



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Unpacking Standards Appendix A: Glossary of Terms For Teachers

What is the purpose of this tool?

This tool provides educators with terminologies that represent the big, powerful concepts and ideas teachers need to know and understand in order to effectively teach the new Common Core State and North Carolina Essential Standards and use supporting materials. The Glossary of Terms is not meant to be exhaustive, but seeks to address critical terms and definitions essential in building content knowledge and understanding but also in promoting consistency across disciplines, increased student outcomes, and improved parent communication. This is a living document and will undergo additions in terms over time.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, educators will find ways in which the tool can be improved and made even more useful. If there are terms which are either omitted or which you feel are misrepresented in this glossary, please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Where are the new Common Core State and North Carolina Essential Standards?

All standards are located at <http://www.ncpublicschools.org/acre/>

Glossary for the North Carolina World Language Essential Standards

Many of the terms in this glossary are taken from the ACTFL Proficiency Guidelines (<http://actflproficiencyguidelines2012.org/glossary>) and also cross-referenced with the glossary from the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects* (CCSS ELA) [Appendix A: http://www.corestandards.org/assets/Appendix_A.pdf] for terms relating to language education and biliteracy.

This list is not intended to be comprehensive or exhaustive.

Term	Definition
abstract language	expression that signifies a concept, quality or idea rather than material or physical reality. (Opposite of concrete language)
abstract linguistic formulations	the use of expressions and structures to communicate abstract ideas.
academic content vocabulary and concepts acquisition/learning	vocabulary, terms, concepts, etc. that are from another content area, discipline or field of study (CCSS ELA domain-specific words and phrases) "acquisition of a second language" refers to the natural way one acquires a first language through meaningful communication, whereas learning a second language implies the formal study of a language including grammatical rules
ACTFL	American Council on the Teaching of Foreign Languages, the national foreign language association
advance organizer	a visual, title, graph or question which presents a structure for the new material by relating it to the learner's existing knowledge.
Advanced Placement (AP)	high school program which provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs; usually refers to course which follows curriculum of College Board and may lead to credit at a college or university.
aesthetic properties of language	features that turn attention from the content of a message towards the way in which the message is formulated, often creating new insights and impressions
alternative assessment	assessment which allows students to demonstrate what they can do with the language in a meaningful context. Some examples are performance assessments, portfolio, demonstrations, checklists, self-assessment, peer assessment, learning logs and journals.
argument	discourse that is intended to persuade or convince; because of the polemic nature of argument, one can expect to find a significant number and variety of connectors and sophisticated scaffolding devices that facilitate elaboration, detailing and the incorporation of examples for a cogent and cohesive organization of ideas.
argumentative communication or writing	written, spoken, or visual creation that involves defining issues and proposing reasonable solutions. CCSS ELA: writing used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in

