Glossary:

The terms below are part of the technical and disciplinary language of education. Many of these terms are familiar, but many also have multiple interpretations, so it is important to develop shared understandings of our operating definitions as you consider the practice recommendations in this document. We offer definitions of some important terms below. These particular terms are woven throughout this document and were identified as essential words of academic discourse by members of the statewide working group.

Critical Literacy

Critical literacy is the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships.[1]

Direct instruction

Direct instruction is a broad term used to describe the explicit teaching of a particular skill set or body of knowledge through lecture delivery or demonstrations to students.

Direct instruction is a valuable approach to teaching discrete skills and particular sets of facts that students need. It can and should be paired with other instructional approaches like inquiry-based learning.

In direct instruction, the teacher is providing information to the students. In the 6-12 classroom, this might be seen as lecture or dialogue. The students' role is to listen, ask meaningful questions, take notes, and consolidate information.

Disciplinary Literacy

Disciplinary literacy refers to the specialized literacy practices of a particular disciplinary domain or area (e.g. mathematics, history, biology). These practices include the ways that scholars identify, evaluate, use, and produce the wide range of texts and information or data sources typical of their particular discipline, including the specialized reading, writing, and communication practices used to analyze, produce, and share information. Disciplinary literacy also includes specialized vocabularies and communication norms that shift across purposes and audiences authentic to the discipline. Some scholars include ways of thinking about text and communication as a part of disciplinary literacy.

Disciplinary literacy instruction helps students learn the content and practices of important academic disciplines and also helps them develop critical literacy and thinking skills. This includes, but is not limited to, the use and production of a wide range of texts. Disciplinary literacy instruction also helps to prepare students for critical media consumption, college level learning, and a range of career trajectories.

Discourse

Discourse, in the context of this document, refers to the ways of using language and communication practices in a particular community or domain. Discourse norms and practices shift across disciplines and/or communities.

Explicitly teaching students the discourse of a discipline helps them gain access to content presented in disciplinary texts, prepares them to produce disciplinary work, and builds their metacognitive awareness of language across domains.

Discursive

Discursive means "of or relating to discourse." So the discursive practices of a discipline, for example, are the distinct ways that people in that discipline generally use communication and language in their work.

In mathematical writing, for example, adjectives are used only when needed and with precision. When reading a mathematics text, therefore, mathematicians tend to view adjectives as precise descriptors and don't look for deeper meanings. In historical writing, however, adjectives have the potential to convey an attitude or perspective about events, so historians think about who the author of a text was as they also analyze their word choice and consider the possible bias of the source. The discursive practices of the disciplines are different, so texts are read differently as well.

Domain

In this document, domain refers to an academic subject or field of study.

It is important to introduce students to the idea that the domains or disciplines they study, while similar in some ways, also have important differences in how knowledge is constructed and communicated.

Explicit instruction

Explicit instruction involves planned and purposeful instruction in which a teacher clearly lays out identifiable learning goals for students, provides modeling or demonstration of a skill or strategy, opportunities for practicing

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the developing skill with feedback, and additional independent practice with clear criteria for success.

Explicit instruction is particularly important for the development of academic vocabulary, disciplinary reading skills, and disciplinary writing skills. Learning goals should drive the selection of instructional strategies, and learning processes need to be clearly modeled and scaffolded for students.

Funds of Knowledge

Funds of knowledge is a concept that emerged from the work of researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (2001). They describe funds of knowledge "as the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 133). In other words, funds of knowledge represent the resources that students can call upon in their learning through life experience and in connection to social networks in their community.[2]

Attending to funds of knowledge in a learning community can help both teachers and students tap into valuable resources and extend their learning opportunities beyond the classroom walls.

Genre

Genre is a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter. It is also used to describe different forms or types of writing and communication. A genre has identifiable characteristics and structures that differentiate it from others.

While most commonly used in literature and English Language Arts, genre is used across these documents to refer to different types of texts that are produced in the disciplines. Different genres of text have different conventions, structures, and other features, and it is important to make these visible to students as they both read and produce a range of texts.

Inquiry and inquiry-based learning

Inquiry-based learning is a form of learning that starts with the development and exploration of questions, problems or scenarios—rather than simply delivering information or facts. Inquiry learning involves students in investigations, research, phenomena-based or problem-based learning experiences in which they construct knowledge. It is often facilitated with a teacher helping to guide the inquiry process.

While more time consuming, research suggests that inquiry-based learning in all major content areas results in deeper student learning of conceptual knowledge. All of the major sets of learning standards and/or frameworks (CCSS, NGSS, C3) now explicitly attend to and promote inquiry in the classroom.

