

LIS Defined: World Languages Instructional Examples & Glossary

K-12 World Languages - Office of Teaching and Learning

On October 7, 2021, the North Carolina State Board of Education approved the Literacy Instruction Standards (LIS) as outlined in Section V of SB 387: Excellent Public Schools Act of 2021. The LIS serve as a framework for the development and alignment of curriculum and instruction for all public schools. These standards are defined as a level of quality and equity to be used consistently within core literacy instruction statewide, including literacy or biliteracy instruction in another language. Please see the LIS in Language Acquisition section of the [LIS in the Content Areas document](#) for a snapshot or overview of what the LIS may look like in a World Language classroom or program.

The NC Standard Course of Study (NCSCOS) sets student expectations, but [the LIS](#) (K-2, 3-5, 6-8, and 9-12) and its associated instructional practices set expectations for teaching literacy in any language. While there are 12 LIS, this resource focuses on the eight components that span K-12: 1) Reading Materials, 2) Academic Language & Vocabulary, 3) Comprehension: Discussion & Writing, 4) Comprehension: Strategy Instruction, 5) Comprehension: Knowledge Building, 6) Writing, 7) Observation & Assessment, and 8) Engagement. Grounded in these components of literacy instruction, the LIS can be used to ensure that all K-12 teachers across North Carolina have a common understanding and delivery of literacy instruction for the language(s) they teach.

This document outlines the LIS in a format that includes an instructional example of what each LIS may look like in practice using the [NCSCOS for World Languages](#). The LIS appear in the left column with glossary terms in bold, along with additional notes for World Language instruction, as needed. The middle column contains an instructional example of the LIS that could be used or adapted for instruction in a classical, heritage, or modern language. The right column is the glossary where, again, notes about World Language terms have sometimes been added to the LIS information. The purpose of this document is to provide instructional examples from the Novice and Intermediate proficiency levels that incorporate practices from each LIS for grades K-12 World Language study, including Dual Language/Immersion (DL/I) and American Sign Language (ASL) programs.

The instructional examples are not intended to be the curriculum, nor do they indicate the whole of a curriculum to be written by a Public School Unit (PSU). These instructional examples do not include all of the LIS practices listed for each LIS and do not serve as the only method for addressing the LIS. The examples and glossary terms in this document are intended to assist in the planning of local curriculum and classroom instruction in a wide variety of language learning environments across the different K-12 World Language programs. Educators should use their professional judgment when developing curriculum and instruction that utilize the LIS and their accompanying practices, as well as when adapting and aligning the instructional examples for their specific target language(s) and program(s) in the NCSCOS for World Languages.

Please note: While the [NCSCOS for World Languages](#) includes Advanced proficiency levels, it was determined that this document would focus on the first six levels of proficiency outcomes so that teachers could use these instructional examples to scale up to higher levels of proficiency for their students as they progress.

Literacy Instruction Standard	Instructional Example	Glossary
Reading Materials		
<p>Intentional opportunities and instructional support for students to access, read, and interpret a variety of types and modes of text</p> <p><i>*Note: As defined by the Standard Course of Study for World Languages, “texts” refers to authentic texts. Authentic texts are complex texts.</i></p>	<p>IL.ILC.1.1 Identify the topic and related information in informational texts.</p> <p>IL.ICC.3.2 Present on familiar and everyday topics from the target cultures and/or communities of language learners, by creating simple sentences and some complex sentences.</p> <p>The teacher asks students to silently view an infographic in the target language that focuses on the topic of the importance of being bilingual. The teacher and/or students take turns reading the sections of the infographic aloud.</p> <p>The teacher asks students individually, or with a partner, to:</p> <ol style="list-style-type: none"> 1. Annotate their infographics to show the information that is most important to them about being bilingual. 2. Choose a partner or another student pair to discuss the information that they found most important and write 2 - 4 simple and some complex sentences describing the best reason(s) for being bilingual, including why they like being bilingual. 3. Trade their sentences with another student or pair and provide peer feedback. <p>The teacher directs students to revise their work and publish on social media or in a community publication to share the</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Instructional Support: a system of temporary scaffolds that ensure that all students can meet high expectations and rigorous standards as they work towards independence</p> <p>Access: ability to obtain, examine, retrieve, or make use of</p> <p>Interpret: to explain or tell the meaning of; present in understandable terms</p> <p>Types of Text: a particular genre or subgenre (e.g., informational, fictional, historical and/or modern)</p> <p>Modes of Text/Text: forms of communication that we read, view, and listen to and that we create in order to share meaning; many texts are multi-modal, integrating images, written words and/or sound</p> <p>Authentic Texts: Authentic texts are “written by members of a language and culture group for members of the same language and culture group.”</p>

