

KCLM Glossary of Terms

Anecdotal Notes: A description of student behavior or a report of observed behavioral incidents. For example, the teacher of a disruptive student may write a description of the disturbances caused by the student to keep track of performance concerns.

Anticipation/Reaction Guide: A type of study guide that forecasts the major ideas of a passage through use of statements that activate students' thoughts and opinions.

Cinquain: A five line poem used to define a term. It follows this format: noun, two adjectives, three action verbs, four-word sentence or phrase, ending word.

Closed Word Sort: Individually or in small groups students sort out terms which are written on cards or listed on a sheet. Students group words into different categories by looking for shared features among their meanings. In closed sort, students know in advance what the categories are.

CODE Vocabulary Principle : Connect the vocabulary to what students already know; Organize the vocabulary because students remember unfamiliar information when it is clearly organized; Deeply process the vocabulary using visual, auditory, physical or emotional experiences and then practice it frequently; Explore core vocabulary to allow student time and opportunity to internalize in a variety of ways.

Comparison Guide Map: compare/contrast graphic organizer

Comparison Matrix Chart: A graphic organizer that provides a detailed approach to comparison requiring students to list characteristics, items to be compared and the similarities and differences of the items.

Connect the Words: graphic organizer that encourages a student to see connections and relationships between important vocabulary words related to a specific topic.

Cornell Notes: A graphic organizer that helps students identify the main idea and important details from a reading. It's also a way to take notes on reading assignments and to use in reviewing for tests or class discussion.

Culminating Product: Challenges students to demonstrate their knowledge of the unit topic and focuses on rigorous, extended process of inquiry to develop high quality products and performances presented to a public audience.

Discovery Questions: 3-5 questions that guide lesson planning/unit focus.

Sources: KDE Glossary of Literacy Terms, Glossary of Education (Education.com), Encarta Online Dictionary, The Reading Teacher (R.M. Klemm), CCSSO's Adolescent Literacy Toolkit, <http://www.learnnc.org>.

Driving Question: A question that clearly states the purpose of the project; it is provocative and challenging, open ended and/or complex, and linked to the core of what you want students to learn.

Essential Vocabulary: Vocabulary that is important for students to know in order to understand the concept that is being taught.

Formative Assessment: assessment at regular intervals of a student's progress with accompanying feedback in order to help to improve the student's performance.

Four Square Vocabulary Map: A labeled graphic organizer with four categories. Categories could be labeled with any of the following: word, definition, synonym, and antonym, draw a picture, type of word, etc.

Frayer Model: A graphic organizer which contains four compartments for recording information related to a concept. The four are essential characteristics, nonessential characteristics, examples, and non-examples.

Graphic Organizers: A way of visually organizing information. It can take many forms, depending on the topic and purpose.

Journal/Learning Log: A way for students to reflect on what they read, discuss or experience by writing in a notebook short responses to a question or topic presented.

LitFig: Graphic organizer that requires students to identify the literal and figurative meaning of a word or phrase and what the author is trying to emphasize with its use.

Marzano's Vocabulary Instruction: Teacher provides a description of the term, and then has students restate in their own words, create a non-linguistic representation of the term, engage in activities with the new term, discuss the term with another student and engage in games to play with the new term.

Memory: Students create cards two sets of cards—one with vocabulary words and one with definitions. Cards are placed face down and students take turns trying to match word with definition.

Mind Mapping: A graphic organizer to help students organize thinking, develop memory and connect learning.

Most Important Word: After having students read a portion of text, ask them to choose the three most important words and describe why they chose the words, using examples from the text to support their answer.

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Note Taking Using Both Sides of the Brain: Two-column note-taking graphic organizer with words and phrases recorded on the left side and visuals and pictures recorded on the right.

Open Word Sort: Individually or in small groups students sort out terms which are written on cards or listed on a sheet. Students group words into different categories by looking for shared features among their meanings. In open sort, students look for relationships among the word meanings and develop their own categories

Password: Hand teams a set of index cards that have one vocabulary word on each card. Player #1 looks at the first word and begins saying words associated with this vocabulary word. The goal is for the other player to guess the word.

Pattern Organizers: Graphic organizers for nonlinguistic representations: descriptive, fact/characteristic, time, cause/effect, process, episode, or concept.