support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

articulation	seamless transition from one level to the next.
aspect	a verbal category that refers to some characteristic of the activity or state of a verb. It indicates if an action or state is viewed as completed or in progress (I went/I was going), instantaneous or enduring (The sun came out/The sun was shining), momentary or habitual (They vacationed at the shore/They used to vacation at the shore). Aspect is often indicated by prefixes, suffixes, infixes, phonetic changes in the root verb, use of auxiliaries.
assessment	collection and organization of data on student progress in achieving set objectives. Data collected can consist of observations, grades, or anecdotal records.
audience	collection of intended readers, listeners, or viewers for a particular work or performance. An audience may be physically present (a group of community leaders) or separated by time and distance (in the case of written texts).
aural	related to the sense of hearing.
authentic assessment	form of performance assessment structured around a real-life problem or situation (Florida Curriculum). Sometimes used interchangeably with alternative assessment.
authentic materials	books, tapes, videos, games, magazines, and other materials produced for use by native speakers of the language.
authentic text	oral and written communication produced by native language users and directed to an audience of native language users in the target culture, such as a newspaper article. This contrasts with a text that is created for learners in the target language solely for instructional or assessment purposes, such as a textbook reading passage.
breakdown	deterioration of language when a writer or speaker lacks the appropriate linguistic ability to produce an adequate response.
circumlocution	the use of language that one does know in order to explain a specific word that one does not know; indirect way of expressing something. Circumlocution is used when one does not know a specific word and may speak "around it" to get the message across.
code-switching	Switching from one language to another to complete an idea, thought, or sentence, often when one lacks the word or phrase in the language one started off in.
cognates	words between languages that have a common origin and are therefore readily understood. For example, the French word “leçon” and the English word “lesson.”
cohesive devices	language components that link ideas for smooth flow within and among sentences and paragraphs, such as conjunctions, relative pronouns, pronoun substitutions (subject, verb), adverbs of time, subordinate clauses.
communicative competence	ability to function in a communicative setting - that is to produce and understand what is appropriate to say, how it should be said, and when it should be said.
community	a) all the people living in a particular district or city b) the district or city where they live (Webster's NewWorld Dictionary).
concrete language	language that is used to refer to particular persons, places and objects.
connected discourse	coherent, sequential speech or writing.
content-based program	a foreign language teaching approach in which content from one or several subject areas from the regular school curriculum is taught in the foreign language.
context	the overall situation (social or cultural) in which the language learning occurs. Also the linguistic environment.
contextual clues	Hints within the communication or its context that facilitate the comprehension of unfamiliar words.

contextualization	presentation of information to a reader or listener as part of a context and not in isolation. This term can be used when vocabulary and grammar are taught for a communicative purpose rather than for their own sake.
continuation program	foreign language program which builds on the language skills previously acquired by the student.
conventions of language	matters of implicit mutual agreement among language users such as grammar and vocabulary. Such agreement is necessary for successful communication.
cooperative learning	instructional approach in which students work together as a team with each member contributing to the completion of the task or project.
courtesy formulae	polite or helpful conventional expressions or remarks such as "thank you," "you are welcome," and please."
cross-cultural	spanning more than one culture.
cues	sources of information used by readers or listeners to construct meaning.
cultural framework	a term used to describe traditions, value systems, myths, and symbols that are common in a given society.
cultural references	allusions to shared ideas, beliefs, values and knowledge of a particular culture/society.
culturally acceptable vocabulary	vocabulary, which is socially appropriate within a given culture.
description	the verbal representation of a person, place, thing, event, or process.
developmental bilingual	dual language/immersion programs that are designed to help non-English speakers learn English as well as maintain and improve their native or heritage language skills. Content is delivered both in English and in the heritage language. Students become bilingual, biliterate and bicultural in a way that honors their need to simultaneously identify and communicate with their heritage or home culture and with the mainstream culture they live and will work in.
dialect	the form or variety of a spoken language peculiar to a region, community, social, or occupational group.
discourse	unit of structured speech or writing.
distract	errors that focus the attention of the native interlocutor on the form rather than on the meaning of the message.
domain-specific words and phrases	CCSS ELA: Vocabulary specific to a particular field of study (domain), such as the human body (CCSS, p. 33); also, academic content vocabulary and concepts
dual language/immersion	umbrella term encompassing all four program models (developmental bilingual, full immersion, partial immersion, two-way) that help majority and/or minority speakers become proficient in the target language while mastering subject content from other disciplines
economy of expression	the use of the most precise and expressive words and phrases, thus eliminating the need for excess description, wordiness, jargon, or circumlocution.
educated native speaker	native speaker of the language who uses standard speech free of dialect and slang.
elaboration	the addition of more detail and specificity in the exposition of a particular topic.
environments	types of communication by purpose, audience, and context. In this document, environment refers to the following modes of communication (1) expressive, (2) informational, (3) argumentative, (4) critical, (5) literary, and (6) grammar/language usage.
everyday words	words a student would use in commonplace situations at home or in school.
explicate	to give a detailed explanation. Latin students may be asked, for instance, to explicate a reference to mythology, to Roman history, or to Roman religious celebrations in the context of the passage.
explicit	clearly stated and leaving nothing implied (Webster's New World Dictionary).
expressive communication	written, spoken, or visual creation that reveals or explores thought, feelings, and observations.

