Appendix I

THE OTHER WORDS

The fifteen Academic Moves presented in this book were carefully drawn from a wide variety of sources that teachers and students encounter regularly. They are skills students need to complete specific assignments across the disciplines.

But every teacher knows that academic success relies on more than the skills that are named explicitly in an assignment. As we worked on this book, it became clear to us that there was a need for another list of words. Call them attitudes, propensities, or habits. They're the skills today's students will need for true success,

Adapt

the approaches every student who is *truly* college or career ready must add to academic knowledge and an understanding of particular tasks. They're verbs that one can see in the student examples throughout this book; they undergird the work that good students do.

On the following pages, we present these twenty *other* verbs. Each of these could be explored in its own chapter or book, but we believe that presented in this brief format, these words will help you consider the kind of work you want students to undertake as they apply the Academic Moves.

ADAPT

adjust

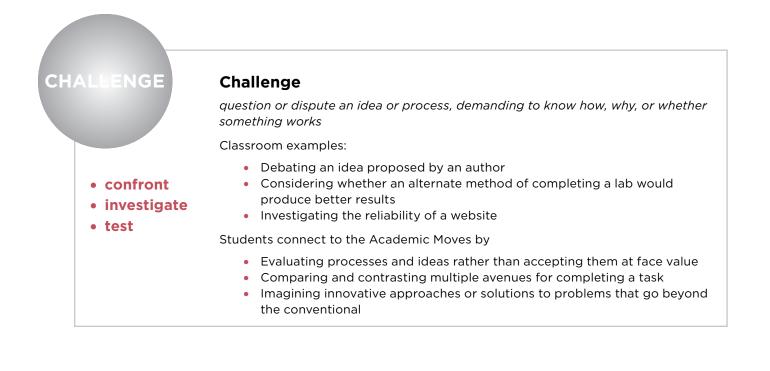
modify tailor apply a process or activity to new circumstances, altering it when necessary

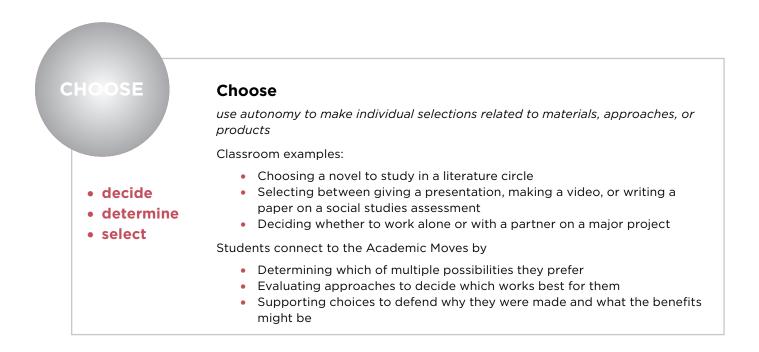
Classroom examples:

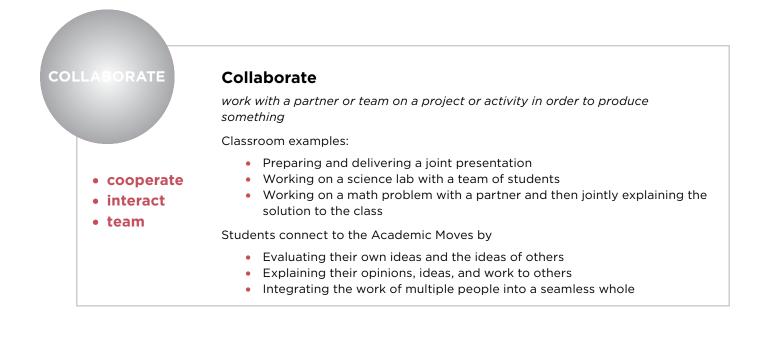
- Recognizing the need to apply a formula from math in a science experiment
- Being able to switch sides or positions during a class debate
- Preparing for a test without knowing the format of the test in advance

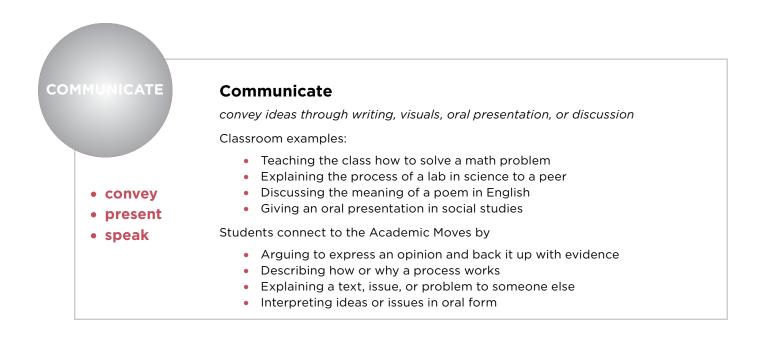
Students connect to the Academic Moves by

