

GLOSSARY

Term	Definition/Description Citation
Anchor Chart	<p>A displayed written record that documents previous teaching, learning, and student thinking. Students and teachers refer to anchor charts over the course of the unit or year as reminders of what has come before. Anchor charts can be added to at any time.</p> <p>Citation: Harvey, S., & Goudvis, A. (2007). <i>Strategies that work: Teaching comprehension for understanding and engagement</i> (2nd ed.). Portland, ME: Stenhouse Publishers.</p>
Author's Chair	<p>A special chair in which students are privileged to sit while reading aloud their own writing to other class members.</p> <p>Citation: Harris, T.L., & Hodges, R.E. (Eds.). (1995). <i>The literacy dictionary: The vocabulary of reading and writing</i>. Newark, DE: International Reading Association.</p>
Center Activities	<p>In the K-2 ELA Performance Tasks, students are prepared for some activities that can be done independently either individually or in a group (e.g., writing, illustrating, rereading). Teachers can set up centers for these individual activities.</p>
Central Message	<p>In the Common Core State Standards, <i>central message</i> refers to the overarching and important idea in a story.</p>

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Choral Reading	<p>Two or more voices reading aloud in unison. In the K-2 ELA Performance Tasks choral reading is suggested as a supportive method whereby students who cannot manage a text with ease are “carried” by the voice of a teacher or the voices of more capable readers.</p> <p>Citation: Harris, T.L., & Hodges, R.E. (Eds.). (1995). <i>The literacy dictionary: The vocabulary of reading and writing</i>. Newark, DE: International Reading Association.</p>
Class Book	<p>In the K-2 ELA Performance Tasks, <i>class book</i> refers to a collection of student writing, usually around a shared topic, bound together as a book and kept in the classroom library for future reference and enjoyment.</p>
Class Chart	<p>Large chart used to display information specific to an individual performance task (e.g., “Key Words” for informational text, “Major Events” for literary text, etc.). Class Chart contrasts with Anchor Chart, which displays information that can go across performance tasks (e.g., “How to Determine a Point of View”).</p>
Collaborative Groups	<p>Small groups of students, usually 3-4, that are formed to complete one student work product (e.g., create a timeline, write a narrative, etc.).</p>
Collaborative Writing	<p>Groups of 2-4 students are formed to complete one writing task, with all students joining in the discussion and the writing tasks divided between them (e.g., each student responsible for one cell of a comic strip that recounts a fable’s events).</p>
Collecting Information	<p>All activities within each performance task offer opportunities to collect information on student performance. For some activities, a checklist or rubric is provided to align a student’s performance to a specific Common Core State Standard(s).</p>

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Diary Writing	A set of activities that includes an anchor chart on the characteristics of keeping a diary and a set of opportunities to apply those characteristics in individual student diaries.
Digital Text	<p>Electronic files of published texts that may be projected according to the publisher’s express permission.</p> <p>The K-2 ELA Performance Tasks utilize digital texts that allow students to both hear the teacher read and see the words with the added benefit of a magnified view of the photographs and illustrations that support the written text.</p>
Echo Reading	<p>An instructional strategy used to support early readers in the reading of a text. The text is read in parts to the student, usually page by page, followed by the student reading that same part aloud. Finger pointing is recommended for children still developing concept of word and to support the acquisition of sight vocabulary.</p> <p>Citation: Morris, D. (2005). <i>The Howard Street tutoring manual</i>. New York, NY: Guilford Press.</p>
Enduring Understanding	<p>Ideas that have lasting value beyond a single lesson, unit of study, or grade in school. Enduring understandings are stated in such a way that they identify why the content, concepts and skills being taught are important, and what the learner will need in order to transfer the learning to new situations.</p> <p>Citation: McTighe, J., & Wiggins, G. (2012). From Common Core Standards to curriculum: Five big ideas [White paper]. Retrieved from http://educore.ascd.org/Resource/Content/d92b6a9f-c938-4fe6-94d1-6f6bc174fa89</p>

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Essential Questions	<p>These questions are meant to stimulate thought, provoke inquiry, and generate more questions. Essential questions engage learners in making sense of, as well as deepening understanding of, the topic.</p> <p>Citation: McTighe, J., & Wiggins, G. (2013). <i>Essential questions: Opening doors to student understanding</i>. Alexandria, VA: Association for Supervision & Curriculum Development.</p>
Evidences	<p>In the K-2 Formative Tools, <i>evidences</i> refer to what students might say or do to demonstrate proficiency of the Common Core State Standards.</p> <p>Evidence statements are listed in the 3rd column of each performance task's <i>CCSS Alignment Chart</i>.</p> <p><i>Evidence</i> statements are not specifically referenced in each STEP of the performance task. However, all activities are designed to provide students with opportunities to demonstrate evidence of their learning.</p> <p>All <i>evidences</i> are aligned directly to the Common Core State Standards and they can help guide teachers as they plan lessons and collect information about their students.</p> <p>For more information see Formative Tools: http://parconline.org/instructional-tools/formative-tools</p>

