

Academic Language of Science

<p>TEXT/TALK FEATURES</p> <ul style="list-style-type: none"> • complex sentence structures made up of multiple embedded clauses • highly specific vocabulary that conveys scientific concepts and understandings • if/then sentences • use of the conditional tense (what could/might happen) • active explanations and descriptions of phenomena • use of metaphors—"a comet is like a . . ."; "think of a comet as a . . ." • high level of visual support—diagrams, photographs, illustrations
<p>MAJOR TEXT STRUCTURES/FEATURES OF TALK</p> <p>definition; description/enumeration; cause/effect; chronological/sequential; comparison/contrast; problem/solution</p>
<p>SUBJECT MATTER SPECIFIC VOCABULARY</p> <p>e.g., <i>omnivore, vertebrae, lava, mineral, stamen, thorax, molecule, electron, carbohydrate, amphibian</i></p>
<p>WORDS USED IN NEW WAYS</p> <p>e.g., <i>cell, space, cycle, crust, matter, front (weather), property</i></p>
<p>COGNATES (SPANISH/ENGLISH)</p> <p>e.g., <i>adaptación/adaptation; anfibio/amphibian; bacterias/bacteria; camuflaje/camouflage; dióxido de carbono/carbon dioxide</i></p>
<p>PHRASES/LEXICAL BUNDLES (WORDS THAT OFTEN CO-OCCUR; COMMON SEQUENCES OF WORDS)</p> <p>e.g., <i>food chain, water cycle, cloud formation; the nature of ____; in the form of ____; the way in which ____; as a result of ____; the size/shape of the ____; as shown in Figure ____</i></p>
<p>COMMON TRANSITION WORDS; LOGICAL CONNECTORS</p> <p><i>unless; although; finally; because; also; consequently, therefore</i></p>
<p>COMMON COMMUNICATIVE FUNCTIONS</p> <p>name; classify/categorize; ask and answer questions; report; describe; explain; predict; hypothesize; defend</p>
<p>HELPFUL READING/WRITING SKILLS AND STRATEGIES</p> <p>visualize what is read; find information; use of text features (bold, italics); distinguish between main idea and supporting details; draw inferences; use root words and affixes to discover word meaning (hydro, proto, -ose); write summaries; record observations; use graphic organizers to record information; use diagrams to process text</p>

Chart 4.1 Academic Language of Science

Academic Language of Social Studies

TEXT/TALK FEATURES
<ul style="list-style-type: none"> • complex sentences with independent and dependent clauses; descriptions of related events; causes and effects • verb plus infinitive (refused to obey, offered to write) • time references; temporal phrases • third-person pronouns that refer to actors previously named in the passage (he, she, they) • causative words
MAJOR TEXT STRUCTURES/FEATURES OF TALK
compare and contrast; generalization-example; enumerative; cause and effect; sequential/chronological; problem-solution
SUBJECT MATTER-SPECIFIC VOCABULARY
e.g., <i>continent, landform, goods, services, raw material, consumption, patriotism, rebel, boycott, taxes, delegates</i>
WORDS USED IN NEW WAYS
e.g., <i>party, capital, assembly, press (as noun), lobby</i>
COGNATES (SPANISH/ENGLISH)
e.g., <i>historia/history; extinto/extinct; patriotismo/patriotism; partido/party; estado/state; dinastía/dynasty; nación/nation</i> ; same word, both languages: <i>colonial; capital; local; global</i>
PHRASES/LEXICAL BUNDLES
e.g., <i>at the same time; had the right to; became known as; one of the most; had the right to; as a result of; the fact that the</i>
COMMON TRANSITION WORDS; LOGICAL CONNECTORS
<i>from that time forward; after the war had begun; furthermore, he thought that; by the nineteenth century; as a result; finally; so; never before</i>
COMMON COMMUNICATIVE FUNCTIONS
explain; describe; define; justify; give examples; sequence; compare; answer questions; clarify/restate
HELPFUL READING/WRITING SKILLS AND STRATEGIES
use the resources in textbooks (index, table of contents, glossary, etc.); find the main idea and supporting details; present an oral report; write a cause-and-effect essay; use note-taking strategies; use graphic organizers to record information; conduct research; prepare reports; summarize; paraphrase; use timelines, graphs, maps, and charts

Chart 4.2 Academic Language of Social Studies

Academic Language of Mathematics

<p>TEXT/TALK FEATURES</p> <ul style="list-style-type: none"> • conceptually packed • high density of unique words with specific meanings • great deal of technical language with precise meanings • requires multiple readings • requires a reading rate adjustment because text must be read more slowly than natural language texts • uses numerous symbols • many charts and graphs
<p>MAJOR TEXT STRUCTURES AND FEATURES OF TALK</p> <p>cause and effect; comparisons; logical or chronological sequence</p>
<p>SUBJECT MATTER–SPECIFIC VOCABULARY</p> <p>e.g., <i>divisor, denominator, integer, quotient, coefficient, equation, protractor, place value, proper/improper fraction</i></p>
<p>WORDS USED IN NEW WAYS</p> <p>e.g., <i>table, column, variable, carry, irrational/rational, mean, factor, term, expression, odd, set</i></p>
<p>MULTIPLE WAYS OF SAYING THE SAME THING (SYNONYMS)</p> <p>e.g., <i>add, plus, combine, and, sum, increased by, total; subtract from, decreased by, less, minus, differ, less than, have left</i></p>
<p>COGNATES (SPANISH/ENGLISH)</p> <p>e.g., <i>base/base; centimeter/centimetro; column/columna; concept/concepto; number/número; ordinal/ordinal; group/grupo; identify/identificar; sequence/secuencia; angle/ángulo; circle/círculo; difference/diferencia; divide/dividir; line/línea; multiply/multiplicar</i></p>
<p>PHRASES WITH SPECIFIC MEANINGS; LEXICAL BUNDLES</p> <p>e.g., <i>least common multiple, standard deviation, square root, a quarter of, divided by vs. divided into, as much as, common factor, the size of the, greater than or equal to, not more than</i></p>
<p>TRANSITION WORDS; LOGICAL CONNECTORS</p> <p><i>if . . . then, if and only if, because, that is, for example, such that, but, consequently, either</i></p>
<p>COMMON COMMUNICATIVE FUNCTIONS</p> <p>following directions in a sequence, show, tell, ask and answer factual questions, predict, explain, justify, hypothesize, conjecture</p>
<p>HELPFUL READING/WRITING SKILLS AND STRATEGIES</p> <p>adjust reading rate, reread difficult text, confirmation checks/summarize as you go, take notes while reading, use graphs, number lines, and charts to complement the understanding of text</p>

Chart 4.3 Academic Language of Mathematics