

# Crack the code on functional vocabulary

## Recognize the impact of “functional” words.



SIDEWALK CIRCUS, PAUL FLEISCHMAN

## Acknowledge 6 reasons functional vocabulary tends to go untaught.

We tend to assume that if we know a word, so does everyone else. **1**

We aren't sure of the subtle meaning differences either; we may not be comfortable with some of the words. **2**

We are under the impression that students will discover words for themselves using a dictionary or the internet. **3**

There are too many domain-specific/content vocabulary terms already. There isn't time to focus on these. **4**

We assume that some other teacher has taught it. **5**

These words aren't a part of our daily personal vocabulary, so it would take real effort to use them intentionally. **6**

## Distinguish between types of vocabulary.

### DOMAIN-SPECIFIC

Words **specific** to a **particular** subject area or course.

These words are...

- Found in the question, prompt, or directions.
- Reveal the specific task the student will perform.
- Indicate the type of information required in response.

### GENERAL ACADEMIC

Words **universal** to **all** subject areas and courses.

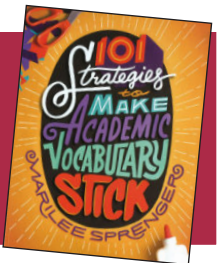


**COMMON CORE | L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases...

**INDIANA | RV.1** Build and use accurately general academic and content-specific words and phrases.

**“ 85% of the achievement test scores are based on the language used in the standards.”**

MARILEE SPRENGER, 101 STRATEGIES TO MAKE ACADEMIC VOCABULARY STICK





## Select 10-15 functional words to use across content areas.

Consider words and phrases used in grade-level questions and prompts.

abbreviate	assume	complete	credible	effectively	focus	interpret	not	portray	refer	standard
abstract	assumption	compose	credibility	elaborate	format	interpretation	notation	portrayal	reflect	state
according	audience	composition	credit	elements	formulate	introduce	note	position	reflection	statement
acknowledge	authentic	concise	criteria	emphasize	frequently	introduction	notice	possible	regular	strategy
acronym	background	conceive	critique	employ	general	invariably	objective	precise	relate	study
address	best	conclude	crucial	equal	genre	investigate	observe	preclude	relationship	style
affect	brainstorm	conclusion	cumulative	equivalent	graph	involve	occur	predict	relevant	subject
all	brief	concrete	debate	essential	graphic	irrelevant	opinion	prepare	rephrase	subjective
alter	calculate	conditions	defend	establish	heading	isolate	opponent	preview	report	substitute
always	caption	conduct	define	estimate	highlight	italics	oppose	previous	represent	succinct
analysis	categorize	confirm	demand	estimation	idea	judge	opposite	primarily	require	sufficient
analyze	category	conflicting	demonstrate	evaluate	identify	judgment	optional	prior	respond	suggest
annotate	cause	consequence	depict	event	illustrate	key	order	probably	response	summarize
annotation	character	consider	derive	evidence	imitate	label	organize	procedure	restate	summary
anticipate	characteristic	consist	describe	exaggerate	impact	likely	origins	profile	results	support
any	characterize	consistent	detail	examine	imply	list	outline	project	reveal	survey
application	chart	consistently	detect	example	include	literal	pace	prompt	review	symbolize
apply	chronological	constant	determine	excerpt	incorporate	locate	paraphrase	property	select	synthesis
approach	chronology	constitutes	develop	exclude	indicate	logical	participation	proponents	selection	synthesize
appropriate	citation	consult	devise	exemplary	indirect	main	passage	propose	sequence	trace
approximate	cite	context	differentiate	exhibit	infer	maintain	pattern	prose	series	trait
argue	claim	continuum	diminish	explain	inference	margin	perform	prove	show	typically
argument	clarify	contradict	direct	explore	influence	mean	perspective	purpose	signal	unified
arrange	class	contradiction	discipline	expository	inform	method	persuade	quotation	significance	unique
article	classify	contribute	discover	express	inquire	model	place	quote	skim	vary
articulate	clue	control	discriminate	extract	instructions	modify	plagiarism	rank	solve	verify
aspects	code	convey	discuss	fact	integrate	most likely	plan	rare	source	viewpoint
assemble	common	convince	distinguish	factor	intent	motivation	plausible	rarely	speaker	
assert	compare	correlate	domain	feature	intention	narrative	plot	reaction	specific	
assess	compile	correspond	draw	figurative	interact	never	point	rebuttal	speculate	
associate	complement	counterclaim	effect	figure	interaction	no	point of view	recall	stance	



Identify 10-15 general-academic words per grade level.

