

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,

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**

Adapt

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

CHALLENGE

- **confront**
- **investigate**
- **test**

Challenge

question or dispute an idea or process, demanding to know how, why, or whether something works

Classroom examples:

- Debating an idea proposed by an author
- Considering whether an alternate method of completing a lab would produce better results
- Investigating the reliability of a website

Students connect to the Academic Moves by

- Evaluating processes and ideas rather than accepting them at face value
- Comparing and contrasting multiple avenues for completing a task
- Imagining innovative approaches or solutions to problems that go beyond the conventional

CHOOSE

- **decide**
- **determine**
- **select**

Choose

use autonomy to make individual selections related to materials, approaches, or products

Classroom examples:

- Choosing a novel to study in a literature circle
- Selecting between giving a presentation, making a video, or writing a paper on a social studies assessment
- Deciding whether to work alone or with a partner on a major project

Students connect to the Academic Moves by

- Determining which of multiple possibilities they prefer
- Evaluating approaches to decide which works best for them
- Supporting choices to defend why they were made and what the benefits might be

COLLABORATE

- **cooperate**
- **interact**
- **team**

Collaborate

work with a partner or team on a project or activity in order to produce something

Classroom examples:

- Preparing and delivering a joint presentation
- Working on a science lab with a team of students
- Working on a math problem with a partner and then jointly explaining the solution to the class

Students connect to the Academic Moves by

- Evaluating their own ideas and the ideas of others
- Explaining their opinions, ideas, and work to others
- Integrating the work of multiple people into a seamless whole

COMMUNICATE

- **convey**
- **present**
- **speak**

Communicate

convey ideas through writing, visuals, oral presentation, or discussion

Classroom examples:

- Teaching the class how to solve a math problem
- Explaining the process of a lab in science to a peer
- Discussing the meaning of a poem in English
- Giving an oral presentation in social studies

Students connect to the Academic Moves by

- Arguing to express an opinion and back it up with evidence
- Describing how or why a process works
- Explaining a text, issue, or problem to someone else
- Interpreting ideas or issues in oral form

CONNECT

- **bridge**
- **interact**
- **relate**

Connect

establish links between ideas, processes, or people in person or through technology

Classroom examples:

- Commenting on a blog to which students from another school also contribute
- Discussing how material learned in math builds on material learned in science
- Contributing to a class twitter account viewed by parents and other teachers in the school

Students connect to the Academic Moves by

- Determining how ideas can be associated with one another
- Explaining ideas to others
- Integrating ideas from multiple sources into one discussion or presentation

DESIGN

- **create**
- **invent**
- **form**

Design

conceive of and plan an approach, product, or process

Classroom examples:

- Outlining a science fair experiment from start to finish
- Creating a class newspaper
- Constructing a scale model in math

Students connect to the Academic Moves by

- Developing a basic need or idea into a fully formed plan
- Imagining how something could be different or better for a user or audience
- Transforming an idea into a drawing, product, written composition, or outline

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

GENERATE

- **brainstorm**
- **create**
- **develop**

Generate

create, especially ideas or possibilities

Classroom examples:

- Listing ideas for possible essay topics
- Working in groups to brainstorm science project ideas
- Creating a list of sources that might be helpful in a history project

Students connect to the Academic Moves by

- Developing ideas in their basic and more complete forms
- Imagining multiple possibilities for how something could work or be
- Integrating ideas and points to come up with new approaches or works

INFLUENCE

- **affect**
- **guide**
- **persuade**

Influence

persuade or compel a change in something or someone

Classroom examples:

- Making a point in a speech or discussion that might change opinions of the audience
- Writing a persuasive essay or opinion piece
- Making changes in an experiment to determine how different substances change an outcome

Students connect to the Academic Moves by

- Arguing a position or point of view
- Evaluating arguments to come to the best conclusion and convincing others of its validity
- Supporting positions with appropriate evidence and reasoning

INITIATE

- **launch**
- **introduce**
- **pioneer**

Initiate

introduce or begin a process or idea

Classroom examples:

- Taking charge in a group project by helping to set a direction and plan for study
- Leading a class discussion with prepared questions or prompts
- Asking unprompted questions in or out of class

Students connect to the Academic Moves by

- Developing a plan of action or course for thinking or discussion
- Explaining a direction or plan to help bring others along
- Imagining possible directions and outcomes for a task or group

