

LAP Glossary

Academic Discourse: Verbal and written discourse that:

- a) is expressed with a more formal process than required for daily speech or simple decision-making;
- b) is focused on speaking or talking with intent;
- c) uses language symbolically (as in writing) rather than contextually as in social conversations; and
- d) requires a complex thought process.

Academic Discourse is the negotiation of meaning within focused conversations where two or more individuals are involved in:

- a) Decision making, problem solving, discussions, or oral analysis of a learning experience, a reading or listening selection.
- b) Making connections between texts, discussions, and intellectual experiences; describing how to do, make, or generate something; arguing or debating an issue, justifying with facts (giving a rationale); describing knowledge and connecting it to the act of solving a problem or making a decision.
- c) Self-monitoring, both as an individual and as part of a group (closely associated with the meta-cognitive ability to self-evaluate and evaluate a group effort as a member of the group); aligning an opinion with experience or belief system; taking issue with others' beliefs, opinions, attitudes, or statements.

Academic Discourse is associated with or dependent upon the ability to:

- a) Participate in the protocols of "polite" and "academic" discourse (the pragmatics of academic discourse is different from the pragmatics of social discourse).
- b) Participate in the protocols of discourse of the "target" language, especially the strategies for keeping discourse moving,

which is important for a second language learner.

- c) Connect with prior knowledge or information learned or acquired.
- d) Ask and respond to a wide range of clarifying and open-ended questions.
- e) Use meta-language (meta-linguistics); that is, use language to analyze and talk about that language—a conscious version of an unconscious experience.

In particular when instructing ELLs, Academic Discourse requires direct instruction in how to use it appropriately.

Academic Language is used in formal contexts for academic subjects. It is the aspect of language connected with literacy and academic achievement that includes technical and academic terms. Academic language must be formally taught and continuously practiced in order for the learner to internalize it for automatic use. It is the meta-language or specialized language we use: 1) to describe the features and systems of a language (terminology we use when we talk about grammar, syntax, language mechanics), 2) in the instruction of content areas, 3) for "teacher talk" (terminology used by teachers to give instructions, provide prompts, facilitate student practice, and prepare students for academic discourse, such as accountable talk), and 4) in research and textbooks. Academic language assumes that the learner has a foundation of content or prior experiences in order to participate.

Academic Rigor describes learning and multi-step performance tasks that are complex and require the application of more than one skill area, and the use of more than one learning resource. Rigorous performance tasks require a student to apply knowledge at a more abstract and detailed performance level. Rigorous (or critical) tasks usually end in the completion of a product, (e.g., a report, an essay, an oral presentation, a project) that can be evaluated for completeness of knowledge and level of skill

application. Teachers mediate the completion of rigorous learning and performance tasks with sheltering and scaffolding activities so that a student will “spiral up” the language, skills, and knowledge necessary for successful completion. Benchmarks of academic rigor are based on students’ completion of rigorous tasks without teacher mediation relative to student age and cognitive level. Some of the ways students demonstrate the benefits of academic rigor include:

- a) overtly or explicitly making connections to other texts, learning experiences, and prior knowledge;
- b) using academic discourse and language in discussions, group work such as problem solving, teacher and peer conferences, and in their compositions;
- c) comprehending and explaining the multiple meanings of vocabulary;
- d) collecting, organizing, and analyzing data for an assignment;
- e) planning and self-monitoring multi-step performance tasks;
- f) describing self-learning; and
- g) revising plans and products based on new learning.

Annual Measurable Achievement Objectives (AMAO): These are the measures used by Stated Education Department and US Department of Education under Title III of No Child Left Behind. There are three AMAOs:

1. Making progress in learning English
2. Reaching proficiency in learning English
3. Title I AYP status in English language arts and mathematics for the ELL subgroup.

For further information on Title III AMAOs and how they can be used for programming and planning purposes, go to <http://intranet.nycoe.net/SpecialPopulations/EL/Resourcess/amao.htm>.

Accountable Talk: Students are engaged in structured classroom discussions that are relevant to the issues being discussed to promote learning.

