# Content Area Variations of Academic Language

## Academic Expressions for Interpreting in Language Arts

1. It really means…because…
2. The…is a metaphor for…
3. It wasn't literal; that's the author's way of describing how…
4. The author was trying to teach us that…
5. One way to interpret her words is…
6. The … is an important symbol for … because…
7. Her actions meant that…
8. That part was like when I…
9. It's a figurative way to describe how…
10. For us these days, it could mean that…
11. When…shows us that…
12. If we read between the lines, we see that…
13. The author's background helps us figure out…
14. It's like how people always…
15. The author used that analogy because…
16. That is similar to my life in that…
17. The moral of the story is…


## Academic Expressions for Persuading in Language Arts

1. Based on the evidence in the story so far, we believe… because…
2. We feel that the long-run gains outweigh the short-run losses…
3. It is a difficult issue, but I feel that the positives of… outweigh the negatives of…
4. There is a lot of discussion about whether…, but the crux of the matter is…
5. However, there are several reasons to oppose this point of view.
6. It is also vital to consider…
7. The statistics are misleading, however, because they do not show…
8. Well, that is only partly the case.  The other side of the story is…
9. The advantages of…outweigh the disadvantages of…
10. Granted, we admit that…
11. What it seems to come down to is…versus…
12. I understand what you are saying, but I would like to emphasize…
13. That is a good point, but I think the evidence shows that…
14. These (facts, reasons, data) strongly suggest that… Yet some argue strongly that…
15. Although not everybody would agree, our position is…
16. Although some people claim that…
17. The issue is not so much a question of…, but a question of…
18. They say (claim, maintain, hold) that…
19. On the other hand, there are many who disagree with the idea that…
20. Opponents also argue that…

# Content Area Variations of Academic Language

**Academic Expressions for Identifying Cause and Effect in Language Arts**

1. I think that the character did that because…
2. That wasn't caused by… because…
3. Just because it happened after… doesn't mean it was caused by…
4. I hypothesize that… made them…
5. The most likely reason for… was…
6. It was not a coincidence that…
7. Even though many people thought the case was…, I believe it was…
8. Each… played a key role. First, …
9. The purpose of that character was to… because…
10. The results of her actions were…
11. The reason they…
12. The… led to …, which led to…
13. She was motivated by…

# Content Area Variations of Academic Language

## Academic Expressions for Cause and Effect Thinking in History

1. I believe that one reason for their… was…
2. It wasn't just one cause, though; we need to think about other factors, such as…
3. That was a result of…
4. Just because they… doesn't mean that…
5. The most likely reason for… was…
6. The… let to…, which led to…
7. He/she was motivated by…
8. Each… played a key role.  First,…
9. There were political, social, and cultural motives for…
10. Even though the textbook says the cause was…, I believe it was…
11. Seeds have been sown.
12. The ramifications of their actions were far-reaching.
13. If they hadn't…, what would have happened?
14. …had a significant influence on…
15. Lay a foundation

## Academic Expressions for Interpretation in History

1. Those events can teach us about how to act in the future.  For example…
2. His/Her actions, though seemingly trivial, changed the course of history for…
3. We aren't much different from those people…
4. We can draw several conclusions from our analysis of the documents.
5. The evidence strongly suggests that…
6. We believe that this event show how humans are generally…
7. One way to interpret this event is…
8. Back then, …had a different meaning.
9. She/He belongs in history books because she/he…
10. This event is important because…
11. It really means…because…
12. I believe that the author did not include… because…
13. For us in modern times, it could mean that…
14. If we read between the lines, we might make a guess that…
15. What did he really mean when he said…?
16. This is similar to my life in that…
17. I think that… because…

# Content Area Variations of Academic Language

**Academic Expressions for Perspective Taking in History**

1. If I had been…, I would have… because…
2. Imagine that you are… Map out your strategy for…
3. I think that she/he felt…
4. There are several clues that show us how they might have felt.  They are…
5. We draw several conclusions from our analysis of the documents including the following…
6. See through his/her eyes.
7. Walk in his/her/their shoes.
8. When we try to empathize a bit with…
9. Get inside his/her head for a moment.
10. One way to interpret this event is…
11. For us in modern times, it could mean that…
12. If we read between the lines, we might guess that he/she…
13. I believe that the author did not include…about him/her because…
14. From his/her perspective, I think he/she was thinking…
15. I think that…because…