Consider all forms of the word.

*Suggestions*

### VERBS

### DESCRIPTORS

### NOUNS

**K-1**

Describe  
(description,  
descriptive)

Identify  
Label  
List

Predict (prediction)  
Recall  
Select

All  
Opposite

Audience  
Text

**2-3**

Compare (comparison)  
Explain (explanation)  
Summarize (summary)

Best  
Informative (information)  
Most likely  
Narrative  
Persuasive (persuasion, persuade)  
Previous (previously)

Article  
Detail  
Event  
Example  
Opinion  
Passage

**4-5**

Annotate (annotation)  
Cite (citation)  
Demonstrate  
Highlight  
Refer (reference)

Relevant  
Specific

Conclusion (conclude)  
Definition (define)  
Excerpt  
Response (respond)  
Selection (select)  
Source  
Trait

**6-8**

Analyze (analysis)  
Argue (argument)  
Clarify  
Consider  
Contradict (contradiction)

Contribute (contribution)  
Develop (development)  
Evaluate (evaluation)  
Interpret (interpretation)  
Reflect (reflection)

According  
Credible (credibility)  
Effectively  
Rare, rarely  
Typically

Context  
Relationship  
Significance (significant)

**9-10**

Acknowledge (acknowledgement)  
Critique  
Determine

Illustrate (illustration)  
Impact  
Imply (implication)

Objective  
Sufficient (sufficiently)  
Unified

Prose  
Intention (intend)  
Interaction (interact)  
Relationship (relate)

**11-12**

Convey  
Distinguish  
Indicate  
Influence (influential)

Preclude  
Portray (portrayal)  
Suggest (suggestions)  
Trace

Verify

Plausible  
Succinct

Approach  
Assumption (assume)



## Plan out the explicit instruction.

Identify the subtle but significant differences among words.



**SPIN-OFF  
SESSION**

VOCABULARY & WORD STUDY  
SESSION 3 | Marzano's 6 Steps

TERM	EXPLANATION	KID-FRIENDLY EXAMPLES	COMMON PHRASES	VISUAL
<b>rank</b> <b>ranking</b>	<ul style="list-style-type: none"> <li>• More than just organized, it has a correct position.</li> <li>• To arrange.</li> <li>• To prioritize.</li> <li>• To put in order.</li> </ul>	<ul style="list-style-type: none"> <li>• List your tasks in priority order— first, second, third, etc.</li> <li>• Armed forces show importance/ achievement with rankings.</li> <li>• Arrange yourself in order from tallest to shortest.</li> <li>• High school students know their class ranking.</li> <li>• Emergency rooms rank injuries from most urgent to least urgent.</li> </ul>	<p><i>Rank the events based on...</i></p> <p><i>Rank the reasons from strongest to weakest.</i></p>	
<b>highlight</b>	<ul style="list-style-type: none"> <li>• To give something extra attention.</li> <li>• To make a big deal about something.</li> <li>• To identify something as special or important.</li> <li>• To mark something as necessary or memorable.</li> <li>• To feature a part of something.</li> </ul>	<ul style="list-style-type: none"> <li>• Use your highlighter to mark the important details.</li> <li>• When someone tries to get your attention, they wave their arms, holler, and jump. All of these say, <i>Hey, look here. Look at me!</i></li> <li>• When a movie highlights big-time actors, they may say "Featuring Bradley Cooper" and list the name in a larger font.</li> <li>• When singing lyrics on a karaoke machine, the words to be sung light up (are highlighted).</li> </ul>	<p><i>Why would the artist choose to highlight the ____ within the illustration?</i></p> <p><i>What information does this text feature highlight?</i></p>	
<b>significant</b> <b>significance</b> <b>significantly</b>	<ul style="list-style-type: none"> <li>• To explain <i>why</i> or <i>how</i> something is important or special.</li> <li>• It's the meaning behind something.</li> </ul>	<ul style="list-style-type: none"> <li>• When a sports team wears a black arm band, it represents something. There is a meaning behind the arm band or the logo.</li> <li>• Some inventions or discoveries are <i>extra</i> valuable. They do more than just make life better or easier. They have a great impact on people's lives.</li> </ul>	<p><i>Is there a significant difference between...</i></p> <p><i>What is the significance behind...</i></p> <p><i>Which argument is significantly stronger: ____ or ____?</i></p>	
<b>most likely</b>	<ul style="list-style-type: none"> <li>• There is a <i>good</i> chance.</li> <li>• There is a <i>high</i> percentage.</li> <li>• It is probably going to happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Think weather! When there is an 85% chance of rain, it's mostly likely (probably) going to rain.</li> </ul>	<p><i>Which would be most likely to happen next?</i></p> <p><i>The author most likely uses ____ to highlight...</i></p>	



**Decode reader vocabulary to then accurately respond as a writer.**

Take the mystery out of prompts.