Action Research is a methodology that pursues action (or change) and research (or understanding) at the same time. It generally does this by using a cyclic or spiral process that alternates between action and critical reflection. In later cycles, methods are continuously refined based on data and interpretation developed in the earlier cycles. Action research is both an

emergent process that takes shape as understanding increases, and it is an interactive process that evolves toward a better understanding of what happens. Its goal is to generate sustained improvements in classrooms. It affords teachers opportunities to reflect on and assess their teaching; to explore and try out new ideas, methods, and materials; to assess how effective the new approaches are; to share feedback with colleagues; and to make decisions about which new approaches to include or refrain from.

Additive Bilingualism: This is a process by which students develop both fluency and proficiency in a second language while continuing to develop proficiency in their first language. The process involves adding a second language; not replacing the first language with the second. Rather than neglecting or rejecting a student’s native language and culture, additive bilingualism promotes building on what the student brings to the classroom.

Alternative Assessment: A type of assessment that analyzes and reports student performances using sources that differ from traditional objective responses, such as standardized and norm-referenced tests, including portfolios, performance-based tasks, and checklists. Federal (NCLB) and state laws require that all students meet rigorous standards. Furthermore, the Individuals with Disabilities Act (IDEA) mandates that all students, regardless of their level of ability, participate in all large-scale (statewide) assessments at the same time as their non-disabled peers. If the student’s disability is of such a severe nature that the student cannot participate in standardized state assessments, even with accommodations, then the student must participate in an alternative assessment. The New York State Alternate Assessment (NYSAA) is the assessment that measures the progress of students with severe cognitive disabilities towards meeting the ELA, Math, Science, and Social Studies standards in grades 4 and 8, and in high school. The Committee on Special Education (CSE) determines whether or not a student will participate in the NYSAA based on specific participation criteria.

Anchor: A representative product or performance used to characterize each point on a scoring rubric or scale.

ASPIRA Consent Decree: An agreement between the Board of Education (BOE) of the

City of New York and ASPIRA of New York reached on August 29, 1974. It mandates the identification of Spanish-speaking students that may lack sufficient English language proficiency and who might be better served with Spanish instruction. The consent decree mandates a program of instruction to address the linguistic needs of identified students.

Assessment: Assessment is the orderly process of gathering, analyzing, interpreting, and reporting student performance, ideally from multiple sources over a period of time. Also see related terms: *alternative assessment, concurrent validity, content validity, curriculum validity, criterion-referenced, generalizability, high stakes assessments, informal assessments, measurement error, norm-referenced assessment, performance assessment, predictive validity, reliability, self-assessment, standards-based assessment, testing accommodations for ELLs, validity.*

Automaticity: Accurate and rapid word recognition, including reading in meaningful phrases. It allows readers to focus their attention on meaning.

Balanced Literacy: An instructional approach that develops literacy skills by incorporating a number of activities, including read-aloud, shared reading, guided reading, independent reading, interactive reading, phonics, spelling, shared writing, guided writing, modeled writing, interactive writing and independent writing.

Basic Interpersonal Communication Skills (BICS): Developed by Jim Cummins (1984), it is often referred to as "playground English," "survival English" or "surface fluency." It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on context to aid understanding. BICS is more easily and quickly acquired than its counterpart, Cognitive Academic Language Proficiency (CALP), but BICS is not sufficient to meet the cognitive and linguistic demands of an academic classroom. Control over BICS, or the surface features of language, should not be misinterpreted as language proficiency.

Benchmark: A standard for student performance at a particular stage or juncture. For example, a student who meets a performance standard on a standardized test

has met a predetermined *benchmark*. Identifying anchors to exemplify each level of a rubric is known as a *benchmarking* activity. *Benchmark* tasks are critical performance tasks that are complex and challenging learning tasks that represent a learner's ability to integrate a wide range of language and learning skills, and content knowledge.

Bilingualism: See *additive bilingualism* and *subtractive bilingualism*.

