Glossary

Adaptive education
modifying programs, environments, curricula, and activities to provide learning experiences that help all students achieve desired education goals.

Algebra
math are that provides tools for picturing, stating, and simplifying relationships; generalization of arithmetic ideas by which unknown values and variables can be found in problem solving. Young children build a foundation for later algebra learning through activities with pattern, relationships, mathematic situations and structures, and change

Alliteration
the same consonant sounds at the beginning of words in a sentence or a line of poetry. For example, the sound of P in Peter Piper picked a pack of pickled peppers.

Alphabetic knowledge
the knowledge that letters have names and shapes and that letters can represent sounds in language.

Alphabetic principle
awareness that each speech sound or phoneme in a language has its own distinctive graphic representation and an understanding that letters go together in patterns to represent sounds.

Anecdotes
are brief factual descriptions of a child’s behavior and language

Anecdote Form
is an organizational tool to help teachers link their written anecdotes to the expectations/standards.

Assessment
the process of collecting information about children’s development, learning, health, behavior, academic progress, and need for special services, in order to plan and implement curriculum and instruction. It is an on-going process of gathering evidence in order to make informed decisions
**Attention deficit hyperactivity disorder (ADHD)**  
a behavioral disorder in which children display cognitive delays as a result of difficulties with attention, impulse control, and hyperactivity.

**Attributes**  
characteristics like shape, size, color, number of parts, weight.

**Authentic assessment**  
evaluation of the actual learning and instructional activities in which children are involved.

**Balance Literacy**  
each day includes time for both guided instruction and independent work.

**Bar graph**  
graph in which data are represented by horizontal or vertical bars.

**Big books**  
oversized books that allow children to see the print and pictures as we read them.

**Bilingual education**  
serves students whose first language is not English or whose English skills are limited. English and other subjects are taught in the student’s native language if necessary. The goal is for the child to gain knowledge and be literate in two languages.

**Book Discussion Card**  
cards include probing questions to help teachers nurture the critical thinking skills, guidance for emphasizing vocabulary and supporting social–emotional development, showing teachers how to conduct multiple effective read-alouds, ensuring that children are getting the most out of these experiences.

**Child development**  
the various stages of physical, social, and psychological growth that occur from birth through young adulthood.
**Child development associate**
has completed a CDA assessment and
received the CDA credential of the National Credentialing Program, Child Development Associate Assessment System and Competency Standards

**Child initiated**
activity led by child’s interest

**Classification**
the process of sorting and grouping objects by a common attribute or property, such as color or size.

**Closed-ended questions**
questions which can be answered finitely by either “yes”, “no” or answered in a few words. Examples: How may/can I help you? Where have you looked already? How are you today? What color is the ball?

**Cognitive development**
children’s developing knowledge skills, and dispositions, which help them to think about and understand the world around them

**Collection period**
there are four collection periods, they are referred to as:
• Fall
• Winter
• Spring
• Summer

**Color-coded age bands**
in *Objectives for Development & Learning* and the *Child Assessment Portfolio*, the colored bands or lines (red, orange, yellow, green, blue, and purple) that each represent a year of life

**Complex sentences**
a complex sentence contains a clause (a statement) that is not a complete sentence. This is in addition to the complete sentence. Example: Mrs. Biggs, a teacher at Lakeview School, enjoys teaching
writing.

**Comprehension**
in reading, the basic understanding of the words and the content or meaning contained within printed material

**Common Core State Standards**
Clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade

**Conservation**
The concept that objects remain the same in amount despite perceptual changes. For example, children who are able to conserve know that a cookie broken in half is equal in amount to another cookie left whole, or that a cup of milk (8 ounces) in a tall, narrow glass is equal to a cup of milk in a short, wide glass

**Constructivist process**
The continuous mental organizing, structuring, and restructuring of experiences in relation to schemes of thought, or mental images, which result in cognitive growth.

**Cultural diversity**
The diversity between ethnic groups. The extent of group identification by members of ethnic groups varies greatly and is influenced by many factors such as skin color, social class, and professional experience.

**Culturally fair education**
education that respects and accounts for the cultural backgrounds of all learners.

**Curriculum**
Is subject matter that teachers and students cover in class. These days, the best curriculums focus on how and why as well as what. Curricula are sometimes used as the plural
Curriculum-embedded performance assessment
the data for the assessment is collected during the on-going activities of the classroom.