Inquiry-based learning falls along a continuum. Inquiry with high teacher direction and low student direction may be referred to as "Limited Inquiry". When students have more direction on the continuum, we may use the term "Structured Inquiry". Further along the continuum with higher student direction is referred to as "Guided Inquiry", and inquiry with the highest level of student control and the lowest level of teacher control is referred to as "Open Inquiry".

Intentional instruction

Intentional instruction occurs when the teacher is clear and transparent about what they are going to teach. In this framework, teachers purposefully identify and then implement specific strategies, tools, or learning routines that can help students achieve established learning goals.

Intentional instruction pays attention to what students will learn, but also how, when, and why they will learn it. This includes creating, sharing, connecting to, and assessing learning targets.

Intentional instruction is an important concept in that it reminds educators of the importance of intentional planning and thoughtful selection of strategies, tools, and routines that align with learning goals.

Literacy

In this document, literacy is framed as a set of socially constructed (developed by people through interaction) practices that use some form of a symbol system to communicate meaning, along with a technology to produce and share it. Therefore, literacy is more than just the skill sets of reading and producing different forms of texts; it also includes the application of these skills "for specific purposes in specific contexts of use" (Scribner & Cole, 1981).

Literacy then provides the means to access, process, and communicate information. It is central to all academic disciplines and should thus be included as an important component in disciplinary instruction.

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies.[3]

Media literacy

"Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate, and create messages in a variety of forms, from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy."[4]

Media literacy is extremely important in today's technologically driven society. Students encounter a vast amount of information across multiple media, and they must call upon a wide body of knowledge and a range of analytical skills to critically interact with this information.

Metadiscourse

Metadiscourse is a term that refers to a discussion about a discussion (and so on), as opposed to a simple discussion about a given topic. It involves communication and consideration of communication itself. **Metadiscursive** then means "of and pertaining to metadiscourse."

So metadiscursive analysis is the process of using language to analyze and consider how language is used in different contexts. Building metadiscursive awareness is important so that students become more thoughtful and strategic in their use of language. Students move through multiple academic domains over the course

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of a day, each with differing ways of communicating, and it is helpful to make this visible to them.

Modality

A modality is a specific form or mode in which something exists, is experienced, or is expressed.

Students encounter information and data, and they communicate about information and data, across multiple modalities. They interact with print text, audio, video, and multimodal websites. It is therefore important to provide practice and instruction with information across modalities.

Modeling

In this document, when referring to general teaching practices, such as "teacher models how to discern data patterns," modeling is the teaching practice of demonstrating a process for students in order to show them how it is done.

Effective modeling involves breaking down complex practices into steps when helpful; questioning learners about what they are seeing; thinking out loud; and engaging students in dialogue about the practice or process once demonstrated.

More specific to science and mathematics, modeling also refers to the development of simplified representations of complex concepts or systems that help to explain a phenomenon or to make predictions about the phenomenon. Models can be mental representations or other external representations that exist in diverse formats, from drawings to 3D models to physical enactments of systems.

Morphemic Analysis

Morphemic analysis is a strategy used to determine or infer the meanings of words by examining their meaningful parts (prefixes, suffixes, roots, etc).

Morphemic analysis is a key skill for building word knowledge that is important across all of the academic disciplines.

Multimodal

Multimodal refers to something occurring or being communicated through multiple media of communication or varying forms of expression. For example, a campaign video may have images, music, text, and data all presented in one multimodal text. Students regularly interact with multimodal texts (videos with embedded audio text, for example), and need instruction and practice in order to be critical consumers of these texts.

Problem-based learning

Problem-based learning is a student oriented pedagogical framework in which learning about a given topic is grounded in collaborative work to solve a complex problem or answer an open-ended question.

Problem based learning is often used interchangeably with inquiry-based learning. In this document, we preferred to use problem based learning as we see it as a more open and flexible term. In this framework, engaging problems drive learning and help to motivate students and provide purpose for literate practice. Problem based learning involves problem exploration and definition; elicitation and consideration of prior knowledge; generation of new questions that must be answered; evaluation of possible problem solutions or answers and ways to develop them; and engagement in the process of resolving the problem or answering the question; communication of findings, conclusions, or claims; and the possibility of generating new questions.

These practices, in general, are common to all disciplinary learning. Moreover, problems provide purpose for learning and direction for the use and production of text.

Registers

A register is a variety of a language used for a particular purpose or in a particular social setting (e.g. formal vs. informal registers in different situations).