Bilingual Education Act: Enacted in Congress in 1968 as Title VII of the Elementary and Secondary Education Act (ESEA) of 1965. It establishes a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students in recognition of their unique educational disadvantages. The Act has been modified and reauthorized in 1974, 1978, 1984, 1988, 1994, and 2001. In the 2001 Reauthorization of ESEA (No Child Left Behind) Title VII was merged with immigrant and Title III services, also known as the "English Language Acquisition, Language Enhancement and Academic Achievement Act."

Bilingual Education Program: In New York State, this program involves instruction in English and in the native language that facilitates academic progress and oral language development and literacy skills in two languages. It provides ELLs with content-area instruction in the native language and in English, Native Language Arts (NLA) instruction, English as a Second Language (ESL) instruction, and English Language Arts (ELA) instruction.

Bilingual Special Education: Provided to ELL special education students who are recommended for this program based on their Individualized Education Program (IEP). The instructional elements provided through bilingual instructional services must comply with local mandates inclusive of the ASPIRA Consent Decree, Lau Plan, and CR Part 154 through a Transitional Bilingual Education (TBE) model. The District in which the Bilingual Instructional Service program is located becomes responsible for the delivery of all instructional, placement, assessment and related services. Students slated to participate in standardized testing will be tested with modifications as indicated on their IEP. Also see *exception*.

Bridging: Facilitating the learning of new concepts and language, built on previous knowledge and understandings (prior

knowledge). Bridging facilitates the weaving of new knowledge into existing mental structures.

CR Part 117: New York State Education Commissioner's Regulations establishing standards for the screening of every new school entrant to determine who is gifted, handicapped, and/or not English proficient.

CR Part 154: Regulations consistent with Education Law 3204 and CR Part 117 that define requirements for school districts in developing and implementing programs for limited English proficient/ELLs. The State Education Department's *Guidelines for Programs Under CR Part 154 for Pupils with Limited English Proficiency* is the basic document used by districts to determine policies and programs for entitled ELLs.

Chinese Reading Test assesses the reading proficiency of native speakers of Chinese who are receiving NLA instruction as part of a bilingual program. The Chinese Reading Test measures a student's overall level of reading comprehension and complies with New York State CR Part 154 for grades 3-12.

Close Reading Close reading refers to literary criticism and the careful, sustained interpretation of a small passage of text; it places great emphasis on the particular over the general, paying close attention to individual words, syntax, and the order in which sentences and ideas unfold and relate as they are read.

Code Switching: A bilingual person's ability to use two languages within the same speech act; may occur at the phrase, clause, sentence, and discourse level for a variety of reasons, both linguistic and social.

Cognitive Academic Language Learning Approach (CALLA): Developed by Anna Chamot and Michael O'Malley, CALLA is an instructional model for content and language learning that involves the teaching of learning strategies, specifically meta-cognitive, cognitive, and socio-affective.

Cognate: a word related in meaning and form to a word in another language or languages because the languages have the same ultimate source, such as *mater* (Latin), *mother* (English), *madre* (Spanish), *Mutter* (German), *moeder* (Dutch), and *matr* (Sanskrit); word or words with the same historical and/or linguistic source, such as Romance languages, which are each derived from Latin.

Cognitive/Academic Language Proficiency (CALP): Developed by Jim Cummins (1984), CALP is language proficiency associated with schooling and the abstract language abilities required for academic work. CALP describes the kind of language needed to learn new information, think in more abstract ways and carry out more "cognitively" demanding communicative tasks required by the core curriculum. It is also referred to as school language, academic language, or the language of academic decontextualized situations.

Cohort: A group of students educated together, (e.g., first grade students who remain together throughout their schooling) and whose scores are reported as a unit.

Common Core Learning Standards (CCLS): The Common Core Standards Initiative is a state-led effort coordinated by the National Governor's Association and the Council of Chief State School Officers aimed at instilling a common understanding for students, parents and educators about what students should know and be able to do by the time they graduate high school to succeed in college and careers. New York City will fully implement the Common Core standards in the 2014-15 school year. For further information on the CCLS, go to <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm>.