Cylinder
a three-dimensional figure with one curved surface and two parallel, congruent circles as bases

Data
facts, such as measurements, collected about people or things; for example, how much the plants in the window grew over a one-week period or how many children in the class have pets

Decoding
the translation of the letters in written words into recognizable sounds and combining these sounds into meaningful words

Department of Youth and Family Services (DYFS)
a multipurpose agency of many state and county governments; usually provides such services as administration of state and federal monies, child care licensing, and protective services for children of all ages

Developmentally appropriate practice
teaching based on how children grow and develop

Differentiated instruction
is a framework or philosophy for effective teaching that involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. See individualize instruction

Dimension
a specific aspect or sub-skill of an objective

Diversity
refers to and describes the relationships among background, socioeconomic status, gender, language, and culture of students, parents, and communities
Documentation
is a preliminary stage in the assessment process and focuses
on identifying, collecting, and describing the evidence of learning in an
objective, non-judgmental manner. Teachers use documentation to identify
new curriculum strategies and new questions about children.

Dual Language Learners, DLL
children who acquire two or more languages simultaneously, as well as those who
learn a second language while continuing to develop their second language

Early childhood assistant teacher
assists the teacher in conducting a developmentally and educationally appropriate
program for a group or classroom. Also known as instructional assistant, teacher
assistant or paraprofessional

Emergent literacy
the view that literacy learning begins at birth and is
encouraged through participation with adults in meaningful literacy-related
activities

Emotional development
to help children experienced pride and self-confidence developing independence
and self-control and have a positive attitude toward life

English as a Second Language (ESL)
programs take children whose first language is not English out of regular
classrooms to study English

Evaluation
is a secondary stage, is the process of comparing documentation
to a standard in order to make a decision or a judgment

Environmental print
printed materials that are part of everyday life.
They include signs, billboards, labels, and business logos

Estimate
to use judgment to find a number close to an exact amount
**Expectations and Standards**
are learning outcomes defined by the state of New Jersey

**Experimental writing**
young children experiment with writing by
creating pretend and real letters and by organizing scribbles and marks on paper

**Explicit instruction**
teaching children in a systematic and sequential manner

**Expressive language**
a preschooler’s developing ability to talk fluently and articulately with teacher and peers, the ability to express oneself in the language of the school, and the ability to communicate needs and ideas.

**Fluency**
the ability to identify letters and words automatically

**Full inclusion**
the mainstreaming or inclusion of all children with disabilities into natural environments such as playgrounds, family day care centers, child care centers, preschool, kindergarten, and primary grades.

**Graph**
a drawing or diagram showing a numerical relationship or displaying data

**Grapheme**
a letter or letters that make up an individual sound or sounds. Examples: A, B, Th, Sh

**Growing pattern**
a pattern that increases by at least plus one and continues to increase

**Guided Reading**
reading instruction in small, flexible groups of students with similar instructional needs
Hexagon
a polygon with six sides.

Home language
a language spoken in the home that is different than the main language spoken in the community

Higher level question
a question that stimulates thinking and requires a more extensive elaborate answer. Examples: What might happen if…? What do you think…? How can we…?

IDEA
is a basic federal law covering special education. In the 1970s Congress guaranteed children with physical and mental disabilities a “free and appropriate public education.” In 1990 the law was renamed the Individuals with Disabilities Education Act or IDEA. It describes when a student is entitled to special education services and supports and what they are

Indicators
descriptions of knowledge, skills or behaviors that children demonstrate at four levels of each developmental progression

Individualized education program (IEP)
a plan created to specify instruction for children with disabilities

Individualized instruction
is a method of instruction in which content, instructional technology (such as materials) and pace of learning are based upon the abilities and interests of each individual learner

Informal reading
when a teacher sporadically reads to a student throughout the day without it being on the schedule

Intentional teaching cards
playful and engaging activities that can be implemented throughout the day, with directions to help teachers individualize each activity to meet the needs of every learner
Instruction
refers to the methods teachers use. Common methods are
lecture, discussion, exercise, experiment, role play, small group, and writing
assignments. The most effective teachers use many methods because not all
are effective with all students.

Integration
the education of children with disabilities along with
typically developing children. This education can occur in mainstream,
reverse mainstream, and full-inclusion programs.

