><i>Words limited to a specific content, low frequency, and best taught in a relevant context. (Listed in black.)</i></p>
<ul style="list-style-type: none"> <li>• Basic Interpersonal Communicative Skills (BICS)</li> <li>• Highest frequency vocabulary</li> <li>• General content vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Appear frequently across content areas (e.g., describe, synthesize, analyze, pattern, solution)</li> <li>• Multiple-meaning words used in a variety of contexts and contents</li> <li>• Provides an efficient way to express a known concept</li> </ul>	<ul style="list-style-type: none"> <li>• Low frequency words or phrases</li> <li>• Limited to a specific content</li> <li>• Best taught in context as needed</li> </ul>

**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://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](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](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>

[MENU](#)

**General Language Vocabulary**

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

ask, answer, question, describe, observe, investigate, compare, same/similar, different, predict, explain, share, discuss, write, graphic organizer, story map, math terms (e.g., pictures, numbers, words, ten-frame), PE terms (e.g., goal, target, ball), art terms (e.g., draw, crayons, paper, paint), music terms (e.g., sing, pat, clap)

**Thinking and Academic Success Skills Vocabulary – Originality and Metacognition**

unique, different, original, special, (to) design, create, explain/trace thinking

**Specific Language Vocabulary and Technical Language Vocabulary by Content**

<b>Art</b>	art elements (e.g., colors, lines, shapes, texture words), (a) building, parts of a book (e.g., cover, page, illustration/picture, etc.), drawing
<b>Health Education</b>	disease, prevent, illness, hand washing
<b>Information Literacy</b>	research (e.g., topic, keywords, key details, illustration, artifact, interview, glossary), citing sources (e.g., resources, title, author), <i>Kidspiration</i> , <i>Pixie</i>
<b>Math</b>	describing addition/subtraction (e.g., joining, separating, count, number sentence, equation, plus, minus, in all, altogether, how many total, how many more, how many are left), describing quantities greater than ten (e.g., 10 ones, some more, ___ more ones), comparing quantity (e.g., greater than, less than, fewer than, equal), money (e.g., penny, nickel, dime)
<b>Music</b>	rhythm, rhythm pattern, beat, steady beat, strong/weak beat, describing sounds (e.g., high, low, long, short)
<b>Physical Education</b>	<b>responsibility, respect, cooperation</b> , underhand strike/hit, forces (e.g., strong, light), parts of the hand (e.g., palm, back, fingers, thumb, finger tips, finger print, knuckles), kick, parts of the foot (e.g., inside/instep, outside, back, front/toes, top, bottom)
<b>Reading</b>	literary text (e.g., story, poem, play), discussing stories (title, author, illustrator, character, setting, events, problem, solution), informational text (e.g., illustration, label, glossary, details, main idea), adjective, verb, rhyming word, suffix
<b>Science and Engineering</b>	environment, survive, describing animals' external features (e.g., body coverings, camouflage, legs, wings, paws, flippers, fins, etc.), describing animals' behavioral features/movements (e.g., gallop/run, paddle, prance/walk, float/swim, glide/fly, climb, crawl, hop, etc.), describing birds (e.g., beak, tool, flight, etc.), describing trees/plants (e.g., size, shape, bark, leaves, flowers, seeds, etc.)
<b>Social Studies</b>	<b>toy, game, interview</b> , past, present/today, how people meet needs (e.g., tools, food, home), methods of travel (e.g., transportation, bus, subway, taxi, car, train, boat, plane, etc.), communication (e.g., telephone, typewriter, computer, letter, etc.), what makes people/families unique (e.g., keepsakes/artifacts, interests, skills, traditions/customs)
<b>Writing</b>	<b>feelings</b> , poem, biography, interview, opinion writing (e.g., persuade, facts, should, must, need, have to), synonym, noun, verb, transition word

**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**.

[MENU](#)