INNOVATE

- **discover**
- **invent**
- **reimagine**

Innovate

introduce or change a process or work into something new

Classroom examples:

- Creating a better vehicle for exploring the moon in a science class
- Changing a text into a performance with music, words, and sets
- Introducing a new technology into a project or assignment that allows creativity and new forms of expression

Students connect to the Academic Moves by

- Developing unconventional ideas and approaches
- Imagining new ways of completing tasks
- Transforming prior processes or products in creative and unexpected fashions

INVESTIGATE

- **explore**
- **research**
- **study**

Investigate

inquire into or examine a topic or process in detail, including research and critical questionings

Classroom examples:

- Researching an open-ended question or topic to develop more ideas for inquiry
- Conducting well-planned experiments on a substance in a science lab to determine possible lines of study
- Interviewing a person to find out more about a topic or issue before discussing it in class

Students connect to the Academic Moves by

- Analyzing how something works, including an examination of its components
- Evaluating possible processes or outcomes to determine further lines of study
- Organizing findings into comprehensible forms that allow for an understanding of the issue

LEARN

- **discover**
- **master**
- **understand**

Learn

gain understanding by deep study and by overcoming failures and setbacks

Classroom examples:

- Rewriting an essay after a peer editing session or teacher conference to incorporate suggestions
- Correcting mistakes on a math test and explaining the new answers to a partner
- Studying information by posing and answering questions

Students connect to the Academic Moves by

- Analyzing class material and one's own failures to better understand that material
- Evaluating one's progress through reflection and goal setting
- Explaining how something works, especially something not previously understood

PERSEVERE

- **continue**
- **endure**
- **persist**

Persevere

continue to work toward achievement despite obstacles and setbacks

Classroom examples:

- Completing a long-term project despite fatigue with the topic
- Seeking help from a teacher multiple times until one masters a concept
- Finishing reading an assigned text one does not enjoy

Students connect to the Academic Moves by

- Determining possible benefits and outcomes of continued work
- Imagining alternate means or approaches that might help get work done
- Supporting arguments for continuing to learn and study rather than giving up

QUESTION

- **ask**
- **challenge**
- **inquire**

Question

formulate interrogatives that challenge, probe, or examine material

Classroom examples:

- Participating in discussion by asking questions rather than merely expressing opinions
- Brainstorming possible questions that could be answered or explored in a science lab before the lab begins
- Beginning a group project by agreeing on a driving (open-ended) question that the group will explore

Students connect to the Academic Moves by

- Analyzing material to determine what might be asked
- Developing lists of questions
- Integrating prior knowledge with unknowns in order to pose thoughtful inquiries

REBOUND

- **overcome**
- **rally**
- **revisit**

Rebound

return to a topic, process, or area of study after a clear failure

Classroom examples:

- Studying for and retaking a test after a previous failure
- Outlining an essay for a second time after a conference in which it becomes clear the original thesis is flawed
- Explaining why one did not solve a problem correctly in order to gain understanding about how to solve it the next time

Students connect to the Academic Moves by

- Analyzing their own weaknesses and areas for growth
- Determining ways to improve or change
- Imagining themselves being successful in a task or process

REFLECT

- **consider**
- **examine**
- **self-evaluate**

Reflect

examine one's own progress, learning, or achievement in order to set goals for future improvement

Classroom examples:

- Writing a self-examination of one's learning at the end of a unit or activity
- Giving a presentation to explain how a lab was completed and what could be done differently in the future
- Explaining to a teacher how one solved a problem on a test or assignment

Students connect to the Academic Moves by

- Analyzing one's own successes and failures
- Explaining how tasks were completed and how they could be completed
- Summarizing a process or approach in order to ponder its effectiveness

SOLVE

- deduce
- reason
- unravel

Solve

find an answer or explain something previously not understood

Classroom examples:

- 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

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

WONDER

- inquire
- question
- speculate

Wonder

speculate about how something functions or about possible causes or outcomes

Classroom examples:

- Generating possible questions that a science class could answer at the start of the year
- Discussing possible background stories or predict outcomes when reading a novel
- Asking how a process or product came into being

Students connect to the Academic Moves by

- Describing unknowns in order to generate possible lines of inquiry
- Imagining possible causes or effects
- Integrating prior knowledge and new information to form questions or speculate about possible outcomes