extended discourse	the extensive treatment of a topic that results in connected paragraphs; a communicative building process in both form and meaning.
extralinguistic	not included in the language itself, such as a visual or contextual clue that supports understanding.
false cognates	words between languages that appear to have a common origin and thus the same meaning, but do not. For example the French word “anniversaire” (birthday) and the English word “anniversary.”
figurative	not in its original, usual, literal, or exact sense of reference (Webster's NewWorld Dictionary).
FLES	Foreign Language in the Elementary Schools. It is a well-articulated, sequenced second language program for children. Classes are taught in the language. Listening, speaking, and culture are stressed during the primary grades, with reading and writing introduced when appropriate.
FLEX	Foreign Language Exploration. It is a short-term exploratory program often found at the middle grades level. It is not articulated with the elementary nor with the high school program. Its main goals are to introduce the target culture and to motivate students to pursue further language study. The term may also be used to describe a non-sequential elementary program with limited contact time (once a week or less).
fluency	The flow in spoken or written language as perceived by the listener or reader. Flow is made possible by clarity of expression, the acceptable ordering of ideas, use of vocabulary and syntax appropriate to the context.
formal settings	for example: academic conferences, the professional workplace.
formal/informal writing	features of writing (format, punctuation, choice of vocabulary) that reflect different audiences and purposes for communication.
formulaic	constituting or containing a verbal formula or set form of words such as “How are you?/Fine, thank you.” “Thanks very much./You’re welcome.”
framework	broad organizing structure for the essential knowledge and skills in a program area.
full immersion	dual language/immersion programs that serve native speakers of English in an environment where the target language is used exclusively. Content is delivered in the target language. English Language Arts is introduced around grade 2 or later. The students become bilingual, biliterate, and bicultural and are equally proficient in both languages with near-native fluency in the target language.
function	use of the language for an intended purpose, e.g., to give directions, to make a request.
functional language ability	a language user's ability to accomplish real world communicative tasks such as handling a simple social transaction or resolving a situation with a complication.
functional objectives	objectives centered around the uses to which the language can be put, e.g., asking questions, expressing disagreement.
generic vocabulary	words and expressions that serve equally well in a variety of categories and contexts. Such vocabulary is readily intelligible to most people, but does not normally deepen meaning. See also specialized vocabulary.
genre	any category of art, music, film, literature, etc., based on a set of stylistic criteria.
grammatical	correct linguistic form or structure. CCSS ELA: correct use of conventions of grammar and language
graphic organizer	visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are Venn diagrams, webs, bar graphs, timelines, diagrams, flow charts, outlines, and semantic maps.
heritage language	refers to immigrant languages, indigenous languages, and colonial languages. Both Navajo people and Spanish-speaking Latinos in the United States are heritage language speakers.
heritage language speaker	someone who has had exposure to a non-English language outside the formal education system. It most often refers to someone with a home background in the language, but may refer to anyone who has had in-depth exposure to another language.

high order thinking skills	relatively complex and time-consuming cognitive mental operations, such as concept formation, problem solving, and composing. They commonly employ one or more core thinking skills (focusing, information gathering, remembering, organizing, analyzing, generating, integrating, and evaluating).
hypothetical discourse	language used to speculate or express conjecture.
idiom	a common figurative expression separate from the literal meaning of the component words.
idiomatic expression	expression which has a different meaning from the literal (e.g., by the skin of his teeth). Idiomatic expressions make no sense when translated literally from one language to another.
implicit	suggested or to be understood though not plainly expressed (Webster's NewWorld Dictionary).
inference	judgment or conclusion based on reasoning, e.g., reasoning by inference from given premises.
inflection	any change in tone or pitch of the voice (Webster's World Wide Dictionary). Informational communication: written, spoken, or visual creation that involves giving information to explain realities or ideas.
informal settings	For example: in the home, with friends, with family, casual everyday situations.
interculturality	the interwoven nature of language with culture; knowing what to say, to whom and when
informational/explanatory writing	CCSS ELA: writing that conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.
interlocutors	the person(s) with whom one is speaking; a conversation partner.
internalize	to make a part of one's own thinking.
interpret	to have or show one's own understanding of the meaning; to bring out the meaning (Webster's WorldWide Dictionary).
intonation	the rise and fall in pitch of the voice in speech.
language experience	approach to learning to read in which a group of students' own words or short oral compositions are written down and used as materials of instruction. The writing usually follows a shared experience.
learning strategies	"steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information" (Oxford, 1989).
learning styles	preferred style of learning of student
lexical	Of or relating to the words or the vocabulary of a language as distinguished from its grammar and structure.