Common Underlying Proficiency (CUP): The CUP model purports that proficiencies which involve more cognitively demanding tasks (such as literacy, content learning, abstract thinking, and problem solving) are common across languages.

Communicative Competence refers to the combination of grammar, discourse, strategic and sociolinguistic competence that allows the recognition and production of fluent and appropriate language in all communicative settings.

Comprehensible Input refers to input that is just a level above what the learner knows. The formula of "i + 1" represents comprehensible input where the "i" stands for what the learner knows and the "+1" represents just a little bit above. Input is made comprehensible by context, paralinguistic clues, speech modification, and building on prior knowledge.

Concept Mapping: A procedure for organizing and graphically displaying ideas relevant to a

given topic so that relationships among ideas are clarified.

Concurrent Validity: An estimate of how well a test approximates a score on another test that measures the same variables.

Constructivism: A philosophy in which an individual's prior experiences, knowledge, and beliefs influence how understanding is developed and experiences are interpreted. In teaching, it refers to how language is constructed—with richly contextualized opportunities for students to engage in inquiry and discovery—rather than on products.

Content Validity: A judgment about how well items on a test measure what the test is designed to measure.

Content-based ESL: An instructional approach in which content topics (e.g., math, science, social studies) are used as the vehicle for second language learning. It is a system of instruction in which teachers use a variety of instructional techniques as a way of developing second language, content, cognitive and study skills, often delivered through thematic units.

Content Standards: Statements that define what one is expected to know and be able to do in a content area; the knowledge, skills, processes and other understandings that schools should teach in order for students to attain high levels of competency in challenging subject matter. Also, the subject-specific knowledge, processes, and skills that schools are expected to teach and students are expected to learn.

Context-embedded Language: Language that is supported by contextual clues in the environment such as objects, props, manipulatives, pictures, graphs, and charts. It helps ELLs understand the spoken or written word. Context-embedded language is also a result of students interacting with each other to get interpersonal clues to further construct meaning.

Contextualization refers to making distinctions between everyday language and academic language. Everyday language is embedded in rich context and is situation dependent. ELLs can generally rely on non-linguistic information to capture everyday language, whereas academic language is decontextualized and situation independent. In order for ELLs to comprehend academic language, scaffolds and

contextualization must be provided. Skilled ELL teachers know that academic language (especially language in content area textbooks) must be enriched by using verbal contextualizations, manipulatives, pictures, film, and other types of realia in order to make language accessible and engaging. Effective ELL teachers continually search for metaphors and analogies to make complex ideas comprehensible.

Conventions of Language reflect current social usage for spelling, grammar, and punctuation. They are the ways in which we communicate, spell, punctuate, and structure language, and are governed by socially sanctioned patterns of usage.

Convergent Thinking occurs when the task, or question, is so structured that several students arrive at similar conclusions or answers, and the number of possible appropriate conclusions is limited (usually one conclusion). Also see *divergent thinking*

Cooperative/Collaborative Groups: Student arrangement in which positive interdependence and shared responsibility for completing tasks are established among group members. This type of organizational structure encourages heterogeneity (both academic and linguistic), shared leadership, and social skills development.

Criteria: Guidelines, rules, or principles by which student responses, products, or performances are judged.

Criterion-referenced: Assessment based on preset criteria or descriptions of language ability rather than on performance of other students. During the fall of 2002, the Language Assessment Battery was changed to a criterion-referenced test called the Language Assessment Battery-Revised (LAB-R).

Culture: Sum total of the ways of life of a people, including norms, learned behavior patterns, attitudes and artifacts, traditions, habits, and customs. Also, how people behave, feel, and interact; the means by which people order and interpret the world; ways of perceiving, relating, and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and behaving. The fifth standard of the New York State Learning Standards for ESL addresses the importance of culture: "Students

will demonstrate cross-cultural knowledge and understanding.”

Curriculum Validity: The level of correspondence between assessments and the curriculum presented to students.

