repeatedly, and additional support for understanding, such as when the word is accompanied by a diagram or appears in a glossary, often is provided. It is the general academic, or Tier Two, words that are considered by some to be the words in need of most attention (Beck, McKeown, and Kucan 2013; NGA/CCSSO 2010a: Appendix A, 33). They impact meaning, yet are not likely to be defined in a text. And, they are likely to appear in many types of texts and contexts, sometimes changing meaning in different disciplines. Teachers make decisions about which words to teach.

Figure 2.13. Categories of Vocabulary

Vocabulary	Definition	Examples
Conversational (Tier One)	Words of everyday use	*happy, dog, run, family, boy, play, water*
General Academic (Tier Two)	Words that are far more likely to appear in text than in everyday use, are highly generalizable because they appear in many types of texts, and often represent precise or nuanced meanings of relatively common things	*develop, technique, disrupt, fortunate, frightening, enormous, startling* *strolled, essential*
Domain-Specific (Tier Three)	Words that are specific to a domain or field of study and key to understanding a new concept	*equation, place value, germ, improvisation, tempo, percussion, landform, thermometer*

Cognates are a rich linguistic resource for ELs, and because not all students are aware of the power of cognate knowledge, teachers should draw attention to them. Cognates are words in two or more different languages that sound and/or look the same or very nearly the same and that have similar or identical meanings. For example, the word *animal* in English and the word *animal* in Spanish are clearly identifiable cognates because they are spelled the same, sound nearly the same, and have the same meaning. However, while some cognates are easy to identify because of their similar or identical spelling, others are not so transparent (e.g., *gato/cat*, *estatua/statue*). In