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	infographic and their opinions in the target language.	
Academic Language and Vocabulary		
<p>Intentional instructional opportunities for students to learn and use academic language skills, including discipline-specific vocabulary</p> <p><i>*Note: As defined by the Standard Course of Study for World Languages, “academic language” and “discipline-specific vocabulary” refers to the target language students are studying in a program or course.</i></p>	<p>NL.ILC.1.1 Identify memorized or familiar words and/or phrases when supported by gestures or visuals in informational texts.</p> <p>The teacher gives each student a card with a vocabulary word from the current thematic unit and/or a card with other components of a phrase or sentence in the target language (e.g., a part of speech; a word ending used for verb conjugation, adjective agreement, or case; a time or tense marker; etc). The teacher then shares a phrase, a short sentence, or an image by displaying a visual, reading aloud, or playing an audio or video clip, and asks students with the appropriate cards to arrange themselves and present the recreated phrase or sentence correctly.</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Academic Language: the oral and written language of school that is necessary for thinking about and communicating content within and across disciplines</p> <p>Discipline-Specific Vocabulary: the specialized language around a particular topic needed to successfully comprehend material within a specific discipline (Tier III)</p>
Comprehension: Discussion and Writing		
<p>Intentional instructional opportunities for students to construct meaning through higher-order discussion and writing about/in response to the ideas within disciplines.</p>	<p>NH.ICC.3.2 Provide information about very familiar topics from the target cultures and/or communities of language learners, using simple sentences most of the time.</p> <p>The teacher shares a variety of schedules in the target language from schools in other countries or communities that use that language. In pairs or small groups, students explore one of the schedules and, in the target language, write three sentences about the similarities with their schedules and one</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Construct Meaning: making sense of a text by connecting one’s own knowledge and experiences</p> <p>Higher-Order: level of thinking that includes 'transfer' of knowledge to new contexts, 'critical thinking' and 'problem solving'; may include Bloom’s Revised Taxonomy, Depth of Knowledge, etc.</p>

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	<p>sentence about a difference they would like to see in their own schedules (e.g., Wednesday afternoon off with early Saturday classes; longer lunch, etc.). Sentences from each group or pair are displayed in front of the class and students think about their answers to the following discussion questions:</p> <ul style="list-style-type: none"> • What is the most interesting similarity with our schedules? • What is the most interesting difference between our schedules? • What change would we like our school leadership to adapt based on what we've learned (e.g., rearranging the schedule, adding a new class, earlier or later start times, etc.)? <p>The teacher leads a classroom discussion in the target language on the questions above, helping the class build consensus.</p>	
Comprehension: Strategy Instruction		
<p>Explicit comprehension strategy instruction, including text structure and metacognitive strategies, both general and discipline-specific</p>	<p>IM.ICC.1.1 Identify the main idea and key information in historical and/or modern texts from the target cultures.</p> <p>Before reading a primary source text in the target language about a significant historical event in the target culture(s), the teacher introduces a graphic organizer that includes the following questions for students to respond to:</p> <ul style="list-style-type: none"> • Author: What do you know about the author that would affect the reliability of the document? Are you aware of any bias the author might possess? 	<p>Explicit Instruction: a way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice and feedback to help a student achieve mastery</p> <p>Comprehension Strategies: instructional techniques, routines, and procedures that help readers make sense of texts and strengthen the cognitive skills involved in reading comprehension, including summarization, prediction, inferring word</p>

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	<ul style="list-style-type: none"> • Place and time: When and where was the source produced, and how might this affect the meaning of the document? How long after the historical event was this text published, and how does that affect its impact? If not given, are there clues as to the time and place of origin? • Prior knowledge: Based on the author and time and place of the source, what additional knowledge do you possess about this document's context for the historical event? • Audience: Who was the source created for, and how might this affect the reliability of the document? • Reason: Why was this document produced at the time and place it was? • Main idea: What is the point the document is trying to make? • Significance: How and why does this document support a historical claim you are making? <p>To model primary source analysis for students, the teacher conducts a think-aloud of the first passage in the text and annotates students' answers to the questions above in the target language. Students proceed to practice using the graphic organizer in the target language in groups or individually with subsequent paragraphs in the primary source. Students should focus on completing the graphic organizer using a series of connected sentences, including some complex sentences.</p>	<p>meanings from context, etc.</p> <p>Text Structure: different ways of organizing the information in texts depending on their purpose. Common text structures include compare-contrast, problem-solution, cause-effect, time sequence (timeline), description, chronology, and story structure</p> <p>Metacognitive (n. Metacognition): knowledge of self, task, and genre. Also, awareness and knowledge of one's mental processes that allows one to monitor, regulate, and direct self to a desired end</p>