# Content Area Variations of Academic Language

| Language Used to Describe Different Steps of Scientific Inquiry | |
|---|---|
| **Steps of Scientific Inquiry** | **Language for This Step** |
| Observe some aspect of the physical or natural universe. | <ul><li>I notice that…</li><li>I observed that…</li><li>We have all seen…</li><li>Look at the way that…</li></ul> |
| As questions about the nature of the observations (why it is happening, how, and so on). | <ul><li>I wonder why…</li><li>Where does the… come from?</li><li>How does it reproduce?</li><li>What kind of reaction could cause that?</li></ul> |
| Generate a guess, or *hypothesis*, the attempts to answer the questions. | <ul><li>What if we…?</li><li>If we add…, then maybe…</li><li>I hypothesize that… because…</li><li>I think that it will because…</li><li>What do you think will happen?</li><li>Based on…, I think that…</li><li>Most likely, it will…</li></ul> |
| Carefully design further observations or experiments or to test the hypothesis. Figure out how to isolate. | <ul><li>If we isolate the variable…, then we can see…</li><li>Several variables come into play.</li><li>We also need a control group.</li><li>We need a microscope to see how…</li><li>We need to change the … to see how … reacts.</li><li>How can we prove that…?</li><li>But what about the effects of…?</li></ul> |
| Perform an experiment; gather data and organize them logically. | <ul><li>The control group doesn't get treatment.</li><li>The data should go into ta table because…</li><li>We need to measure the…</li><li>As the … increases, the … decreases</li><li>There is a correlation between …and …</li></ul> |
| Make conclusions as to the validity of your experimental data and their support of your hypothesis. Make generalizations based on observations. | <ul><li>The data show that…</li><li>We discovered that…</li><li>Our data were not valid or reliable enough to make solid conclusions about…</li><li>We found a negative correlation between….</li><li>Based on these numbers, it is likely that…</li><li>Our research has demonstrated that…</li></ul> |

# Content Area Variations of Academic Language

## Examples of Cause-and-Effect Language in Science

1. I think one reason for their…was…
2. It was due to the reaction between…
3. There could be multiple causes.
4. The change resulted from…
5. There is a linear relationship between…
6. I hypothesize that… because…
7. If we do that, then…
8. It combines with… to produce…
9. They transform into new substances.
10. This process allows…
11. Since…
12. Several factors contributed to the…
13. The purpose of that part is to…
14. The practical applications of this discovery are…
15. If we hadn't …, what would have occurred?
16. In order to maintain a balance, …
17. A force acts on an object.
18. It is generated by…

# Content Area Variations of Academic Language

| Common Terms with Specialized Meanings in Math | | |
|---|---|---|
| balance | interest | difference |
| coordinate | power | terms |
| even | similar | radical |
| imaginary | irrational | improper |
| plane | axis | chance |
| product | mixed | expression |
| round | cube | principal |
| scale | value | factor |
| slope | represent | simplify |
| square | find | function |
| positive | field | real |
| tangent | proof | odd |

| Math Imperatives, Questions, and Expressions | |
|---|---|
| **Math Imperatives** | **Questions and Expressions** |
| <ul><li>plot</li><li>graph</li><li>interpret</li><li>calculate</li><li>estimate</li><li>construct</li><li>convert</li><li>compare</li><li>substitute</li><li>find the relationship between x and y</li><li>design it to minimize…</li><li>look for a pattern</li><li>work backward</li><li>predict</li><li>isolate</li></ul> | <ul><li>Which system of equations represents the situation?</li><li>Which ratio represents an approximation of…?</li><li>What is the measure of…?</li><li>Average</li><li>Equivalent</li><li>Relevant information</li><li>Descent, ascent, altitude</li><li>Operations</li><li>Vary directly</li><li>Reasonable</li><li>Dimensions</li><li>If x equals…, then what is…?</li><li>Break the problem down into…</li></ul> |

# Content Area Variations of Academic Language

**Expressions Used in Problem Solving**

1. We need to figure out exactly what they want.
2. Let's break it down into parts.  First, …
3. Information that I need is… because…
4. There are different ways to solve it.
5. The best solution is… because…
6. I predict that…
7. We can draw this part as…
8. We can check our answer by trying…
9. I don't think this information is important because…
10. I bet that…because…
11. This is like the problem we did on…
12. We need to identify the…
13. We don't know …, so let's make it a variable.
14. Maybe a data table will work because…
15. I think we need to try another way.
16. I think that the answer is… because…
17. The word means that the final units need to be in…