Decoding: Deciphering sounds and meanings of letters, combinations of letters, whole words, and sentences of text. Sometimes decoding refers to being able to read a text without necessarily understanding the meaning of that text.

Dialect: A regional or social variety of a language which is characterized by specific linguistic features (such as pronunciation, grammar, vocabulary, and discourse features) that vary from the primary language.

Differentiated Instruction provides students with multiple options for taking in information, making sense of ideas, and expressing what they learn. A differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas and developing products.

Divergent Thinking occurs when the task, or question, is open-ended so that several people arrive at different conclusions or answers, and the number of possible appropriate conclusions is fairly large. Also see *convergent thinking*.

Domain: A field of study (e.g., physics or mathematics).

Dual Language (DL) programs: Dual Language programs are developmental, language-enriched, bilingual education programs that integrate students who are native English speakers with native speakers of another language for all or most of their content area instruction. All students in DL programs develop their second-language skills while learning content knowledge in both languages. The goals for students in both language groups of the DL program are as follows:

- Develop proficiency in their first language.
- Develop proficiency in their second language.
- Develop positive cross-cultural attitudes, behaviors, and skills that will help them function in a global society.
- Help attain higher levels of self-esteem.

- Help meet or exceed New York State and City standards.

Students are expected to build academic skills in their first language and eventually transfer these skills to the second language. ELLs and English Proficient (EP) students are linguistically integrated for all or most content instruction in all grades. The students are also expected to comprehend, speak, read, and write in both languages upon their completion of a DL program.

ECLAS-2: An abbreviation for the *Early Childhood Literacy Assessment System-2* for grades K-3, which is a New York City assessment tool used by teachers to observe, record, and analyze individual students' literacy behaviors to inform instruction.

EL SOL: An abbreviation for *El Sistema de Observación de la Lecto-escritura*, which is an early childhood literacy assessment system in Spanish for grades K-3 that is parallel to the ECLAS-2. Teachers observe, record, and analyze individual students' behavior/response in listening, speaking, reading, and writing in Spanish to inform instruction.

El Examen de Lectura en Español (ELE): An examination to assess the Spanish reading proficiency of native speakers of Spanish who are receiving NLA instruction as part of a bilingual program. The ELE measures a student's overall level of reading comprehension and complies with CR Part 154 for grades 3-12.

Embedded Data: Information included in the statement of a problem that must be consulted in order to solve it.

Emergency Immigrant Education Program (EIEP): Authorized under Title VII of the Improving America's Schools Act (ESEA Reauthorization of 1994), EIEP provides funds to states on a formula basis to assist local educational agencies (LEA) in which immigrant student enrollment has increased significantly. Under the law, the term "immigrant children and youth" means individuals, ages 3 to 21, who were not born in the US, who have not been attending one or more schools in the US for more than three full academic years, and who come from certain countries. Eligible LEAs must have enrollment of at least 500 immigrant students or 3% of their total enrollment (US Department of Education). EIEP has now been merged into Title III of the No Child Left Behind Act (ESEA Reauthorization of 2001).

Engagement: When students are fully taking part in a lesson. This is a holistic term that encompasses listening, reading, writing, responding, and discussing.

English Immersion (also referred to as *English-only*): There is no generally accepted definition or set of criteria that defines English immersion programs. The term can refer to programs for native English-speaking students where English is the only language of instruction. They may or may not include special provisions for ELLs, such as ESL instruction. English immersion programs aim for proficiency in oral and written English and full academic achievement; they do not aim to maintain or develop language minority students' primary languages or cultures.

English Language Arts (ELA): Instruction that focuses on the development of the English language: reading, writing, and listening, as well as oral communication. New York State tests students' ELA skills in grades 4, 8, and 11.

English Language Learners (ELLs): The generally accepted term in New York City to describe a limited English proficient (LEP) student. The term focuses on English language development rather than deficiency. The term LEP is commonly used by the state.

English Language Learners Program Descriptions: See *Dual Language*, *Freestanding English as a Second Language*, and *Transitional Bilingual Programs*.

