Words That Work

Use precise vocabulary to explain a problem and a plan.

6.VL.29 "Use academic vocabulary in writing to communicate effectively."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline five academic words that make the report more precise. Number the words in the order they appear.

A Napkin Count

1. At our school, a student team noticed stacks of unused napkins in the lunchroom trash. Rather than guess how many were wasted, the team decided to conduct an **audit** for five school days. Each afternoon, they counted the trays carrying at least one clean, unused napkin before the trays were emptied. They recorded how many trays held unused napkins and counted the total trays. This method gave them **data** about a specific kind of waste, not just an impression from looking into a bin.

2. On one day, 40 of 100 trays held at least one unused napkin. The **proportion** was 40 out of 100, or 40 percent. That number helped the team describe the problem more precisely than saying "lots of napkins." The team could not claim that every day was the same, so they compared results from all five days. Their **evidence** showed that unused napkins appeared on trays throughout the week. Still, the audit did not explain why students took more napkins than they needed.

3. The team **proposed** putting a small sign beside the napkin dispenser: "Take what you need. You can come back for more." With permission from the cafeteria staff, they would **implement** the plan for one week. Then they would **evaluate** its effect by repeating the same tray counts. If fewer trays held unused napkins, the team would have a reason to keep the sign. Other changes, such as a different lunch menu, might also affect the counts, so the team would describe the result as a possible improvement, not proof.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is **audit** a more precise word for the team's work than "looking around"?

2. What does **proportion** tell the reader that "lots of trays" does not?

3. The team **proposed** a sign and planned to **implement** it. How do these words name different steps?

4. What would the team do to **evaluate** the sign? Why is that word more precise than "check"?

3 YOUR TURN

Your own words

Choose a new problem: noise in the hallway or lights left on in an empty classroom. Write four or five sentences that state the problem, propose a plan, explain what data you would collect, and tell how you would evaluate the plan. Use at least three academic words from the passage correctly.

Words That Work

PART 1 · READ AND MARK

Underline five academic words that make the report more precise. Number the words in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is **audit** a more precise word for the team's work than "looking around"?	**An audit is a careful count or check. The team counted trays for five days instead of relying on a quick impression.**
2	What does **proportion** tell the reader that "lots of trays" does not?	**It gives the share of trays with an unused napkin: 40 out of 100, or 40 percent, on one day.**
3	The team **proposed** a sign and planned to **implement** it. How do these words name different steps?	**Proposed means they suggested the sign. Implement means they would put the plan into action.**
4	What would the team do to **evaluate** the sign? Why is that word more precise than "check"?	**They would repeat the tray counts and compare the results. Evaluate names a careful judgment based on evidence.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class wants to reduce the electricity used by lights left on in an empty classroom. We propose a reminder by the door to switch off the lights when the last person leaves. For one week, we will collect data on how often the lights remain on after school. Then we will implement the reminder for a week and repeat the count. We will evaluate the plan by comparing the two weeks.

For Part 1, accept any five academic words used precisely in the report, such as audit, data, proportion, evidence, proposed, implement, and evaluate. For Part 3, accept a workable plan for either topic if the response meets the sentence and vocabulary requirements and explains how data would be used.