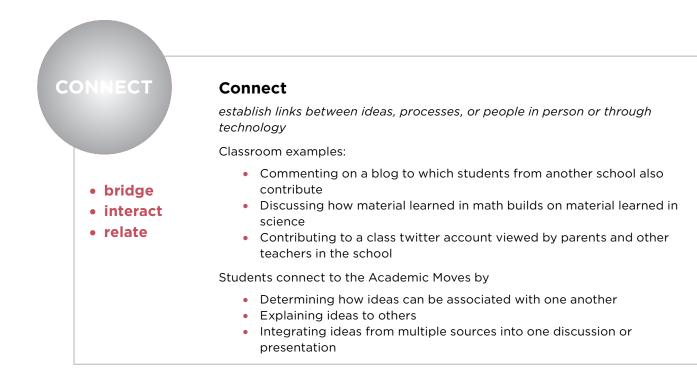
- Determining the best avenue to complete each new task
- Integrating learning from one subject area into other subject areas
- Transforming how knowledge is expressed to apply it to new situations

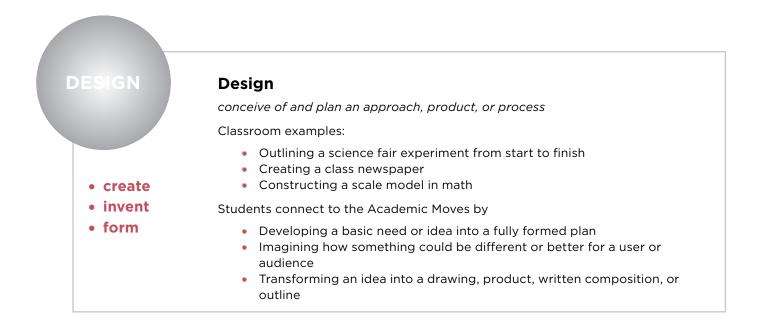




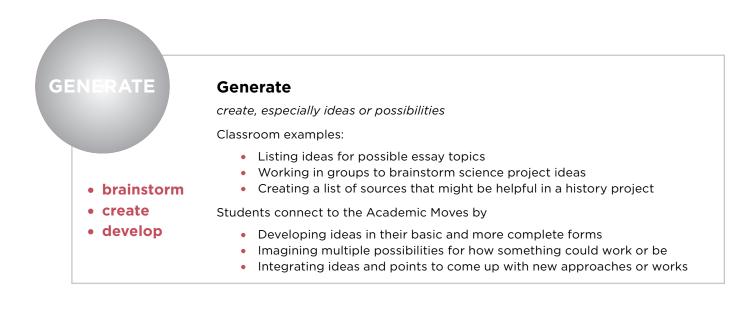


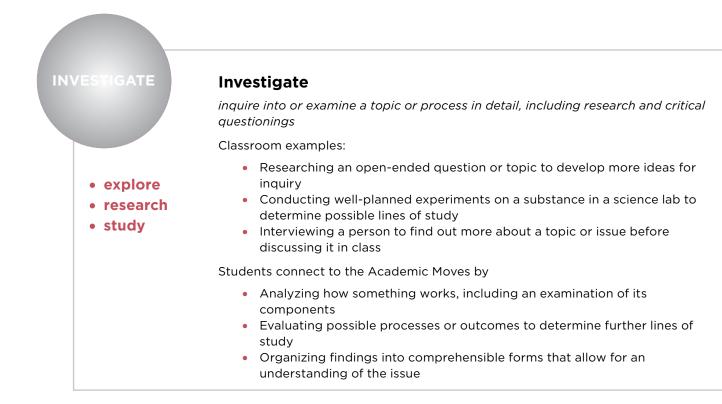


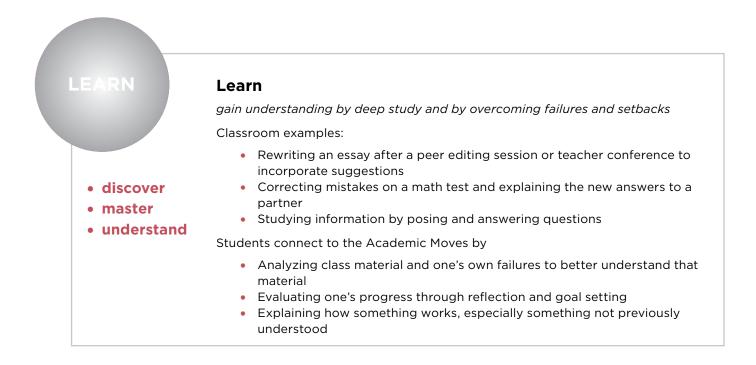


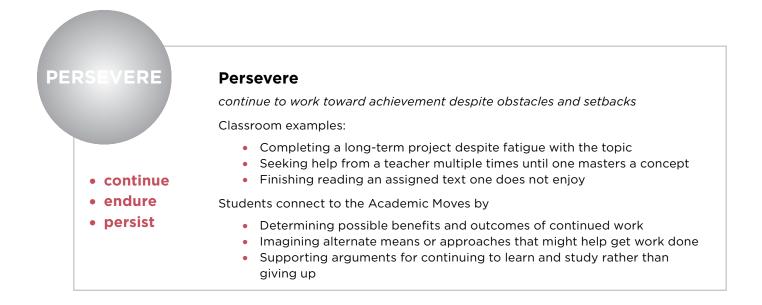


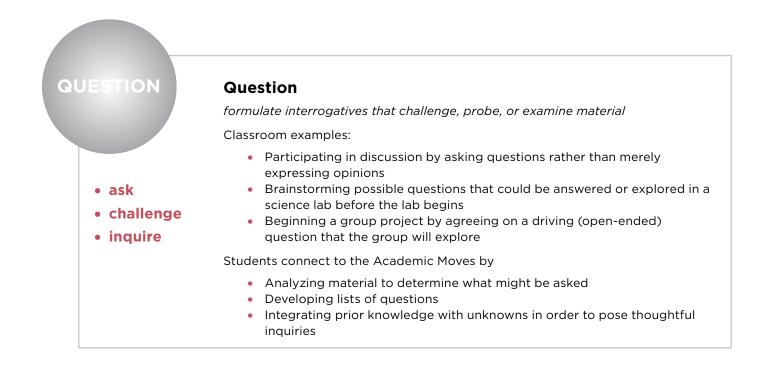
| EMPATHIZE • comprehend • understand • share | Empathize |
|--|--|
| | identifying and experiencing the thoughts, feelings, or attitudes of others |
| | Classroom examples: |
| | Considering the effects of language on an audience when preparing a speech Discussing how a scientific phenomenon might affect people in another part of the world Writing from the point of view of a historical figure in social studies |
| | Students connect to the Academic Moves by |
| | Analyzing how an event or work might affect others Evaluating the importance or effectiveness of something Imagining the feelings of others Interpreting cultural and historical norms and attitudes to understand them better |

