

School-Related* Vocabulary

DOMAIN: Language Development and Communication

CLAIM: Students can acquire and integrate vocabulary, concepts, and the structure of language in increasingly complex ways.

RATIONALE

Research in the field of vocabulary development informs us that a child's knowledge of words' meanings impacts their reading comprehension and future academic success (Chall, Jacobs, & Baldwin 1990). Vocabulary development is particularly critical among English language learners as "English language learners who experience slow vocabulary development are less able to comprehend text at grade level than their English-only peers . . . and are at risk of being diagnosed as learning disabled (Christ & Wang 2010). Additionally, focusing on the improvement of vocabulary development advances educational equity because "a well-developed vocabulary correlates with greater reading comprehension and general academic success" (2010). Therefore, the Think Tank Claim to which this is aligned (*Students can acquire and integrate vocabulary, concepts, and the structure of language in increasingly complex ways*) emphasizes the use of "vocabulary needed in school" and asserts that "given enough time and purposeful instruction," word learning can occur for "all students across academic domains", particularly when emphasis is placed on the conceptual understanding behind the learning of vocabulary rather than the acquisition of specific words.

ALIGNMENT TO NC STANDARDS

NC Foundations for Early Learning and Development

- APL-2 Children actively seek to understand the world around them.
- HPD-6 Children develop awareness of their needs and the ability to communicate their needs.
- LDC-7 Children respond to and use a growing vocabulary.
- CD-2 Children recall information and use it for new situations and problems.
- CD-9 Children explore concepts connected with their daily experiences in their community.

NC Standard Course of Study (Common Core State Standards & Essential Standards)

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
- L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
- L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

* The term "school-related" vocabulary, rather than "academic" vocabulary, was purposefully selected for this construct progression. "School related" refers to words that are necessary for school but might not be related to a specific discipline. Additionally, the Think Tank claim emphasizes words that are taught rather than words that children come to school already knowing. By focusing on school-related vocabulary, the disparity between language exposure outside of the school environment is minimized.

SCHOOL-RELATED* VOCABULARY

UNDERSTANDING: Children understand that a word carries meaning within a specific school-related context.				
SKILLS	A. Begins to connect a word to its related concept within a specific context.	B. Uses a word in a specific context and sometimes uses it accurately within that context.	C. Uses a word in a specific context and consistently uses it accurately within that context.	D. Uses a word accurately within a context but uses it inaccurately in a different context.
PERFORMANCE DESCRIPTORS	<p>Sheila remembers that Mrs. Smart, the media specialist, has asked her to always sit at the table with a blue shape taped to the middle. She sits at that particular table and points to the <i>blue shape</i> and says “<i>blue</i>.” Mrs. Smart bends down, points to herself, and says to Sheila, “Who am I, Sheila?” Sheila points to the media specialist’s <i>blue shirt</i> and responds by saying, “<i>Blue</i>.” Mrs. Smart then points to herself again and says, “Sheila, what is my name?” Sheila says, “<i>Blue</i>.”</p> <p>When learning about the characteristics of <i>insects</i>, Carrie points to the word <i>thorax</i> on the word list and says, “It has something to do with <i>science and bugs</i>.”</p> <p>During instruction on the topic of <i>change over time</i>, Henry explains the word <i>narratives</i> as a word used in social studies.</p>	<p>Maliyah asks the teacher many times for permission to use the <i>stapler</i> during her book-making process. The teacher asks Maliyah how she is doing. Maliyah holds up the glue and the yarn and says, “I’m <i>stapling</i> hair on the horse.”</p> <p>While signing into the reading program on the computer, Avery asks her partner for the <i>password</i>. Later, when she is engaging in a discussion about habitats, she describes how cows graze in the <i>password</i>.</p> <p>During a unit on natural disasters, Emma’s teacher asks her to complete a Venn diagram comparing and contrasting volcanoes and tsunamis. On one side of the diagram, Emma writes <i>tsunamis</i>; on the other side she writes <i>volcanoes</i>; and in the center she writes <i>both</i>. She accurately lists several characteristics for volcanoes and tsunamis in the correct circles. She puts <i>explosion</i> in the center as a characteristic of both volcanoes and tsunamis.</p>	<p>During Akil’s small group time, his teacher asks him what it means that Goldilocks was <i>trespassing</i> at the Three Bears’ house in the story. Akil says, “She went into their house without asking! She did not follow the rules.” The teacher then asks Akil if he remembers a different fairy tale character that <i>trespasses</i>. Akil answers, “Jack <i>trespasses</i> when he goes up the giant’s beanstalk and into his house.”</p> <p>When learning about what living things need, Sabrina explains that all living things are <i>organisms</i>. Later she draws in her science journal a picture of many living things and labels it <i>organisms</i>.</p> <p>While studying maps, Hassan explains that the <i>key</i> shows symbols on a map. He then draws a map of his bedroom and includes the word <i>key</i> on his map with appropriate symbols.</p>	<p>Makenna explains that plants need a certain amount of <i>space</i> to survive. Later, when learning about the solar system, she questions her teacher about how much <i>space</i> is in the solar system.</p> <p>Navi accurately determines <i>even</i>-numbered groups of objects during math stations. However, when Navi’s teacher uses the word <i>even</i> again and asks him to select books from the <i>even</i>-numbered book bin, Navi says, “I’m not sure what <i>even</i> means,” and asks his teacher for help.</p> <p>During Mr. Lloyd’s science lab on the digestive system, Madison correctly builds a diagram of the <i>intestines</i> with a ribbon and labels it within the body system. However, later in the day when Mr. Lloyd asks the class to describe a <i>clandestine</i> mission that occurs in the novel they recently read, Madison says, “Isn’t that the <i>long thing in your body that absorbs food</i>?”</p>

