**Glossary**

**Academic Vocabulary**: Specific academic vocabulary students will encounter derived from the cluster description and serves to remind of potential challenges or barriers.

**Application:**  The act of putting something to a special use or purpose: an application of a new method. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

**Assess:**  Evaluate and check for understanding.

**Background Knowledge:** Knowledge or awareness of previous experiences (schema).

**Big Idea:** Helps you focus on that which is most important for this cluster within that particular domain.

**Capacity:** Maximizing teacher capabilities for continuous student achievement.

**Checklist:** A list of things that can be checked off as completed or noted.

**Clarification:** To make something clearer by using clues to determine its meaning.

**Classroom Impact:** The CCS Deconstructed standards is designed to help educators increase depth of understanding of CCS and plan College Career Ready curriculum and classroom instruction that promotes inquire and higher levels of cognitive demand.

**Clustering of Standards:**  Combining groups of standards to teach the topic.

**Coherence: Linking topics and thinking across grades;** the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years.

**Common Core State Standards:** The Common Core State Standards are clear set of shared goals and expectations for the knowledge and skills students need in English language arts and mathematics at each grade level to ultimately be prepared to graduate college and career ready. The standards establish what students need to learn, but they do not dictate how teachers should teach. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.

**Conceptual Understanding:** The standards call for conceptual understanding of key concepts.

**College Career Ready:** With respect to a student, that the student is prepared for success, without remediation, in credit- bearing entry-level courses in higher education.

**Content Standard:** What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students acquire in the core academic subject. The knowledge includes the important and enduring ideas, concepts, issues and information. The skills include the ways of thinking; working, communicating, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.

**Curriculum:** The planned interaction of students with Common Core State Standards through instructional content, materials, resources, and processes for evaluating the attainment of college and career standards.

**Curriculum Framework:** The essential plan for instruction, plan of action.

**Deconstructed for Classroom Impact:** A resource guide from The Common Core Institute.

**Deconstructed Standards:** To dissect broad standards into more explicit learning objectives and has its own subsections, which can provide additional guidance and insight for planning lessons. A process by which long, convoluted, complicated standards are broken down into their essential component parts. Some standards are already in their simplest form and may just need a little tweaking to be student-friendly.

**Depth of Knowledge (DOK):** Targeted level of cognitive demand. Norman Webb’s DOK categorizes task according to the complexity of thinking.

**Domains:** Content is organized in a number of domains. At each grade level there are several standards for each domain, organized into clusters of related standards.

**Domain Specific:** Grade level and subject terms (e.g. science, social studies, and math, etc.).

**Essential Questions:** Amplify the Big Idea with the intent of deeper level of understanding and may also provide additional context for the Academic Vocabulary.

**Exemplars:** Models or examples of high quality.

**Extend:** Employ and enhance the concept or skills independently; extend and integrate the concepts or skills across curriculum; apply and sustain concepts or skills to real world applications.

**Formative Assessment:** A wide variety of methods used to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of core content.

****Focus:** Greater focus on fewer topics; r**ather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask teachers to significantly narrow and deepen the way time and energy are spent in the classroom.

**Higher Order Thinking Skills (HOTS):** Teaching that incorporates the use of higher level thinking skills (Blooms’s Taxonomy and Depth of Knowledge-DOK) that deepen the understanding of knowledge and skills.

**Independent(ly):** A student performance done without scaffolding from a teacher, other adult, or peer; in the standards, often paired with proficient(ly) to suggest a successful student performance done without scaffolding.

**Instructional Practices:** Teaching in a particular subject or skills taught to enhance student achievement using research based practices.

**Instructional Targets or Learning Expectations:** Instructional outcomes or objectives. What students should be able to know, think and do after being taught.

**Introduce:**  Introduce a new skill, concept, or an increase in the level(s) of complexity in the standard.

**Learning Progression:** Provides context for the current domain and its related standards. Within each domain are sections for each of the associated clusters. The cluster-specific content can take you to a deeper level of understanding.

**Lexile:**  A Lexile measure is a valuable piece of information about either an individual’s reading ability or the difficulty of a text, like a book or magazine article. The Lexile measure is shown as a number with an “L”, 805L to 1100L is equivalent to Grade 8.

**Procedural Skills and Fluency:**  The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

**Proficient(ly):** A student performance that meets the criterion established in the standards as measured by a teacher or assessment in the standards, often paired independent(ly) to suggest a successful student performance done without scaffolding.

**Mathematical Practices:** Articulates some of the knowledge and skills expected of students to demonstrate grade-level mathematical proficiency.

**Monitor Understanding**: Continuously checking to determine whether or not the text being read is understood.

**Multiple Measures of Student Learning:** The various types of assessments of student learning, for example: value-added or growth measures, curriculum-based tests, pre/post, oral presentations, performances, or artistic or other projects.

**Pacing guide:** Timeline as to when standards should be taught, maximize the teaching days of that particular unit.

**Pedagogy:** Generally refers to strategies of instruction, or a style of instruction.

**Performance Level Descriptor:** A statement or description of a set of knowledge and skills exemplifying a level of performance associated with a standard.

**Professional Learning Community:** Teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so students can benefit.

**Quarter:** Nine weeks in a school term.

**Reinforce:** Build and strengthen on prior knowledge to assist students to continue to understand the concept or skills acquired using the depth of knowledge.

**Results Driven Instruction:** Instruction informed by student achievement data and focused on results.

**Rigor**:** Pursue conceptual understanding; procedural skills and fluency, and application with equal intensity.** Rigor refers to deep, authentic command of concepts, not making it harder or introducing topics at earlier grades. Rigor refers to deep, authentic command of concepts, not making it harder or introducing topics at earlier grades.

**Rubric:** An established and written set of criteria for scoring or evaluating one’s performance in relationship to the established criteria.

**Scaffolding:** Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone with the goal of fostering the student’s capacity to perform the task on his or her own later on.

****Scientific-Based Research:**  Scientific method is a body of techniques for investigating phenomena and acquiring new knowledge, as well as for correcting and integrating previous knowledge. It is based on gathering observable, empirical, measurable evidence, subject to specific principles of reasoning.**

**Secure:** Apply and perform acquired concepts and skills with accuracy at various levels of depth of knowledge.

**Shifts:** Understanding how the Common Core Standards differ from previous standards.

**Source:** A text used largely for informational purposes, as in research.

**Standards:** Defines what students should understand and be able to do.

**Student Achievement Data:** Regarding an individual student’s mastery of tested content standards. Student achievement data from summative assessment components must be reported in a way that can be reliably aggregated across multiple students at the subgroup, school, LEA, and state levels.

**Student Learning Outcomes:** Concise measurable statement that specifies what students will know, be able to do, or be able to demonstrate when a lesson is completed.

**Sub-standards:** Standards that are attached with a letter underneath the main standard.

**Summative Assessment:**  Are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period typically at the end of a project, unit, course, semester, program or school year.

**Tier I Vocabulary:** Basic words that commonly appear in spoken language. Tier I words rarely require explicit instruction, examples: clock, baby, happy, walk.

**Tier II Vocabulary:** Words used by mature language users across all domains. Tier II words require some direct teaching to understand. Examples: obvious, complex, establish.

**Tier III Vocabulary:** Words that are used in specific content areas or domains. Tier III words require explicit instruction to understand. Examples: cardiac, metamorphic, species.