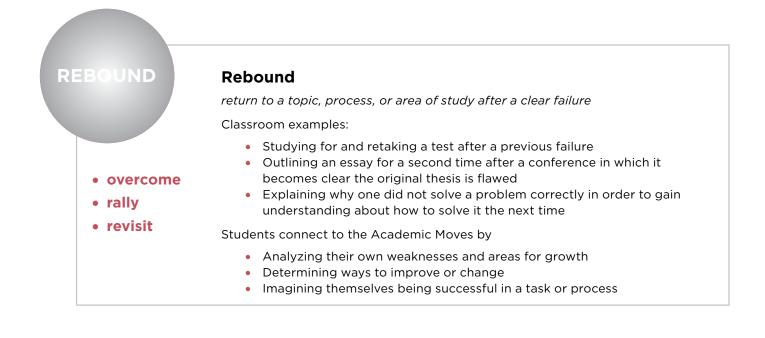


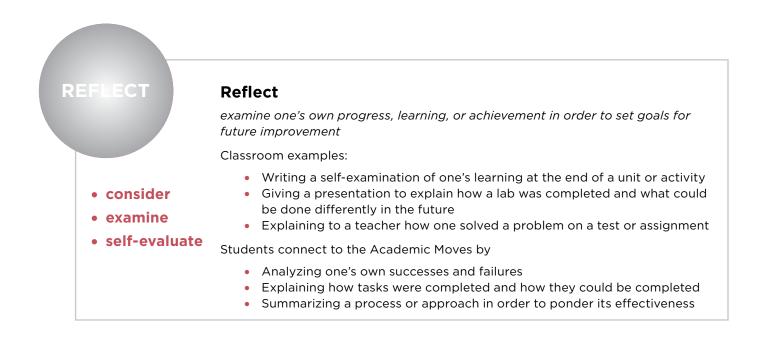




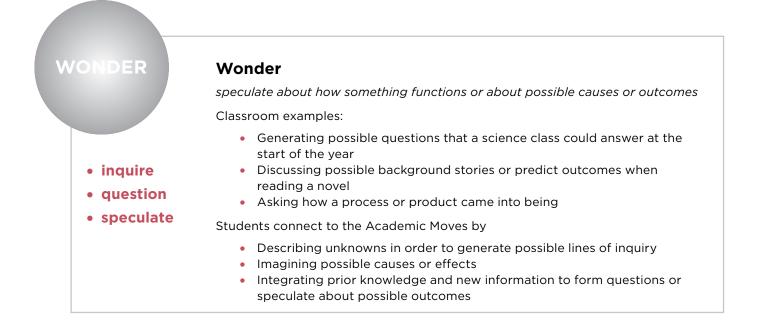








| SOLVE | Solve |
|---|--|
| | find an answer or explain something previously not understood |
| | Classroom examples: |
| deducereason | Completing a math problem using a process learned in class Working with a group to explore and create answers for a self-posed problem Creating a model or flowchart to explain a difficult process or event in history |
| • unravel | Students connect to the Academic Moves by |
| | Analyzing situations or issues to pose and answer questions Developing lines of inquiry and research in order to answer questions Interpreting information or data in an effort to apply it to new questions or problems |



Retrieved from the companion website for Academic Moves for College and Career Readiness, Grades 6-12: 15 Must-Have Skills Every Student Needs to Achieve by Jim Burke and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2015 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.