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SCHOOL-RELATED* VOCABULARY CONTINUED ON NEXT PAGE

UNDERSTANDING: Children understand that a school-related word can have the same meaning across multiple contexts.		UNDERSTANDING: Children understand that they can use many known words to describe the same concept.		
E. Uses a word accurately within a context and sometimes uses it accurately in a different context.	F. Uses a word accurately within a context and consistently uses it accurately across multiple contexts.	G. Uses a few related known words to make connections to a concept.	H. Uses an expanded collection of related known words with greater precision to make connections to a concept.	SKILLS
<p>During math time, Yosh’s teacher is focusing on comparing the size of objects. Yosh has learned to describe a tall tube as <u>enormous</u> and to describe a short tube as small. Yosh tells his teacher during the math lesson that a lion is <u>enormous</u> compared to a spider. However, when Yosh is headed out to the playground, the teacher sees him pat a friend on the back and hears him say, “You are my <u>enormous</u> friend because you are my favorite.”</p> <p>While learning about states of matter, Renee labels a solid and <u>liquid</u> and describes the qualities of each. Later, when she is outside playing in the sand box, she pours sand from one bucket to another, and she describes the sand as a <u>liquid</u>.</p> <p>Marissa is learning about the absolute and <u>relative</u> locations of places in their local region, and she can show the <u>relative</u> location of her town compared to another. She later is writing in her journal about spending the weekend with her cousin, who is her <u>relative</u>. However, in her science report she also describes the squirrels she saw at the park as her <u>relatives</u>.</p>	<p>Caleb uses two figurines on his desk as tactile fidgets during direct instruction. When Caleb’s teacher asks him if the number 12 is greater than the number 12, he holds up his toys and replies, “No. Twelve <u>equals</u> 12. Just like my toys are <u>equal</u>, too. They are the same height.”</p> <p>Larry is learning about nutrient-<u>dense</u> foods in health. He explains that the word <u>dense</u> can also describe forests, as he learned in social studies.</p> <p>Zara has been learning about <u>multiplication</u>. When the class is working on a supply and demand project in social studies, Zara tells her group that if they <u>multiply</u> the products made, then the demand will decrease.</p>	<p>Alejandro goes to the teacher who is standing by the whiteboard and asks, “Can I <u>brush</u> the board?” The teacher then states, “Oh, you want to <u>erase</u> the board.”</p> <p>When reading a book about the ocean, Nancy sees a picture of a child wearing a <u>swim mask</u>. She describes the mask as <u>sunglasses</u>, <u>goggles</u>, and then finally <u>water glasses</u>.</p> <p>During a unit on poetry, the children have been exploring the structure of a range of poems. The teacher has introduced the word <u>stanza</u> as a grouping of lines in a poem. The teacher asks Margaret where she found evidence of her answer. Margaret replies, “In the second <u>paragraph</u> of the poem.”</p>	<p>Kendra lists the words <u>bugs</u>, <u>bees</u>, <u>mosquitoes</u>, and <u>flies</u> to describe <u>insects</u>.</p> <p>Kirk lists <u>air</u>, <u>water</u>, <u>space</u>, and <u>light</u> to describe the <u>environment</u>.</p> <p>When learning about the arctic <u>tundra</u>, Porfirio describes it as <u>cold</u>, <u>snowy</u>, <u>icy</u>, and <u>frozen</u>.</p>	PERFORMANCE DESCRIPTORS