English Proficient (EP) refers to a student who has sufficient academic English language proficiency to function in a mainstream setting. In New York City, students who have scored above the cut-off score on the English Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT) are considered EP. This term can also refer to students who have never been identified as ELLs.

Entry Criteria: A set of criteria for identification of ELLs that determines placement in bilingual education, ESL, or other language support services. Criteria include responses to a Home Language Identification Survey (HLIS) and performance on the LAB-R.

ESL: See *Freestanding English as a Second Language Programs*.

Evaluation: Judgments about students' learning made by interpretation and analysis of assessment data; the process of judging achievement, growth, product, processes, or changes in these; judgments of education programs. The process of assessment and evaluation can be viewed as progressive: first, assessment; then, evaluation. Also see *formative evaluation and summative evaluation*.

Exception: Special status granted to Bilingual Special Education students with severe disabilities. An exception allows students to take alternate assessments, as indicated on their IEP, instead of standardized assessments.

Exemplar: A performance sample chosen to highlight expected performance traits or characteristics. Exemplars are often used in performance assessment activities to exemplify the various performance levels on a rubric. Exemplars define levels of performance in concrete, meaningful, and transparent ways.

Exit Criteria: A set of criteria for ending services for ELLs and placing them in mainstream English-only classes with their English-speaking peers. The New York State English as a Second Language Achievement Test (NYSESLAT) is used for this purpose and is the only exit criteria under CR Part 154.

Explicit Instruction: Direct, teacher-led instruction that involves teacher modeling, student practice with teacher guidance and feedback, and student application in a new situation.

Extension of Services: An allowance under CR Part 154 that extends an ELL's services in a bilingual or ESL program beyond three years. If the LEA deems it educationally appropriate for an ELL to continue receiving services, it must request an extension from the State Education Department in writing. The Commissioner has the authority to extend services with respect to individual pupils.

Fluency: The ability to read words of connected text smoothly and without significant word recognition errors.

Foreign Language: Any language other than a country's native language. A foreign language may also be referred to as a second language. Although the terms are used interchangeably, a second language is generally thought of as necessary in order to function in a particular society where a person lives. In contrast, a

foreign language is often learned to satisfy a requirement or for personal reasons.

Formative Evaluation: Ongoing collection, analysis and reporting of information about student performance for purposes of informing instruction and learning.

Freestanding English as a Second Language (ESL): Students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). The two recommended ESL instructional program models include self-contained ESL classes, and “push-in” teaching. The goals of the ESL program are as follows:

- to provide academic content-area instruction in English
- to use ESL methodology and instructional strategies.
- to use native language support to make content comprehensible.
- to incorporate ESL strategic instruction.
- to assist students to achieve the state-designated level of English proficiency for their grade.
- to help ELLs meet or exceed New York State and City standards.

In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support, such as the use of bilingual dictionaries, materials in the native language, and strategic homogeneous linguistic grouping, is provided.

Entitlement: Mandated bilingual or ESL program service status based on English proficiency as measured by cut-off scores on the English LAB-R (or its equivalent). For new entrants, entitlement is based on a score at or below the grade appropriate cut-off score on the LAB-Revised. Continued entitlement is based on ELLs’ performance on the New York State English as a Second Language Achievement Test (NYSESLAT).

Generalizability: The extent to which the performances sampled by a set of assessment items and/or tasks are representative of the broader domain being assessed.

Genre: A category used to classify literary works, usually by form, technique, or content; any type of discourse that possesses typified,

distinguishable conventions of form, style, or content in recurring contexts. Variety of genre may include memoir, poetry, nonfiction, realistic fiction, biography, fantasy, comic books, book/movie reviews.

Grouping: Dividing a group of students into subunits for purposes of teaching. Groups can be formed according to achievement learning profiles, interests, language proficiency, and academic abilities, depending on instructional purposes. Also see *cooperative/collaborative groups*.

Heritage Language: The language a person regards as his or her native, home, or ancestral language. This covers indigenous languages, such as Navajo.