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<p>Fast (Vocabulary) Instruction</p>	<p>The instruction needed when a concept is already well established and a new word will be attached to it. Example: known word: <i>mad</i>; new word: <i>cross</i>.</p> <p>In the K-2 Formative Tools, Fast Instruction can also refer to those terms that are not essential to moving meaning forward or to terms that are clearly scaffolded by the text. In both cases, less instructional time is allocated.</p> <p>Citation: Blachowicz, C.Z., Baumann, J. F., Manyak, P., & Graves, M.F. (2013). <i>Flood, fast, focus: Integrating vocabulary in the classroom</i>. Newark, DE: International Reading Association. Retrieved from http://www.reading.org/general/Publications/essentials/e8027</p>
<p>Fist List</p>	<p>A graphic organizer for learning vocabulary that focuses on the definition, key features, and concepts of new words by using a hand with five fingers to graphically organize phrases and ideas.</p> <p>Citation: Strong, R.W., Silver, H.W., & Perini, M.J. (2007). <i>Reading for academic success, grades 2-6</i>. Thousand Oaks, CA: Corwin Press.</p>
<p>Five Finger Retell</p>	<p>Technique in which a student uses each finger of one hand to support the retelling of a text.</p> <p>For example, when retelling a literary story, the student may retell one character, the setting, and three events. In an informational text, the student may retell five important ideas. For K-2 students, the teacher provides specific directions for what specific five things a student will retell.</p> <p>Citation: Stahl, K.D. (2004). Proof, practice, and promise: Comprehension strategy instruction in the primary grades. <i>Reading Teacher</i>, 57(7), 598-609.</p>

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<p>Focused (Vocabulary) Instruction</p>	<p>Instruction used to teach words that are more difficult due to students' unfamiliarity with the concepts, the abstractness of the word's meanings, or multiple features of the word, such as spelling and structure. In the K-2 Formative Tools, terms identified with Focused Instruction are allocated more time, instruction, and strategies.</p> <p>Citation: Blachowicz, C.Z., Baumann, J. F., Manyak, P., & Graves, M.F. (2013). <i>Flood, fast, focus: Integrating vocabulary in the classroom</i>. Newark, DE: International Reading Association. Retrieved from http://www.reading.org/general/Publications/essentials/e8027</p>
<p>Gradual Release of Responsibility</p>	<p>A model of instruction in which the responsibility for performing a task shifts from the teacher to the student through a series of lesson components that includes modeling, guided instruction, collaborative learning or practice, and independent application. In the K-2 Formative Tools, this gradual release of responsibility is incorporated into an inquiry-based model. This combination of release and inquiry asks the teacher to introduce a concept or issue in the text with a series of questions and prompts that gradually release responsibility to the students. The purpose is to scaffold students to begin thinking on their own—in their zone of proximal development—before the teacher provides answers. The K-2 ELA Performance Tasks are committed to “not giving away” what students might be able to figure out on their own.</p> <p>Citation: Duke, N. K., & Pearson, P.D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), <i>What research has to say about reading instruction</i> (pp. 205-242). Newark, DE: International Reading Association.</p>

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Independent Writing	All K-2 ELA Performance Tasks have at least one independent writing activity. The student response may be produced by one student working alone or by multiple students working to create one section of a larger product. This is in contrast to creating mentor texts through a shared writing process that is guided by the teacher and to which both students and the teacher contribute text.
Inquiry-Based	<p>The performance tasks provide numerous opportunities for students to explore big ideas through essential questions such as “How do people make a difference in their community?”</p> <p>For more information on “inquiry-based instruction,” see the PARCC Model Content Frameworks English Language Arts/Literacy: Kindergarten through Grade 2. http://www.parcconline.org/resources/educator-resources/model-content-frameworks/ela-model-content-framework/grades-k-2</p> <p>In the K-2 ELA Performance Tasks, inquiry-based also applies to the teacher’s commitment to those activities that allow students to learn on their own before providing the information through instruction.</p>
Interactive Read Aloud	<p>A method of reading aloud to students that allows a teacher to scaffold children's understanding of the text. Strategies are modeled and new vocabulary and concepts are introduced.</p> <p>Citations: Barrentine, S.J. (1996). Engaging with reading through interactive read-alouds. <i>Reading Teacher</i>, 50, 36-43.</p> <p>Rog, L.J. (2001). <i>Early literacy instruction in kindergarten</i>. Newark, DE: International Reading Association.</p>
Key Words	In the K-2 ELA Performance Tasks, <i>key words</i> refer to those terms or phrases in the text (or related to the text) that are targeted for discussion because they aid students to recall and understand key ideas conveyed in that text.

