

- Word forms [like, likeable, likely, likelihood, liken, likeness, likewise]
- Prefixes, suffixes, and root words from Greek and Latin
- Cognates [words that are similar in spelling and pronunciation to words in another language, such as [revolt/revuelta (Spanish), located/localizado (Spanish)]
- Idioms [raining cats and dogs, cover all the bases]
- Phrasal verbs [back down, break up]
- Pronunciation and spelling that change word forms [verb – organize and noun – organization]

The language of social studies assumes a high level of literacy and includes complex grammatical structures:

- Long sentences
- Multiple embeddings [...the officer who fought in the conflict, which was the first act of defiance before an alliance was forged...]
- Complex past tense forms
- Extensive use of pronouns as referents
- Cause – effect with “Because” at the beginning of the sentence [Because of the cold winters, New England has a short growing season.]

Academic language in social studies is more comprehensible when students:

- Chunk language
- Identify sentence structures
- Take notes
- Read text features
 - captions
 - headings
 - subheadings
 - sidebars
 - key words
 - bold print
 - table of contents
 - index
 - glossary
- Read databases
- Read spreadsheets
- Read graphical information
 - maps
 - tables or chart
 - diagrams (scale, cutaway, cross-section, close-up, flow chart)
 - graphs (line, column, pie, bar)
 - timelines
 - photographs/illustrations