Pictograph: Drawing symbolic pictures of words, famous names, a place, an event or an idea to represent knowledge.

Project-Based Learning (PBL): A systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

Questions/Answers/Relationship: A teaching tool designed to clarify the questioning process. Four levels of questions are used: "Right There", "Think and Search", "Author and You", and "On My Own".

Rate Your Knowledge: Four column chart for activating prior knowledge. The chart uses the following headings: Don't know at all, have seen or heard, I think I know the meaning, I know a meaning.

Reciprocal Teaching: Students work together or individually to understand the content of a selection. Students take on roles as summarizer, questioner, clarifier or predictor. Reciprocal teaching helps students monitor their reading comprehension.

Rule-Based Strategy: Summarizing teaching tool that follows a set of rules: Delete trivial material, delete redundant material, substitute superordinate terms for lists, select a topic sentence, or invent one if missing.

Skimming: Uses a quick survey of the text to get the main idea, identify text structure and confirm or question predictions.

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Student-Generated Classification Graphic Organizer: Tasks in which students are given the items to classify but must form the categories themselves. Student can be asked to generate both items.

Summary Frame: A series of questions that the teacher provides to students to highlight the critical elements for specific types of information. (narrative frames, topic-restriction-illustration frame, definition frame, argumentation frame, problem/solution frame and the conversation frame)

Summative Assessment: Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.

Teacher-Generated Classification Graphic Organizer: Students are given the elements to classify and the categories into which the elements should be classified.

Text-Based Discussion: Structured classroom discussion where students form questions based on their confusions and connections with a text.

Text Impressions: A text impression is a pre-reading activity that you can do with relatively short text or chunk of text. It is very useful in activating/building background knowledge and predicting and inferring. The facilitator chooses 10 words from the text that could be vocabulary study words and which hint at the meaning/topic of the text. For example, a text impression for “The Three Little Pigs” might include words like bricks, leave, wolf, twigs, etc. Then the facilitator reveals the words to the group one at a time, allowing for discussion/predicting of what the text might be about if this word is key to it and/or contained in it. After some discussion, the facilitator reveals another word; this time discussion centers on how this additional word broadens/narrows the initial prediction. This process is continued until all 10 words are revealed, one at a time, and a *logical* prediction is made about the content of the text/story. At the end of the story, the group revisits the list to clear up any misunderstandings they had or to discuss how the word meanings were broadened or clarified through reading of the text.

Think Aloud: Explicit modeling in which teachers share with students the cognitive processes and thinking they go through as they read.

Think-Pair-Share: A cooperative discussion format in which the teacher gives the students a question or topic. The students think about it on their own for a few moments, then form pairs and discuss their individual thoughts. Finally, each pair shares their insights with the rest of the class.

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Three-Way Tie: Graphic organizer that requires students to select three words, arrange them in a triangle, connect the words with lines, and explain the relationship by writing along the lines.

Turn and Talk: A during or after reading discussion structure that provides the opportunity for students to stop, reflect, and discuss with a partner the concepts and ideas of a lecture, narrative, or expository text. Assign partners or ask students to select a partner and allocate three to four minutes for student discussion.

Unit Organizer: A statement or question that focuses on realistic issues or problems and connects learning to prior knowledge, experiences, skills, beliefs and customs.

Vocabulary Tree: Type of graphic organizer that shows how items are related to one another. The tree's trunk represents the main topic, and the branches represent relevant facts, factors, influences, traits, people, or outcomes.

Word Questioning: Pre-reading graphic organizer that requires students to answer predetermined questions around a target word.

Word Storm: Vocabulary tool that requires students to access prior knowledge and make connections to a word they encounter while reading.

Writing for Authentic Audiences: Writing intended to develop skills in communication and to promote learning and thinking (Examples: articles, written projects, blogs, web pages, Readers Theatre scripts, letters, and editorials).

Writing to Demonstrate Learning: Writing intended to assess learning of the content or ability to complete a task (Examples: Essays, rough drafts, student-generated graphic organizer, admit/exit slips).

Writing to Learn: Writing that emphasizes the student's thinking in an informal form (Examples: admit/exit slips, Cornell notes, graphic organizers, journals/ learning logs).