

Common Core Acronyms and General Terms

<p>Appendix A, B, and C: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>Appendix A: research supporting key elements of the CCSS standards; glossary of key terms http://www.corestandards.org/assets/Appendix_A.pdf</p> <p>Appendix B: text exemplars for grades K-12 and sample performance tasks http://www.corestandards.org/assets/Appendix_B.pdf</p> <p>Appendix C: samples of student writing for grades K-12; samples include all genres – opinion/argument, informative/explanatory, and narrative http://www.corestandards.org/assets/Appendix_C.pdf</p>
AS	Anchor Standards
CCR	College and Career Ready
CCR Anchor Standards	Literacy skills and standards that are designed to prepare K-12 students to be college and career ready. They include four major domains: Reading (10 standards), Writing (10 standards), Speaking & Listening (6 standards), and Language (6 standards) = 32 CCR Anchor standards There are grade-level specific standards for each AS.
CCSS	Common Core State Standards http://www.corestandards.org/ California CCSS http://www.cde.ca.gov/re/cc/
Close Reading	Unpacking different layers of a text (Key Ideas and Details , Craft and Structure , and Integration of Knowledge)
CR	Constructed Response (an item on the SBAC requiring a short written response to a prompt)
DOK	Depth of Knowledge – a way of determining rigor of a TASK; there are four levels: Level 1 (recall and reproduction), Level 2 (skills and concepts), Level 3 (strategic thinking), and Level 4 (extended thinking)
EBQ	Evidence-Based Question
ELA	English Language Arts
ER	Extended Response (an item on the SBAC that requires more elaborate answers and explanations of reasoning)
H/SS	History/Social Studies
Lexile Level	A numeric measure for text complexity http://www.lexile.com
MP	Mathematical Practice – the Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should develop in their students There are 8 MPs: 1) Make sense of problems and persevere in solving them, 2) Reason abstractly and quantitatively, 3) Construct viable arguments and critique the reasoning of others, 4) Model with mathematics, 5) Use appropriate tools strategically, 6) Attend to precision, 7) Look for and make use of structure, and 8) Look for and express regularity in repeated reasoning http://www.corestandards.org/Math/Practice/

Common Core Acronyms and General Terms (continued)

NGSS	Next Generation Science Standards – a national effort to create new education standards that are “rich in context and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education.” In addition to grade level standards, there are 8 practices: 1) Asking Questions and Defining Problems, 2) Developing and Using Models, 3) Planning and Carrying Out Investigations, 4) Analyzing and Interpreting Data, 5) Using Mathematics and Computational Thinking, 6) Constructing Explanations and Designing Solutions, 7) Engaging in Argument from Evidence, and 8) Obtaining, Evaluating, and Communicating Information http://www.nextgenscience.org
PT	Performance Task (an item on the SBAC written at a DOK 3 or DOK 4 level)
RL	Reading Literature
RF	Reading Foundational Skills
RI	Reading Informational Text
RH	Reading History
RLH	Reading Like a Historian (a curriculum developed by SHEG) http://sheg.stanford.edu/rlh
RST	Reading Science and Technical Subjects
SBAC	Smarter Balanced Assessment Consortium http://www.smarterbalanced.org
SHEG	Stanford History Education Group http://sheg.stanford.edu
SL	Speaking and Listening
SR	Selected Response (an item on the SBAC that includes multiple choice, true/false, matching, and/or fill-in-the-blank)
TDQ	Text-Dependent Question
TE	Technology Enhanced (an item on the SBAC that includes clicking and dragging, drawing an object, editing text, and/or using multi-media)
Text Complexity	A three-part model for determining how easy or difficult a particular text is to read: 1) Qualitative [levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands], 2) Quantitative [lexile], 3) Reader and Task [student motivation and interests; complexity of the task]
Tier 1 Vocabulary	Basic, common words that rarely require direct instruction and do not have multiple meanings
Tier 2 Vocabulary	High utility vocabulary words that are cross-disciplinary
Tier 3 Vocabulary	Domain specific vocabulary
UbD	Understanding by Design
UDL	Universal Design for Learning
WHST	Writing in History/Social Studies, Science, and Technical Subjects