K-2 ELA GLOSSARY

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Lesson Seed	Lesson Seed is an activity that precedes the reading of a text or section of a text. Its purpose is to provide experiences for students that "level the playing field," ensuring that all students have access to the text and the activities to follow.
Linking Words	In the Grade 2 Common Core State Standards, linking words include because , and , and also when they are used to connect a student's opinion to the text-based reasons that support the student's opinion.
Mentor Text	Mentor text refers to a piece of writing, usually of high-quality, that can be used by a student to aid him or her in the writing process. While mentor texts may be something that is published, in the K-2 ELA Performance Tasks, it is a text created during shared or collaborative writing to serve as a model for students to write a similar text on their own.
Narrative Writing	This mode of writing focuses on telling a story that includes one or more related events. There may also be details about thoughts and feelings of the characters and temporal words to signal event order.
Oral cloze	A strategy designed from the "reading closure" practice where students fill in omitted words in a text using whatever information and experience they have. The oral cloze procedure is used to model fluency and involve students an observable task. The teacher reads aloud, omitting strategic words that students are to fill in as they follow along in the text. Citation: Hornsby, D., Parry, J., & Sukarna, D. (1992). <i>Teach on: Teaching strategies for reading and writing workshops</i> . Portsmouth, NH: Heinemann.

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Picture Walk	<p>A pre-reading strategy where whole the text or parts of text are previewed with a focus on using the pictures to introduce concepts and vocabulary. In the K-2 Formative Tools, a <i>picture walk</i> is used to scaffold students to understand how illustrations can develop their comprehension.</p> <p>Citation: Clay, M. (1991). Introducing a new storybook to young readers. <i>Reading Teacher, 45</i>, 264-273.</p>
Point of View	<p>Point of view refers to the perspective of a character or narrator in a text—a way of regarding something or an attitude towards something.</p>
Readers Theatre	<p>A performance of literature, as a story, play, poetry, etc. read aloud expressively by one or more persons, rather than acted.</p> <p>Citation: Harris, T.L., & Hodges, R.E. (Eds.). (1995). <i>The literacy dictionary: The vocabulary of reading and writing</i>. Newark, DE: International Reading Association.</p>
Recount	<p>Relative to the Grade 2 Common Core State Standards, students who recount a story at this grade level provide an oral or written <i>retelling</i> of a story in the order in which it occurred.</p>
Sentence Frames and Sentence Stems	<p><i>Sentence frames</i> provide a frame for a complete sentence and an opportunity for a student to write a more complex sentence than she or he might have without this support. The content of the frame should be flexible in that many different responses would work (e.g., <i>I would describe _____ as _____</i>).</p> <p><i>Sentence stems</i> act as the beginning of an idea. The student is required to finish the idea (e.g., <i>I know this because _____</i>).</p>

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Sharing Out	<p>A whole group activity that takes place after paired or small group discussions, where individuals, pairs or small groups report key ideas that will be of benefit to the larger group.</p> <p>Citation: McTighe, J., & Lyman, F. (1988). Cueing thinking in the classroom: The promise of theory-embedded tools. <i>Educational Leadership</i>, 45, 18-24.</p>
Shared Writing	<p>A method in which the teacher involves students in the writing of a text in order to model and teach aspects of writing such as print concepts and conventions; encoding and spelling; and the expressing and sequencing of ideas.</p> <p>Citation: Routman, R. (2005). <i>Writing essentials: Raising expectations and results while simplifying teaching</i>. Portsmouth, NH: Heinemann.</p>
Sorting—open and closed	<p>Activities for classifying items based upon specific features.</p> <ol style="list-style-type: none"> 1. Closed sorting involves sorting with pre-arranged categories, usually selected by the teacher. 2. Open sorting involves creating categories based on what the students observe and describe about the items. <p>Citation: Morris, D. (2005). <i>The Howard Street tutoring manual</i>. New York, NY: Guilford.</p> <p>Cunningham, P. (2005). <i>Phonics they use: Words for reading and writing</i> (4th ed.). Boston, MA: Pearson Allyn & Bacon.</p>
Temporal Words	<p>In the Grades One and Two Common Core State Standards, students are asked to include words that signal order (e.g., first, then, next, etc.). In the K-2 ELA Performance Tasks for these grades, temporal words are sometimes referred to as time words.</p>