Interactive writing
the process in which a teacher shares the pen with a
child to write down a child’s spoken words, while making explicit decoding
and print features and forms.

Invented spelling
phonemic based spelling where children create their
own non-conventional spelling.

Journals
Writing books in which young learners scribble, draw, and use
their own spellings to write about their experiences.

Least restrictive environment (LRE)
children with disabilities are educated with children who have no disabilities.
Special classes, separate schooling, or other removal of children with disabilities
from the regular educational environment occurs only when the nature or severity
of the disability is such that education in regular classes with the use of
supplementary aids and services cannot be achieved satisfactorily.

Levels
in objectives for Development & Learning and the Child Assessment Portfolio, the
rating scale that describes specific points along the progression for each objective.

Line symmetry
characteristic describing a figure or shape that can be
divided along a line so that the sections on either side of the line match
exactly.
**Literacy**
Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language.

**Literacy Prompt Form**
is an organization tool that provides a means for including meaningful anecdotal information related to a specific book related prompt.

**Literacy prompts**
one type of documentation used to elicit specific types of learning from the child using a children’s book and asking a child or small group to respond to a specific aspect of the reading.

**Looping**
assigning teachers to spend two or more years with the same group of same-age children.

**Manipulatives**
easily handled concrete objects, such as beads, puzzles, and peg boards, that children can work with in ways that help them understand or explore mathematic concepts. For example, putting together a puzzle promotes children’s understanding of one-to-one correspondence.

**Mighty Minutes**
can be used to intentionally teach language, literacy, math, science, social studies, or physical skills.

**Modify**
cause to change; make different; cause a transformation in the lesson to meet the needs of diverse learners.
**Morning message**
a message that is written each day about an event or an interesting question. Discussion of skills and/or concepts of print follow this

**Multicultural awareness**
appreciation for and understanding of people’s cultures, socioeconomic status and gender

**Multiple intelligences**
Howard Gardner’s concept that people are “smart” in many ways; those intelligences include linguistic, musical, logical mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existentialist

**Nonstandard measuring tools**
tools that are not formal measuring tools. e.g. paperclips

**Objective**
a statement of expectations of knowledge, skills and behaviors

**Objectives for Development & Learning**
describes in detail the 38 objectives in *The Creative Curriculum® for Preschool*. Based on an extensive review of the latest research and professional literature in early childhood education

**Observation**
the intentional, systematic act of looking at the behavior of a child or children in a particular setting program, or situation

**Octagon**
a polygon with eight sides
On-demand assessment / On the Spot
means that children have one chance to show what they know and can do. For young children, the results of on-demand assessments have potentially misleading results.

Open-ended questions
Questions which provoke students to answer in more detail and are not restrictive to one-word answers. An answer to an open-ended question gives us a window. Examples: What else can you do with the play dough? What could you use to make the tower stand up? What do you think would happen if...?

Operation
four basic operations in arithmetic are used to solve problems: addition, subtraction, multiplication, and division.

Oral Language
use and knowledge of words in spoken language

Pentagon
a polygon with five side

Phonemes
the smallest parts of spoken language and that combine to form words. For example, the word hit is made up of three phonemes (h-i-t) and differs by one phoneme from the words pit, hip, and hot.

Phonemic awareness
the ability to hear spoken words as a sequence of spoken sounds and the ability to identify and manipulate those sounds

Phonics
the relationships between the sounds of spoken language and the individual letters or groups of letters that represent those sounds in written language
Phonological Awareness
the ability to notice and work with the sounds in language. Phonological awareness activities can involve work with alliteration, rhymes, and separating individual syllables into sounds

Physical development
to help children increase their large and small muscle skills and feel confident about what their bodies can do

Pictograph
graph using pictures to represent data.