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<p>UNDERSTANDING: Children understand that the same school-related word has multiple meanings depending on the context.</p>			<p>UNDERSTANDING: Children understand the meaning of a school-related word is related to other words with similar meanings, roots, or affixes regardless of context</p>		
<p>PERFORMANCE DESCRIPTORS</p>	<p>I. Sometimes uses context in order to determine or clarify the correct meaning of multiple-meaning words.</p>	<p>J. Consistently uses context in order to determine or clarify the correct meaning of multiple-meaning words.</p>	<p>K. Uses multiple-meaning words frequently and accurately in writing, and talking.</p>	<p>L. Shows an awareness that the structure of a known word can help clarify the meaning of an unfamiliar word.</p>	<p>M. Sometimes uses knowledge of root words or affixes to create new words.</p>
	<p>Polly reads, "The girl said <u>bye</u> to her friends. She left to <u>buy</u> some food from the store <u>by</u> her house." Polly expresses confusion when she asks her teacher why the girl was going to buy food and her house, too.</p> <p>Jacquelyn accurately matches the word <u>ball</u> to a picture of a soccer ball on a field. However, when Jacquelyn tries to match the word <u>bawl</u> to a picture of a girl crying, she asks her teacher if <u>bawl</u> and <u>ball</u> are homophones.</p> <p>During a novel study, Felipe tells his small group that the criminal had to <u>flee</u> from the place where the crime took place so he would not get caught. When Felipe's teacher points to the word <u>flee</u> and asks him what it means, Felipe says that a <u>flee</u> is a small bug that runs away very fast when something bad happens.</p>	<p>During Science stations, Pilar explains that she can <u>plant</u> a <u>plant</u> in the garden and that her mom works at the auto <u>plant</u>.</p> <p>Larry explains to his friends that <u>states</u> of matter are different from the United <u>States</u>. He also writes in his Language Arts journal that the law <u>states</u> that everyone must wear seatbelts.</p> <p>Mr. Wu created a homophone board game for his students. The game uses pictures and sentence cards. The pictures each represent a different multiple-meaning word, and the sentence cards give clues that describe each one of the picture cards. Mr. Wu sees that Laura consistently uses the context on the sentence cards to choose accurately each homophone picture that matches.</p>	<p>Olivia makes a joke using the word <u>behind</u>. She tells the child who has stepped in front of her in the line to "Get <u>behind</u> my <u>behind</u>!"</p> <p>Talya's teacher has asked her students to write a story using the homophones they have been learning. Talya writes her story about a <u>fly</u> that goes to a <u>ball</u>. Talya tells her teacher that in her story, "the <u>fly</u> ate <u>eight</u> pieces of <u>meat</u> after he <u>meets</u> his friend for a <u>date</u>." Talya's teacher then asks her what kind of <u>date</u>, and Talya exclaims, "The kind that grows on a tree!"</p> <p>While learning about the structure of the Earth's surface, Todd is using clay and rocks to create a model of landforms. He laughs as he says, "I will <u>form</u> a mountain and then fill out a <u>form</u> to show what I did!"</p>	<p>During a healthful living activity, Candice navigates between various stations set up throughout the class. At the vegetable station, her teacher asks Candice if she eats <u>cauliflower</u> at home. Candice laughs and says, "We have <u>flowers</u> in our garden, but we don't eat them!"</p> <p>During a science unit, Victor is using his laptop to research and design a comic strip on plants. Victor raises his hand and asks his teacher, "Is <u>photosynthesis</u> something like a <u>photo</u> album?"</p> <p>Catherine learned about caverns while studying landforms. When she sees the word <u>cavernous</u> as she is reading her novel, she knows it might have something to do with <u>caves</u> but is confused because the word <u>cavernous</u> is describing a big house.</p>	<p>Molly knows the word <u>friend</u> and uses it to understand the word <u>friendship</u>. But, when Molly's teacher asks her why she has been <u>unfriendly</u> to her classmates, Molly is confused about the prefix <u>un-</u> and replies, "Because I love them and I am always nice!"</p> <p>Mrs. Hart is teaching a unit on the affixes <u>-less</u> and <u>-est</u>. Charles is able to describe what happens to the word <u>care</u> when <u>-less</u> is added. He also explains what <u>rest</u> means when the affix <u>-less</u> is removed. However, when Charles is asked how to build a word with <u>-est</u> that means gigantic, he exclaims, "The most-<u>est</u>!"</p> <p>Tysa learned that organisms <u>adapt</u> to their environments and uses that knowledge of the word <u>adapt</u> to understand the word <u>adaptation</u> while reading about frogs. She does not know what her teacher means, however, when the teacher asks her students to be <u>adaptable</u> around a schedule change.</p>