LinguaFolio®	formative assessment tool for language learning
literal	following or representing the exact words of the original; word-for-word; based on the actual words and their ordinary meaning (WorldWide Dictionary).
literal translation	a literal translation is "accurate and precise...The tense, voice, number and mood of verbs need to be translated literally; subject-verb agreement must be correct; participles should be rendered precisely with regard to tense and voice; ablative absolutes may be rendered literally or as subordinate clauses; however, the tense and number of the participle must be rendered accurately." (AP Latin course description, p.20)
low-frequency structures	complex language constructions that are seldom utilized or required in a given language in its less formal expression, but often necessary in the most formal types of high-level communicative tasks such as persuading and hypothesizing.
multicultural	addressing several cultures.
multilingual	having more than one language.
narrative	the relating of a story or account of events, experiences, etc., whether true or fictitious, told in a logical and chronological order.
narrative writing	CCSS ELA: Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.
non-alphabetic symbols	those elements of meaning that appear in both Roman and non-Roman languages that indicate stress, punctuation, syllabification; including ideographs and pictograms. (? \$) * + 8.
non-print text	any medium/text that creates meaning through sound or images or both, such as symbols, words, songs, speeches, pictures, and illustrations not in traditional print form including those seen on computers, films, and in the environment.
non-verbal cue	source of information used by readers or listeners to construct meaning not involving language. Can involve facial expressions, gestures, and eye contact.
novice	beginning language learner. Beginning language category of the ACTFL guidelines.
nuance	a subtle or slight degree of difference, as in meaning, feeling, or tone; a gradation.
oral discourse	spoken communication.
oral/aural	dealing with speaking and listening.
pair activity	activity involving oral or written communication between two students.
paraphrase	an alternative way of communicating a similar message.
partial immersion	dual language/immersion programs that serve native speakers of English in an environment where the target language is used for some portion of the day. Content is delivered in the target language and in English, and students become bilingual, biliterate, and bicultural. They are academically proficient in both languages, though not as fluent in the target language as a full immersion program student.

performance-based assessment perspective	assessment which requires the student to construct a response or create a product. Performance-based assessments are open-ended and do not have a set response. in this document, the term perspective is used in reference to the meanings, attitudes, values, and ideas represented by a cultural group.
persuasive discourse point of view	language that attempts to convince the reader or listener to adopt an idea, attitude, or action. the way in which an author reveals his or her perspective/viewpoint, as in characters, events, and ideas in telling a story. CCSS ELA: Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character
portfolio	collection of student's work exhibiting the student's effort, progress or achievement. In a foreign language a portfolio could include: work samples, projects, performances, audio and/or video tapes.
practice	in this document, the term practice refers to the patterns of social interactions with and within the different people in the culture.
primary sources	Primary sources are results of experiments or original research, literary works, autobiographies, original theories, and other materials.
print or digital (text, sources)	symbols, words, pictures, and illustrations as seen in traditional or online publications such as books, magazines, leaflets, webpages, etc. CCSS ELA: Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the Standards are generally assumed to apply to both
product	in this document, a product is a tangible representation of the culture. It can include big "C" items such as plays, music, architecture, or little "c" items such as food, artifacts, dresses, games, and songs.
productive skills proficiency	language skills (speaking and writing) which require language output. ability to communicate effectively in both oral and written forms in the cultures where the language is spoken. Proficiency is made up of three components: function, content, and accuracy.
proficiency-based curriculum	curriculum centered around proficiency where vocabulary and grammar are not taught in isolation, but rather as tools to accomplish communicative goals in particular settings on particular subjects.
realia	authentic materials
receptive skills	language skills (listening and reading) who require the reader/listener to make sense of what he/she reads or hears.
recombinations	the ways in which speakers and writers put together linguistic elements they have learned (for example, words, phrases, sentences) to create an original message.
redundancy	the repetition of linguistic information.
register	the level of language and formality used when interacting with different audiences: elders vs. siblings, teachers vs. friends, supervisor vs. job applicant.
rephrasing	to restate or rewrite in a new, clearer or different way.
rhetorical structures	devices of language that create a literary effect such as personification, understatement, metaphor, hyperbole.
rubric	scoring guide composed of set criteria used to evaluate a student's performance, product, or project. The criteria describe the characteristics of the performance, product and/or project.
scaffolding	temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on (also CCSS ELA)
scenario	classroom activity or a unit which describes what students are doing with the language.