Portfolios
a purposeful compilation of children’s work samples, products, and teacher observations collected over time

Position
an indication of here a person or object is located in relation to someone or something else

Predict
to tell what might happen

Print awareness
the knowledge that printed words carry meaning and that reading and writing are ways to obtain ideas and information. A young child’s sensitivity to print is one of the first steps toward reading

Print rich environments
a setting in which many different kinds of print are displayed that have meaning to the children. Signs, labeled centers, wall stories, word displays, labeled murals, bulletin boards, charts and poems are just a few ways to display print. This does not mean putting labels on everything is sight such as door, window, tables, etc. nor does it mean making word walls which have no meaning

Progress
how children have changed from one time to another


**Property**  
feature or characteristic common to several items – for example, both blocks are red

**Reading**  
to speak aloud printed or written words

**Read Aloud**  
a variety of carefully selected literature that is read aloud to whole class or small group

**Reading comprehension**  
to understand the meaning of written or printed characters, words, or sentences

**Rebus charts**  
a chart that has representation of words in the form of pictures or symbols

**Receptive language**  
skills that toddlers and preschoolers develop, such as listening to the teacher and following directions

**Reflection**  
is the process of studying, thinking about, and making decisions about the documentation teachers collect.

**Reflective practice**  
professionals employ a reflective practice cycle to improve their work. They think about what and how they will teach before they teach, think about their teaching as they teach, and think about what they taught after they teach

**Repeating pattern**  
a sequence of colors, shapes, sounds, or other attributes that occurs again and again, such as red-red-blue, red-blue-blue-…; loud-soft-soft, loud-soft-soft…; circle-square, circle-square…
Rhyme
repetition of the ending sound in two or more words.

Scaffolding
the process of helping a child build knowledge and understand with assistance or support of some kind from a teacher, parent, caregiver, or peer to help children complete tasks they cannot complete independently

Self talk
private speech, the language an adult uses with children to describe their actions at the time they are being performed

Seriation
the process of ordering or creating a sequence based on a specific attribute, such as length, height, capacity, weight, or amount of time.

SGO-Student Growth Objective
are measures of student learning included in the evaluations of all teachers, principals, and assistant/vice principals in New Jersey

Shared reading
adult and child reading a book together using context and picture cues

Sight vocabulary
words that a reader recognizes without having to sound them out

Skip-counting
counting by 2s, 5s, 10s, or other intervals, beginning with any whole number. Example: 5, 10, 15, 20; 7, 9, 11, 13

Social competence
the ability to build positive relationships with others

Social development
to help children feel comfortable in school, trust their new environment, make friends and feel they are part of the group
**Socioeconomic background**
relating to, or involving a combination of social and economic factors

**Sorting**
creating collections of objects that share a common attribute

**Spatial orientation**
understanding and operating on relationships between
different positions in space

**Spatial relationship**
the positions of objects and people in space relative
to each other

**Standard measuring tools**
tools that mark units of measurement with numerals e.g. rulers

**Subitize**
to quickly glance at a small group of objects and identify the quantity without
counting the objects one at a time

**Syllable**
A vowel, either by itself or with one or more consonants that
produces a single sound

**Tally**
count data using slash marks, with every fifth slash mark crossing
the prior four

**Teacher directed**
an activity or lesson led with the teachers intentions

**Teaching sequence**
enable teachers to quickly adapt an activity to make it more or less challenging,
thereby enabling every child to participate successfully

**Teaching strategies**
what teachers can do to support and scaffold children’s learning as it relates to a
particular objective
Teaching Strategies Book Collection
book collection includes beloved classic tales, contemporary works by well-known authors, and original nonfiction books created especially to complement the studies featured in the Teaching Guides.

Teaching Strategies Teaching Guides
six guides in total, The first guide is The First Six Weeks of School, the remaining 5 feature studies, which are project-based investigations

Trapezoid
a quadrilateral with one pair of parallel sides.

Two-dimensional shape
a figure that has width and height only eg. circle

Vocabulary
The words we must know in order to communicate effectively. **Oral vocabulary** refers to words that we use in speaking or recognize in listening. **Reading vocabulary** refers to words we recognize or use in print

Work Samples
are illustrations of children’s learning. They may be drawings, writing, journal entries, or photographs of their work

Work Sample Form
is an organizational tool that provides a means for including meaningful annotation (description/explanation) on children’s products and photographs

Word recognition
Using any one of a number of strategies such as recognition by sight or decoding so as to figure out their meaning
**Word wall**

A type of display that features challenging and or high frequency words that are usually organized alphabetically. These lists should be generated by the children and may relate to a particular topic. Example: if it starts to rain outside the teacher may ask the children to think of all the words related to raining (umbrella, raincoat, puddles, etc). This is not meant to be a drill wall, or words with no relevance to children making it wall-papering