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SCHOOL-RELATED* VOCABULARY CONTINUED FROM PREVIOUS PAGE

<p>UNDERSTANDING: Children understand the meaning of a school-related word is related to other words with similar meanings, roots, or affixes regardless of context. (continued)</p>	<p>UNDERSTANDING: Children understand that words can be used figuratively and metaphorically.</p>			
<p>N. Frequently uses known words to understand unfamiliar words.</p>	<p>O. Recognizes and explains literal and non-literal meanings of words (e.g., jump ahead; take steps).</p>	<p>P. Uses figurative language by making real-life connections.</p>	<p>Q. Uses word relationships and nuances of word meanings accurately when writing and speaking.</p>	<p>SKILLS</p>
<p>During a unit on weather, Zoe sees the word <i>snowmobile</i> on a picture card. When her teacher asks her what a <i>snowmobile</i> is, Zoe says, “<i>snow</i> is cold white rain in the winter, and a <i>mobile</i> is like my car, so I think it’s a car for driving in the snow!” Later Zoe makes a winter book with <i>snowshoes</i>, <i>snow clothes</i>, and <i>snowmobiles</i>.</p> <p>While learning about the movement of goods, people, and ideas in social studies, Allan makes the connection to other words in his journal that are related to movement, such as: <i>moving</i>, <i>unmoving</i>, <i>movable</i>, <i>unmovable</i>, <i>mobile</i>, and <i>mobility</i>. He also designs a hospital on wheels and calls it “<i>Mobile</i> Emergency Center.”</p> <p>While Mr. Burgess is introducing a new science unit on rocks and minerals, he asks the class to predict in their science journals what a <i>metamorphic</i> rock might be. Consuela writes about <i>metamorphosis</i> being a process that happens when caterpillars change to butterflies, so <i>metamorphic</i> must be about rocks changing, too. When Consuela is reading and comes across the word <i>contraband</i>, she remembers the word <i>contradict</i> means to disagree, so she decides that <i>contraband</i> must be something that someone else disagrees with.</p>	<p>Kelly explains that when her mother says she “<i>flies off the handle</i>,” she means that she feels <i>out of control</i>.</p> <p>Mrs. Bradshaw asks Cheryl’s math group to draw a poster that explains the <i>necessary steps</i> they must follow in order to solve an addition word problem. Cheryl’s friend asks her why he would need to walk and take <i>steps</i> to do math. Cheryl responds that Mrs. Bradshaw means that there are things to do that come one after the other – like <i>steps</i> when you walk – so that they can get the right answer.</p> <p>Alex is joking with his friends on the playground about “<i>pulling his leg</i>” while he’s climbing on the monkey bars. He explains that it means that he’s <i>joking</i>.</p>	<p>Barack writes a story that includes a description that “<i>the sun is like a ball of fire in the sky</i>.”</p> <p>Dahlia is learning about the legend of Johnny Appleseed. During a writer’s workshop, Dahlia creates her own book and “reads” it to her teacher. She says, “This is the Legend of Dahlia the Great. She plants flowers everywhere she goes. She is so kind and beautiful that the prettiest flower in the world is named dahlia after the amazing Dahlia the Great.”</p> <p>Jami’s class has been reading a book about a boy who changes the word <i>pen</i> to the word <i>frindle</i>. Jami’s teacher asks the class to write an argument paper about a word they think should be changed to a new word. Jami writes about changing the word <i>teacher</i> to the words <i>instruction workers</i> because her teachers give lots of <i>instructions</i> and they are always <i>building</i> more and more information for their students to learn.</p>	<p>Michelle makes up a song about <i>flying</i> that includes birds, bees, and how time <i>flies</i>.</p> <p>During a “My Hero” writing assignment, Dan writes a story about his older brother who is on the football team. In his writing, he shares that his brother is the team’s <i>shining star</i> and runs as <i>fast as a cheetah</i>, with the <i>heart of a lion</i>.</p> <p>Hwan’s class created personal narrative books. When it is Hwan’s turn to share his book with the class, he points to the first page and says, “I am bright like the stars that shine at night.” On the second page, he points to a picture of a boy reading and says, “I like to read red books on really massive meatballs.” Finally, Hwan shows them the last page in his book. He reads, “My friends are love to me, and I am love to them.”</p>	<p>PERFORMANCE DESCRIPTORS</p>