secondary sources	sources compiling or critiquing original works. Examples of secondary source include literary criticism, biographies, encyclopedia articles, and journal articles critiquing the work of others.
skimming and scanning	glancing quickly through a selection to get a sense of the topics and important ideas and then scan for particular details.
specialized vocabulary	words, expressions, technical terms, etc., that are meaningful to members of a specific group or field of study or endeavor.
spontaneous writing	writing that is produced when preparation and production need to occur at the same time. It does not allow sufficient opportunity for revision, rewriting, or editing.
strategy	systematic plan for achieving a specific goal or result.
structural analysis	breakdown of a whole into its parts to determine the syntactical relationships.
syllabic writing system	a writing system that uses symbols to represent syllables rather than individual sounds (such as letters). The Japanese writing system is syllabic, as is the Cherokee writing system.
syntactic	the principles and rules that govern the construction of phrases, sentences, paragraphs, etc.
syntax	way language is structured and ordered within sentences. CCSS ELA: language and its conventions as it applies to all types of sentence structure (simple, compound, complex, etc.)
tailoring of language	adjusting language so that it is the appropriate register for a particular individual or audience.
target language	language being learned.
technical subjects	CCSS ELA: course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music; source of texts and other authentic materials to use, especially in connecting to other disciplines or utilizing academic content vocabulary
text complexity	CCSS ELA: inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations (CCSS, pp. 31, 57; Reading, pp. 4–16)
text modality	the purpose for which a text is written. For example, there is the instructive mode that refers to texts that instruct by communicating factual information (newspaper report), and there is the evaluative mode that refers to texts that make evaluative statements (that is judgments) with both factual and abstract content (newspaper editorial).
text type	refers to the three types of writing produced by students: argumentative writing, informational/explanatory writing, and narrative writing (CCSS ELA)
time frames	general periods of time, past, present, or future, however, these may be indicated in a particular language.
time markers	words that indicate the time frame of an event such as adverbs or adverbial phrases such as ‘yesterday,’ ‘two years ago’.
Total Physical Response (TPR)	approach in which students respond with physical activity to increasingly complex teacher commands.
two-way or dual language	dual language/immersion programs that group native speakers of English with native speakers of the target language. The mix is approximately 50% of each group and both become bilingual, biliterate and bicultural. Instruction is provided both in English and in the target language on alternate days, according to academic subjects, or according to a daily schedule (morning in one language and afternoon in the other.) There are a variety of models, and percentages like 90/10 and 50/50 are used to refer to how much of the instruction at different grade levels is conducted in the target language versus how much is given in English.
Venn diagram	diagram consisting of two or more intersecting circles representing relationships among concepts.
visual clues	visible information such as tangible objects, and gestures which may assist a reader in gaining meaning from unfamiliar words.
visual organizer	visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending

selections. Examples are Venn diagrams, webs, bar graphs, timelines, diagrams, flow charts, outlines, and semantic maps.