Crack the code on functional vocabulary

Recognize the impact of “functional” words.

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

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

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

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

We assume that some other teacher has taught it.

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

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1. Acknowledge 6 reasons functional vocabulary tends to go untaught.
2. Distinguish between types of vocabulary.
3. COMMON CORE | L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases…
4. INDIANA | RV.1 Build and use accurately general academic and content-specific words and phrases.
5. Words universal to all subject areas and courses.
6. These words are…
7. Found in the question, prompt, or directions.
8. Reveal the specific task the student will perform.
9. Indicate the type of information required in response.

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

MARILEE SPRENGER, 101 STRATEGIES TO MAKE ACADEMIC VOCABULARY STICK

SIDEWALK CIRCUS, PAUL FLEISCHMAN
Select 10-15 functional words to use across content areas.

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

abbreviate abstract according acknowledge acronym address affect all alter always analysis analyze annotate annotation anticipate any application apply approach appropriate approximate argue argument arrange article articulate aspects assemble assert assess associate shorten assume assumption audience authentic background best brainstorm brief calculate caption categorize category cause character characteristic characterize chart chronological chronology citation cite claim clarify class classify clue code common compare compile complement complete compose composition concise concede conclude conclusion concrete conditions conduct confirm conflicting consequence depict consider consist consistent consistently constant constitutes consult context continuum contradict contradiction contribute control convey convince correlate correspond counterclaim credible credibility credit criteria critique crucial cumulative debate defend define demand demonstrate depict derive describe detail detect determine devise develop differentiate diminish direct discipline discover discriminate discuss distinguish domain draw effect effectively elaborate elements emphasize employ equal equivalent essential establish estimate estimation evaluate event evidence exaggerate examine example excerpt exclude exemplary exhibit explain explore expository express extract fact factor feature figurative figure focus format formulate frequently general genre graph graphic heading highlight idea identify illustrate imitate impact imply include incorporate indicate indirect infer influence inferences information inquire instructions integrate intent intention interact interaction interpret interpretation introduce introduction invariably investigate involve irrelevant isolate italics judge judgment key label likely list literal locate logical main maintain margin mean method model modify most likely motivation narrative never no describe describe duality evidence explain extrapolate exemplify excerpt exclude exponential exhibit explain explore expository express extract fact factor feature figurative figure
### Identify 10-15 general-academic words per grade level.
Consider all forms of the word.

<table>
<thead>
<tr>
<th>Grade</th>
<th>VERBS</th>
<th>DESCRIPTORS</th>
<th>NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>Describe (description, descriptive), Identify, Label, List, Predict (prediction), Recall, Select</td>
<td>All, Opposite</td>
<td>Audience, Text</td>
</tr>
<tr>
<td>2-3</td>
<td>Compare (comparison), Explain (explanation), Summarize (summary)</td>
<td>Best, Informative (information), Most likely, Narrative, Persuasive (persuasion, persuade), Previous (previously)</td>
<td>Article, Detail, Event, Example, Opinion, Passage</td>
</tr>
<tr>
<td>4-5</td>
<td>Annotate (annotation), Cite (citation), Demonstrate, Highlight, Refer (reference)</td>
<td>Relevant, Specific</td>
<td>Conclusion (conclude), Definition (define), Excerpt, Response (respond), Selection (select)</td>
</tr>
<tr>
<td>6-8</td>
<td>Analyze (analysis), Argue (argument), Clarify, Consider, Contradict (contradiction)</td>
<td>According, Credible (credibility), Effectively, Rare, rarely, Typically</td>
<td>Context, Relationship, Significance (significant)</td>
</tr>
<tr>
<td>9-10</td>
<td>Acknowledge (acknowledgement), Critique, Determine</td>
<td>Objective, Sufficient (sufficiently), Unified</td>
<td>Prose, Intention (intend), Interaction (interact), Relationship (relate)</td>
</tr>
<tr>
<td>11-12</td>
<td>Convey, Distinguish, Indicate, Influence (influential), Preclude, Portray (portrayal), Suggest (suggestions), Trace, Verify</td>
<td>Plausible, Succinct</td>
<td>Approach, Assumption (assume)</td>
</tr>
</tbody>
</table>
### FUNCTIONAL VOCABULARY & WORD STUDY

