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 of Key Terms

Every effort has been made to ensure that the phrasing of the Standards is as clear and free of jargon as possible. When used, specialized and discipline-specific terms (e.g., *smile*, *stanza*, *declarative sentence*) typically conform to their standard definition, and readers are advised to consult high-quality dictionaries or standard resources in the field for clarification. The terms defined below are limited to those words and phrases particularly important to the Standards and that have a meaning unique to this document. *CCSS* refers to the main Common Core State Standards document; the names of various sections (e.g., “Reading”) refer to parts of this appendix.

Definitions of many important terms associated with reading foundational skills appear in Reading Foundational Skills, pages 17–22. Descriptions of the Standards’ three writing types (argument, informative/explanatory writing, and narrative) can be found in Writing, pages 23–24.

Domain-specific words and phrases - Vocabulary specific to a particular field of study (domain), such as the human body (CCSS, p. 33); in the Standards, *domain-specific words and phrases* are analogous to Tier Three words (Language, p. 55).

Editing - A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text; see also *revising*, *rewriting*.

Emergent reader texts - Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebus expressions of words that cannot yet be decoded or recognized; see also *rebus*.

Evidence - Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

Focused question - A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.

Formal English - See *standard English*.

General academic words and phrases - Vocabulary common to written texts but not commonly a part of speech; in the Standards, *general academic words and phrases* are analogous to Tier Two words and phrases (Language, p. 33).

Independent/ly - A student performance done without *scaffolding* from a teacher, another adult, or peer; in the Standards, often paired with *proficient/ly* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text without scaffolding, as in an assessment; see also *proficient/ly*, *scaffolding*.

More sustained research project - An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Point of view - 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.

Print or digital (texts, sources) - 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.

Proficient/ly - A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent/ly* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension; see also *independent/ly*, *scaffolding*.

Rebus - A mode of expressing words and phrases by using pictures of objects whose names resemble those words.

Revising - A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also *editing*, *rewriting*.

Rewriting - A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also *editing*, *revising*.
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.

Short research project - An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.

Source - A text used largely for informational purposes, as in research.

Standard English - In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2 (CCSS, pp. 26, 28, 52, 54).

Technical subjects - A 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.

Text complexity - The 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 complexity band - A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-CCR (college and career readiness).

Textual evidence - See evidence.

With prompting and support/with (some) guidance and support - See scaffolding.

* Though Vygotsky himself does not use the term scaffolding, the educational meaning of the term relates closely to his concept of the zone of proximal development. See L. S. Vygotsky (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.