Decode the key words in the task.

<b>Purpose</b>	<b>Role</b>
<b>Audience</b>	<b>Audience</b>
<b>Topic</b>	<b>Format</b>
<b>Format</b>	<b>Topic</b>

# Decode the Prompt

*What does that mean?*



## SECRET SITE RESOURCES



View the entire third grade decoding the prompt mini-lesson.



How do you prepare kids to decode prompts?



Does decoding the prompt ensure test success?

## Decode the Prompt

*What does that mean?*

**fiction**  
write an original story  
write an original narrative characters

**Write a story**  
Name character(s)  
Include a problem and solution

explain the process  
sequence the events  
order the events  
describe the steps  
from beginning to end

show the time line  
over time  
evolution/evolve  
initial to now  
conception to current

**Write information**  
List steps  
Use first, second, third

identify the main points  
explain the main ideas  
provide multiple reasons  
describe the topic

identify the types  
explain different kinds  
describe the parts  
name the facets

**Write information**  
3 points or reasons  
Topic sentences and details

write a comparison  
compare — to —  
show how alike and different  
explain similarities and differences  
details presented about both  
identify similarities  
main differences  
evaluate the main differences

**Write information**  
Explain how they are similar  
Explain how they are different

determine a position  
write an opinion  
make a claim  
draw conclusions  
provide multiple reasons  
support reasons with evidence

**Write a persuasive**  
What you think (opinion)  
Why you think it (3 reasons)

argue if — or —  
provide multiple reasons  
consider multiple perspectives  
address both viewpoints  
include opposition  
provide counterclaims  
determine strengths and weaknesses

**Write a two-sided argument**  
What you think & Why you think it (3 reasons)  
Explain 1 reason for opposition (counterclaim)

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Introduce a prompt-reading process.



**STEP 1** **READ** the prompt.

**STEP 2** **UNDERLINE** the key words.

**STEP 3** **PLAN** the information.

**STEP 4** **REREAD** the prompt.



## Decode the prompt to identify the writing task.

Accurately interpret the academic vocabulary used in the prompt.

*Detail how racism evolved from the beginning to the end of Jackie Robinson's baseball career.*

*Explain the different kinds of success Jackie Robinson achieved in his lifetime.*

*Compare Jackie Robinson's baseball career to that of Babe Ruth. Explain their similarities and differences.*

*Write an opinion essay identifying the reason(s) Jackie Robinson experienced success.*

*Argue if Jackie Robinson's baseball success was/was not greater than that of Babe Ruth's. Be sure to acknowledge opposing viewpoints within your essay.*

- explain the process
- sequence the events
- order the events
- describe the steps
- over time
- evolution/evolve
- show the time line
- from beginning to end
- initial to now
- conception to current

- identify the main points
- explain the main ideas
- provide multiple reasons
- describe the topic
- identify the types
- explain different kinds
- explain different aspects
- explain the parts
- describe different components
- name different facets

- write a comparison
- compare \_\_\_ to \_\_\_
- show how alike and different
- explain similarities and differences
- details presented about both
- identify similarities
- main differences
- evaluate the main differences

- determine a position
- write an opinion
- make a claim
- draw conclusions
- convince the audience
- write a persuasive
- provide multiple reasons
- support reasons with evidence

- argue if \_\_\_ or \_\_\_
- provide multiple reasons
- support reasons with evidence
- include opposition
- provide counterclaims
- consider multiple perspectives
- address both viewpoints
- determine strengths and weaknesses

● Generate a response applying the appropriate text structure.

HOW-TO

EXPLANATORY

COMPARE-CONTRAST

PERSUASIVE

ARGUMENTATIVE



**SPIN-OFF  
SESSION**

TEXT-BASED RESPONSES  
SESSION 4 | Extended Responses