**VOCABULARY & WORD STUDY**

**SESSION 3 | Marzano's 6 Steps**

#### Plan out the explicit instruction.
Identify the subtle but significant differences among words.

<table>
<thead>
<tr>
<th>TERM</th>
<th>EXPLANATION</th>
<th>KID-FRIENDLY EXAMPLES</th>
<th>COMMON PHRASES</th>
<th>VISUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>rank ranking</td>
<td>• More than just organized, it has a correct position. • To arrange. • To prioritize. • To put in order.</td>
<td>• List your tasks in priority order—first, second, third, etc. • Armed forces show importance/achievement with rankings.</td>
<td>• Arrange yourself in order from tallest to shortest. • High school students know their class ranking. • Emergency rooms rank injuries from most urgent to least urgent.</td>
<td><a href="#">Rank the events based on... Rank the reasons from strongest to weakest.</a></td>
</tr>
<tr>
<td>highlight</td>
<td>• To give something extra attention. • To make a big deal about something. • To identify something as special or important. • To mark something as necessary or memorable. • To feature a part of something.</td>
<td>• Use your highlighter to mark the important details. • When someone tries to get your attention, they wave their arms, holler, and jump. All of these say, <strong>Hey, look here. Look at me!</strong></td>
<td>• When a movie highlights big-time actors, they may say &quot;Featuring Bradley Cooper&quot; and list the name in a larger font. • When singing lyrics on a karaoke machine, the words to be sung light up (are highlighted).</td>
<td><img src="#" alt="Why would the artist choose to highlight the __ within the illustration?" /></td>
</tr>
<tr>
<td>significant significance significantly</td>
<td>• To explain why or how something is important or special. • It’s the meaning behind something.</td>
<td>• When a sports team wears a black arm band, it represents something. There is a meaning behind the arm band or the logo.</td>
<td>• Some inventions or discoveries are extra valuable. They do more than just make life better or easier. They have a great impact on people’s lives.</td>
<td><img src="#" alt="Is there a significant difference between... What is the significance behind... Which argument is significantly stronger: __ or __?" /></td>
</tr>
<tr>
<td>most likely</td>
<td>• There is a <strong>good</strong> chance. • There is a <strong>high</strong> percentage. • It is probably going to happen.</td>
<td>• Think weather! When there is an 85% chance of rain, it’s mostly likely (probably) going to rain.</td>
<td>• When a sports team wears a black arm band, it represents something. There is a meaning behind the arm band or the logo.</td>
<td><img src="#" alt="Which would be most likely to happen next? The author most likely uses ___ to highlight..." /></td>
</tr>
</tbody>
</table>

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SECRET SITE RESOURCES

How do you prepare kids to decode prompts?

Does decoding the prompt ensure test success?

Decode the key words in the task.

**Purpose**

**Role**

**Audience**

**Topic**

**Format**

**Topic**

**FUNCTIONAL VOCABULARY**

Decode reader vocabulary to then accurately respond as a writer.

Take the mystery out of prompts.

Decode the key words in the task.

**Purpose**

**Audience**

**Topic**

**Format**

**Topic**

**SECRET SITE RESOURCES**

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

**DECODE PROMPTS ACCURATELY.**

**AFTER DECODING THE PROMPT**

Does decoding the prompt ensure test success?

Decode the Prompt

**What does that mean?**

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.

**What does that mean?**

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

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

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

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

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

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

**STEP 1**

**READ** the prompt.

**STEP 2**

**UNDERLINE** the key words.

**STEP 3**

**PLAN** the information.

**STEP 4**

**REREAD** the prompt.

**FUNCTIONAL VOCABULARY**

Decode the Prompt

**What does that mean?**

Introduce a prompt-reading process.
### Decode the prompt to identify the writing task.

Accurately interpret the academic vocabulary used in the prompt.

<table>
<thead>
<tr>
<th>Detail how racism evolved from the beginning to the end of Jackie Robinson’s baseball career.</th>
<th>Explain the different kinds of success Jackie Robinson achieved in his lifetime.</th>
<th>Compare Jackie Robinson’s baseball career to that of Babe Ruth. Explain their similarities and differences.</th>
<th>Write an opinion essay identifying the reason(s) Jackie Robinson experienced success.</th>
<th>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.</th>
</tr>
</thead>
</table>
| • explain the process  
• sequence 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**