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RESOURCES USED

August, D., Carlo, M., Dressler, C. and Snow, C. (2005), The Critical Role of Vocabulary Development for English Language Learners. *Learning Disabilities Research & Practice*, 20: 50–57. doi: 10.1111/j.1540-5826.2005.00120.x

Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Bringing Words to Life: Robust Vocabulary Instruction*. New York, NY: The Guilford Press 2002.

Chall, J., V. Jacobs, & L. Baldwin. 1990. *The reading crisis: Why poor children fall behind*. Cambridge, MA: Harvard University Press.

Christ, T., & X.C. Wang. 2010. "Bridging the Vocabulary Gap: What Research Tells Us about Vocabulary Instruction in Early Childhood." *Young Children* 65 (4): 84–91.

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SITUATION: *Science Investigation*

Selecting Learning Target(s)	Understanding: Children understand that a word carries meaning within a specific school-related context.				Understanding: Children understand that a school-related word can have the same meaning across multiple contexts.		Understanding: Children understand that they can use many known words to describe the same concept.	
	A. Begins to connect a word to its related concept within a specific context.	B. Uses a word in a specific context and sometimes uses it accurately within that context.	C. Uses a word in a specific context and consistently uses it accurately within that context.	D. Uses a word accurately within a context but uses it inaccurately in a different context.	E. Uses a word accurately within a context and sometimes uses it accurately in a different context.	F. Uses a word accurately within a context and consistently uses it accurately across multiple contexts.	G. Uses a few related known words to make connections to a concept.	H. Uses an expanded collection of related known words with greater precision to make connections to a concept.
	Understanding: Children understand that the same school-related word has multiple meanings depending on the context.				Understanding: Children understand the meaning of a school-related word is related to other words with similar meanings, roots, or affixes regardless of context.		Understanding: Children understand that words can be used figuratively and metaphorically.	
	I. Sometimes uses context in order to determine or clarify the correct meaning of multiple-meaning words.	J. Consistently uses context in order to determine or clarify the correct meaning of multiple-meaning words.	K. Uses multiple-meaning words frequently and accurately in writing, and talking.	L. Shows an awareness that the structure of a known word can help clarify the meaning of an unfamiliar word.	M. Sometimes uses knowledge of root words or affixes to create new words.	N. Frequently uses known words to understand unfamiliar words.	O. Recognizes and explains literal and non-literal meanings of words (jump ahead; take steps).	
Preparation	<ul style="list-style-type: none"> Content-related materials for introducing and demonstrating the meaning(s) of new vocabulary words/terms/concepts that helps students connect the topic of study (e.g., graphic organizers, concrete materials, charts, writing materials) Any necessary science-related investigative tools (e.g., microscope, magnifying glass, magnets, collection of environmental objects) A risk-free classroom environment that allows for teacher-student and student to student interaction to support students' use of content-specific vocabulary that may be new, familiar or known to the student(s). 							
General Description	After discussing key vocabulary concepts during an introduction to a new science concept/unit, the students use the content-specific vocabulary within a collaborative learning context. At the end of the learning experience, students are provided an opportunity to reflect upon the concepts they are learning in their journals.							
Eliciting Evidence of Learning	<p>The teacher provides an introduction to a new science concept/unit by reading a text aloud to the class. While reading the text to the class, the teacher pauses to explain key vocabulary concepts within the unit by relating them to his/her own life experiences. The teacher may then ask the students to share their own connections to the new vocabulary by relating their personal experiences to a partner. Through modeling and providing examples, the teacher engages the students in the process of making connections to new concepts. The teacher also provides opportunities across multiple contexts throughout the unit (reading, listening, viewing, and manipulating materials) for students to make connections to the new vocabulary concepts.</p> <p>Next, the teacher introduces an inquiry-based science learning activity to the students during which they use content-specific vocabulary within a collaborative learning context. The teacher explains the activity and promotes the importance of children working collaboratively with peers and/or the teacher during this activity. The students use and explore the materials to make connections with the topic of study. Then, the students communicate with one another and the teacher during the activity by explaining their understandings, asking questions, justifying their conclusions, responding to the thinking of others, and making connections to new learning. As students are working, the teacher observes, listens and/or asks questions to learn how individuals or groups of students are using content-specific vocabulary as they share what they know and understand about the topic of study.</p> <p>The students then record their findings, new connections made, and other questions they may still have in their science journal In an effort to reflect on the concepts they are learning.</p>							

