Vocabulary Glossary

Across
1. Includes transitional spelling or other attempts to use skills or strategies just beyond a student’s current level/capability.
2. A critical component of mathematical proficiency
3. Assessments are incorporated into classroom practice and can provide information needed to adjust teaching and learning as students approach full mastery of content.
4. Means to support students to revisit and review a topic with specific actions and conduct representative of that esteem.
5. The scaffolds, representations, and pedagogical strategies other resources deliberately designed to facilitate student learning of the central focus.
6. Refers to common backgrounds and experiences that students bring from the community where they live, such as traditions, languages and dialects, worldviews, literature, and art.
7. Specific knowledge needed for reading and writing, including phonemic/phonological awareness; print concepts; decoding; word analysis; sight-word recognition; and spelling, punctuation, or other language conventions.
8. Includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction.

Down
1. Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal.
2. A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem.
3. The capacity to think logically about the relationships among concepts and situations.
4. Conceptual understanding, procedural fluency, and reasoning/problem-solving skills.
5. Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal.
6. Performance indicators or dimensions that are used to assess evidence of student learning that indicates the qualities by which levels of performance can be differentiated and that anchor judgments about the learner’s degree of success on an assessment.
7. Refers to the activities undertaken by teachers and by their students that provide information to be used as feedback to modify teaching and learning activities.
8. Refers to common backgrounds and experiences that students bring from the community where they live, such as traditions, languages and dialects, worldviews, literature, and art.
9. Oral and written language used for academic purposes.
10. Consistancies for different groups of students or individuals that include descriptions of understandings, misunderstandings, and/or developmental approximations that could explain quantitative patterns.
11. The content and language focus of the learning task as students approach full mastery of content.
12. Refers to specific background information that students bring from the community where they live, such as traditions, languages and dialects, worldviews, literature, and art.
13. The set of conventions for organizing symbols, words, and phrases together into structures.
14. The terms represent refers both to process and to product.
15. An approach selected deliberately by a reader or writer to comprehend or compose text.
16. An assessment given periodically, to determine at a particular point in time what students know and do not know relative to content standards.
17. Includes transitional spelling or other attempts to use skills or strategies just beyond a student’s current level/capability.
18. The set of conventions for organizing symbols, words, and phrases together into structures.
19. A close and harmonious relationship in which the people or groups understand each other’s feelings or ideas and communicate well with each other.
20. Submitted as part of each task and, along with artifacts, make up your evidence.
21. The focus of the learning task as students approach full mastery of content.
22. Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
23. Consistencies for different groups of students or individuals that indicate in a numerical way the information understood from the assessment.
24. Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.
25. The term representation refers both to process and to product.
26. Refers to the activities undertaken by teachers and by their students that provide information to be used as feedback to modify teaching and learning activities.
27. Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
28. The capacity to think logically about the relationships among concepts and situations.
29. An approach selected deliberately by a reader or writer to comprehend or compose text.
30. Learning an essential literacy strategy for comprehending or composing text within the learning segment.

Includes: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.