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Text Type	<p>The types of texts used in the formative tasks align with the two categories of text identified in the Common Core State Standards: literature and informational. Literature includes stories, dramas, and poetry. Informational text includes nonfiction, historical, scientific, and technical texts.</p> <p>For more information, see English Language Arts Standards » Standard 10: Range, Quality, & Complexity » Range of Text Types for K-5. http://www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/range-of-text-types-for-k-5/</p>
Text-Based	<p>When students respond to a text orally or in writing, their responses are based on details from the text rather than just prior knowledge or personal experience.</p> <p>For more information on this focus in the Common Core State Standards, see Key Shifts in English Language Arts. http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/</p>
Think Along	<p>An instructional activity where the teacher reads aloud and students follow along on their copies. The teacher may “think aloud” so students can “think along,” verbalizing the kinds of thinking needed for comprehension: repeating or elaborating on key ideas or details, highlighting major events, recognizing and clarifying confusion, and emphasizing the use of evidence from the text.</p> <p>Citation: Farr, R. (1988). Teaching good habits through think-alongs. <i>Educational Leadership</i>, 45, 94.</p>

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Think Aloud	<p>A comprehension strategy in which the teacher verbalizes aloud during reading and writing, thereby modeling the thinking that activates the comprehension process. In the K-2 ELA Performance Tasks, think-alouds are used primarily to model the inquiry process—to share those issues or concepts about which the teacher wonders.</p> <p>Citations: Harris, T.L., and Hodges, R.E. (Eds.). (1995) <i>The literacy dictionary</i>. Newark, DE: The International Reading Association.</p> <p>Baumann, J.F., Jones, L.A., & Seifert-Kessell, N. (1993). Using think alouds to enhance children's comprehension monitoring abilities. <i>Reading Teacher</i>, 47, 184-193.</p>
Think-Pair-Share	<p>In the K-2 ELA Performance Tasks, students may be prompted to think individually about a question posed by the teacher before sharing their thinking with a partner. Student pairs are then asked to share their ideas with the larger/whole group.</p> <p>Citation: Gunter, M. A., Estes, T. H., & Schwab, J. H. (1999). <i>Instruction: A models approach</i> (3rd ed.). Boston, MA: Allyn & Bacon.</p>

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Thumbs Up/ Thumbs Down	<p>A method used to check for understanding in formative assessment or for encouraging active listening and participation. Students indicate their response to a yes/no question by using thumbs up or thumbs down hand signals.</p> <p>Citation: Coyne, M.D., Capozzoli-Oldham, A., & Simmons, D.C. (2012). Vocabulary instruction for young children at risk of experiencing reading difficulties: Teaching word meanings during shared storybook readings. In J.F. Baumann & E.J. Kame'enui (Eds.), <i>Vocabulary instruction: Research to practice</i>. New York, NY: Guilford Press.</p>
Turn & Talk	<p>A discussion strategy whereby students are given a prompt from the teacher, formulate ideas and share their thinking with another student, facilitating purposeful, peer-level talk around a specific topic. Teachers listen, observe, and differentiate through questions and prompts.</p> <p>Citation: Fisher, D., Frey, N., & Rothenberg, C. (2008). <i>Content-area conversations: How to plan discussion-based lessons for diverse language learners</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
Wonders	<p>The K-2 ELA Performance Tasks use this word to create statements that reflect the dictionary definition of <i>wonder</i>—to express an interest in knowing something.</p> <p>Citation: Rideout, P.M. (Ed.). (2004). <i>Heinle's Newbury House dictionary of American English</i>. Boston, MA: Thomson/Heinle.</p>

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Word Consciousness	<p>The awareness of and interest in words and their meanings. Word consciousness is purposefully fostered in the classroom through an environment that celebrates the appreciation of words and the learning of new word through conversation, discussion, and sharing as well as through planned vocabulary activities.</p> <p>Citations: Anderson, R.C., & Nagy, W.E. (1992). The vocabulary conundrum. <i>American Educator</i>, 16(4), 14-18, 44-47.</p> <p>Graves, M.F. (2006) <i>The vocabulary book: Learning and instruction</i>. New York, NY: Teachers College Press.</p> <p>Blachowicz, C.Z., & Fisher, P.J. (2010). <i>Teaching vocabulary in all classrooms</i>. (4th ed.). Boston, MA: Allyn & Bacon.</p>