<p>Eliciting Evidence of Learning, continued</p>	<p>Suggested Probes:</p> <ul style="list-style-type: none"> • Tell me what you are working on? • What did you do first/next/last? • Tell me more about what you learned from this activity. • What did you already know about...to help you work with...? • Was there something that you did to help someone else explain...? • What questions do you still have about...? • How could you explain (content) to a friend? • How would the outcome have been different if...? • I noticed you....Tell me more about that. • How did this activity change the way you think or feel about...? " <p>Probes to Avoid:</p> <ul style="list-style-type: none"> • Why aren't you talking to one another? • Why are you telling your friend what to say? • Why are you not able to explain what you are learning?
<p>Interpreting the Evidence</p>	<p>Observation: When inquiring about the characteristics of insects, Carrie points to the word "thorax" on the word list and says, "It has something to do with science and bugs."</p> <ul style="list-style-type: none"> • Identify learning status on construct progression: A. Begins to connect a word to its related concept within a specific context. <p>Observation: During Mr. Lloyd's science lab on the digestive system, Madison explains her diagram and says, "The intestines are the long stuff in your body that absorbs food." Later in the day, when the class is discussing a novel about a "clandestine" mission, Madison says, "The spy is on a 'intestine' mission."</p> <ul style="list-style-type: none"> • Identify learning status on construct progression: D. Uses a word accurately within a context but uses it inaccurately in a different context. <p>Observation: When using print resources to further investigate ocean life, Nancy sees a picture of a child wearing a swim mask. She describes the mask as sunglasses, goggles, and then finally water glasses.</p> <ul style="list-style-type: none"> • Identify learning status on construct progression: G. Uses a few related known words to make connections to a concept. <p>Observation: When learning about the arctic tundra, Porfirio describes it as cold, snowy, icy, and frozen.</p> <ul style="list-style-type: none"> • Identify learning status on construct progression: H. Uses an expanded collection of related known words with greater precision to make connections to a concept. <p>Observation: Victor is using his laptop to help his team design a comic strip on plants. Victor raises his hand and asks his teacher, "Is photosynthesis something like a photo album?"</p> <ul style="list-style-type: none"> • Identify learning status on construct progression: L. Shows an awareness that the structure of a known word can help clarify the meaning of an unfamiliar word. <p>Observation: Tysa learned that organisms "adapt" to their environments and uses that knowledge of the word adapt to understand the word "adaptation" while explaining an example about frogs. However, when she asks her students to be "adaptable" around a schedule change. Tysa says "I don't understand what that means."</p> <ul style="list-style-type: none"> • Identify learning status on construct progression: M. Sometimes uses knowledge of root words or affixes to create new words. <p>Observation: A group of students are working to predict a "metamorphic" rock might be. Consuela writes about "Metamorphosis" being a process that happens when caterpillars change to butterflies so "metamorphic" must be about rocks changing too. When Consuela uses some resources to check his prediction, he comes across the word "contraband" Consuela remembers the word "contradict" means to disagree, so she decides that "contraband" must be something that someone else is against.</p> <ul style="list-style-type: none"> • Identify learning status on construct progression: N. Frequently uses known words to accurately understand unfamiliar words.
<p>Adapting/ Responding to Learning Needs</p>	<p>Once the evidence is interpreted the learning status is identified on the construct progression, continue to adapt and respond to the learning needs of the student addressing the same learning target if the student hasn't met it. If the student has met the learning target, work with the student to select a new learning target for teaching and learning.</p>
<p>Observational Opportunities</p>	<p>There are many opportunities throughout the day for teachers to observe students' use of school-related vocabulary in multiple contexts. For example, the teacher may elicit evidence of learning as students: listen to a book read aloud; solve a problem; engage in a writing activity; work on individual projects; create artwork; use technology during an activity; work outdoors in the school garden; and participate in a movement/physical activity.</p>