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Comprehension: Knowledge-Building		
<p>Intentional and ongoing instructional opportunities for students to build and connect knowledge to support their understanding of ideas within and across text</p>	<p>NH.ILC.1.1 Identify the topic and some isolated facts in informational texts.</p> <p>Prior to beginning a new thematic unit, the teacher constructs a multi-modal authentic text set in the target language. The teacher organizes learning centers based on the formats of the authentic texts from the text set (e.g., written, audio, video, etc.).</p> <p>Before cycling through the learning centers in pairs or small groups to explore the texts, the teacher asks students to complete an alphabet brainstorm in the target language to activate and connect their prior knowledge. The teacher asks students to think about everything they know about the unit's theme, filling in their brainstorming grid which has a cell for each letter of the alphabet. The teacher allows for student sharing to further build their collective knowledge, then introduces the text set and purpose for reading.</p> <p>After reading the texts at each learning center, the teacher instructs students to complete a 3-2-1 protocol, where students are asked to write in the target language:</p> <ul style="list-style-type: none"> • 3 new things they learned, • 2 questions they have from the text set, and • 1 key term from their reading. <p>The teacher asks students to compare their notes with a partner. The teacher brings the</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Build/Connect Knowledge: activating and connecting to what students already know and expanding upon it with new content and concepts; types of knowledge used in cognitive processes include factual, conceptual, procedural, and metacognitive</p>

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	whole class together for discussion in the target language to address new understandings and questions.	
Writing		
<p>Explicit writing instruction that includes writing processes and meaningful writing opportunities for students to apply and practice strategies</p>	<p>IH.ILC.3.2 State a viewpoint and provide reasons to support it on familiar or researched topics, by creating short paragraphs with some complex sentences and using various time frames.</p> <p>The teacher informs the students they will be reading multiple informational texts on a given topic and, as their final assessment, write a report in the target language that summarizes the current research on that topic, shares their viewpoint on the topic and supporting reasons, explains how the target culture(s) view(s) the same topic, and includes details about the past, current status, and future for this topic (e.g., policies, pollution, food security, energy conservation, economic growth, etc.).</p> <p>To support students' writing, the teacher leads them in analyzing a model report asking them to pick out key characteristics. The teacher and students highlight the use of precise and concise wording, technical and academic language, frequently referenced background knowledge, and documentation of research/data within the report. Students mimic these approaches in their own writing.</p>	<p>Explicit Instruction: a way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice and feedback to help a student achieve mastery</p> <p>Writing Process: prewriting, drafting, revising/editing, publishing</p> <p>Meaningful: having a purpose or significance; authentic and relevant</p>
Observation and Assessment		

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<p>Ongoing observation and assessment of students' language and literacy skills to design responsive instruction</p>	<p>IM.ILC.3.1 Tell stories about familiar activities, events, and experiences, by creating a series of connected sentences including some complex sentences.</p> <p>The teacher distributes math calculations to student pairs and asks them to collaboratively write a word problem in the target language that reflects the calculation they were assigned.</p> <p>The teacher listens and monitors student discussions while walking around the room, asking different types of questions to check for understanding as needed (e.g., elaborative, clarifying, inventive, divergent, heuristic, etc.).</p> <p>After the allotted time has passed, the teacher asks the students to share their word problems with the class in the target language. The teacher then allows specific groups of students to get feedback from the class on how to clarify or revise their work. Depending on the level of understanding, the teacher can decide to move forward, review further as a whole class, or note groups of students who may need more targeted support.</p>	<p>Ongoing Observation and Assessment: a combination of formal and informal techniques teachers use continuously to frequently evaluate students, so instruction can be adjusted to help them reach targeted achievement goals</p> <p>Responsive Instruction: making teaching decisions based on students' performance to directly shape how future instruction is provided</p>
Engagement		
<p>Intentional efforts to foster literacy engagement as students learn and use reading, writing, and oral language within content-area instruction</p>	<p>NM.ILC.2.3 Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using practiced or memorized words, phrases, and simple sentences.</p>	<p>Intentional: deliberate, purposeful; done by design</p> <p>Engagement: the degree of attention, curiosity, interest, optimism, and passion that</p>

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	<p>NM.ICC.2.2 Engage with peers from the target cultures and/or communities of learners by using practiced and memorized words and phrases, as well as simple sentences and questions in familiar contexts.</p> <p>The teacher shares a short authentic text, such as a public service announcement (PSA) or infographic from a partner group (e.g., another DL/I class, peers from an ASL program, students from a higher level class in the same target language, etc.). The teacher uses a four corners strategy to have students reflect on their views/beliefs on the authentic text in the target language and discuss them with classmates who have different perspectives than their own.</p> <p>After reading the authentic text and posing a question about it, the teacher asks students to gather in small groups in corners of the room with peers who have similar reactions/responses to their own. The teacher instructs students to discuss their thoughts and feelings in the target language in these like-minded groups, then reshuffles the groups so students can repeat the process with peers who had initially selected differing corners.</p> <p>After letting students discuss their thoughts in the target language with these mixed groups, the teacher asks the students to either: 1) return to their initial corner or 2) select a new corner based on their conversations. Once there, the teacher asks the class about any changes in perspective they may have</p>	<p>students show when they are learning or being taught, which extends to the level of desire they have to learn and progress in their education; includes intellectual, emotional, behavioral, physical, social, cultural engagement</p> <p>Content-Area Instruction: development of the ability to read, write, and comprehend information in and across content areas</p>

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	<p>experienced.</p> <p>In the next class, the teachers from the partner groups arrange for the students to meet (in-person or virtually) to further discuss the PSA or infographic and their perspectives on it in the target language.</p>	

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