Students learn about register as they learn about how our language use changes across social settings and communities.

Scaffolding, scaffolds

A way of teaching in which the teacher provides support in the form of modeling, prompts, direct explanations, and targeted questions – offering a teacher-guided approach to build independent knowledge or skill. As students begin to acquire mastery of targeted objectives, direct supports are reduced and the learning becomes more student-guided and independent.

Scaffolding is key to effective instruction and helps students develop new knowledge and skills when they are challenged. As scaffolds are removed students can become more independent learners. It is important, however, for teachers to use scaffolds strategically so as appropriately challenge students and engage them in productive struggle.

Text

In literary theory, a text is any object that can be "read," whether this object is a work of literature, a street sign, an arrangement of buildings on a city block, or styles of clothing. In this document, text refers to any kind of encoded information that students are asked to analyze, use, or produce.

As stated, students should have opportunities to work with a wide range of texts. Every academic discipline uses a wide range of texts and multiple ways to produce and communicate knowledge.

Text feature

Text features are the structural components of a text that provide guidance for readers, listeners, and/or viewers at the practical and conceptual level.

Structural text features in print, for instance, include titles and subtitles, italics and bold words, tables of contents and indexes, and pictures and captions. In audio texts, features may include music, sound effects, a change in speaker; or verbal cues indicating a transition.

Conceptual text features include elements such as an argument with claim, evidence, and reasoning; a sequential narrative; a cause and effect explanation; a problem and solution structure; a comparison and contrast; or other specific way of organizing ideas.

Attending to text features can help students learn to read, listen, and view as well as to and write, speak, and produce texts more effectively for a variety of audiences, purposes, and contexts.

Text features include titles subtitles, headings, italics and bold words, table

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of contents, index, pictures and captions, diagrams, and other such parts of the larger text that convey meaning and provide structure.

Students can learn to use text features to read more strategically, and can also learn to use text features in their own text production to develop coherent and considerate texts.

Text structure

Text structure refers to how information within a text is organized, both in terms of format and conceptual structure. With respect to conceptual structure, text structure is the way that ideas are organized in a text, such as through an argument with claim, evidence, and reasoning; a sequential narrative; a cause and effect explanation; a problem and solution structure; a comparison and contrast; or other specific way of organizing ideas.

Attending to text structure helps students learn to read and produce text more effectively and helps them discern conceptual frameworks and ways of thinking about text and the ideas being communicated.

Theme

A **theme** in a piece of writing, a talk, or a discussion is an important idea or subject that runs through it. Theme is defined as a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly. It is important not to confuse a theme of a literary work with its subject. Subject is a topic that acts as a foundation for a literary work, while a theme is an opinion expressed on the subject. For example, a writer may choose a subject of war for his story, and the theme may be his personal opinion that war is a curse for humanity. Usually, it is up to the readers to explore the theme of a literary work by analyzing characters, plot, and other literary devices.[5]

Tiered Vocabulary

Tier 1: These are the common, everyday words that most children enter school knowing already. Since we usually don't need to explicitly teach these, this is a tier without tears!

Tier 2: This tier consists of words that are used across the content areas and are important for students to know and understand. Included here are process words like analyze and evaluate that students will need to access and understand content; to participate effectively in discussion, writing, and problem solving; and to apply their understanding outside the classroom. These are words to own for the rest of life.

Tier 3: This tier consists of content-specific vocabulary—the words that are often defined in textbooks or glossaries. These words are part of the disciplinary literacy (of mathematics, of science, of technology, etc.) and often convey precise and nuanced concepts and information. Year to year, these terms build and extend the breadth and depth of students' knowledge in and understanding of a subject, and students are unlikely to learn these terms by absorbing them in day-to-day life. [6]

Visual literacy

Visual literacy is the ability to analyze, interpret, and make meaning from information presented in the form of an image, or other visual representation.

Across multiple disciplines, images, graphics, and other visual representations are used to convey meaning. Students need instruction and support to learn the disciplinary, analytical skills of visual literacy.

Voice

Voice is the distinct personality, style, or point of view of a piece of writing or any other creative work.

Students need to become aware of differences across disciplines with respect to voice and the ways that voice is developed and expressed.

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[1] http://www.learnnc.org/lp/pages4437

[2] http://www.learnnc.org/lp/pages939

[3] http://www2.ncte.org/statement/21stcentdefinition/

[4] http://www.medialit.org/about-cml

[5] https://www.collinsdictionary.com/us/dictionary/english/theme; https://literarydevices.net/theme/

[6] Beck, McKeown, and Kucan (2013)

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