High Stakes Assessments: Consequences attached to test performance. High stakes for students include the requirement that students pass tests in order to graduate from high school or to be eligible for special programs. For schools, high stakes include rewards or sanctions based on test performance. High stakes tests must meet technical standards for validity and reliability.

Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor’s degree, 2) full state certification or licensure, and 3) proven knowledge of each subject they teach. No Child Left Behind (NCLB) requires states to: 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher-quality goals.

Home Language Identification Survey (HLIS): A written survey presented at registration to the parents or guardians of a new entrant to the New York City school system which elicits information about the language spoken in the student’s home as well as the student’s prior schooling. Responses that indicate a student may be an ELL inform school administrators to administer a LAB-R to the student.

Holistic Approach: Teaching approach in which the subject matter is kept intact rather than separated into parts for instructional purposes (e.g., the integration of speaking, listening, reading, and writing for unified literary instruction). Also see *whole-part-whole teaching*.

Immersion: Learning English through content area instruction, with an emphasis on contextual clues, and with grammar and vocabulary adjusted to proficiency level. Successful immersion programs provide comprehensible input, or understandable messages, through which students acquire the second language as they learn other academic subjects.

Inference: A conclusion derived from, and bearing some relation to, assumed premises.

Informal Assessment: Appraisal of student performance through unstructured observation; characterized as “frequent,” “ongoing,” “continuous,” and involving simple but important techniques, such as verbal checks for understanding, teacher-created assessments and other non-standardized procedures. This type of assessment provides teachers and students with immediate feedback.

Inquiry-based Learning: An approach to teaching and learning in which students deepen their understanding of the underlying principles of a domain by conducting investigations. These investigations typically include asking questions, making predictions, gathering evidence, and constructing explanations.

Interdisciplinary Teaching: Integrating the subject matter from two or more disciplines, such as English and Social Studies, often using themes such as inventions as overlays to the study of different subjects.

Jigsaw: Complex sequence of activities that help a group of students explore one aspect of a theme in depth, while gaining broader knowledge about other aspects of the same theme through interactions with their peers. Jigsaws typically combine listening, speaking, reading, and writing. This is a cooperative learning strategy in which students participate in expert groups, where they learn about a particular aspect of a subject. Then they return to learning teams (each having one or more experts of each kind), where experts teach other teammates. Eventually teammates share the knowledge mastered by each expert in the group.

José P. refers to a 1979 civil case charging that children with disabilities are denied a free and appropriate education because of a lack of timely evaluation and placement in an appropriate program. José P. merged three lawsuits, one of which (*Dyrcia S. v. Board of*

Education) dealt with students with disabilities who were LEP/ELL.

K-W-L: A strategy for accessing prior knowledge and setting purposes for reading a given text, and then recording what has been learned after reading. (**K** = what I know; **W** = what I want to know; **L** = what I have learned or still need to know.)

Language: The systematic, conventional use of sounds, signs, or written symbols in a human society for communication and self-expression. Usually, the first language, also referred to as L1 or native language, is the first language a child learns. The second language, also referred to as L2 or the target language, is the other language that a child learns. For ELLs this language is English.

Language Allocation Policy (LAP): A systematic plan for language development which guides programmatic and curricular decisions for students until they acquire academic proficiency in English. The LAP designed for New York City will standardize programs offered to ELLs within schools as well as across districts.

Language Acquisition: The process of acquiring a first or second language. Some linguists distinguish between “language acquisition” and “language learning” of a second language, using the former to describe the informal development of a person’s second language, and the latter to describe the process of formal study of a second language. Other linguists maintain that no clear distinction can be made between informal acquisition and formal learning.

Language Assessment Battery-Revised (LAB-R): A test used to determine initial entitlement. The LAB was revised in 2002 (now called LAB-R) to be a criterion-referenced test and is used only for initial identification of ELLs.

Language Dominance: The measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.

Language Proficiency: An individual’s competence in using a language for basic communication and for academic purposes.

Language Proficiency Test: A test that measures a student’s ability in relation to an established competency threshold. This is different from a language achievement test,

which measures the full range of student ability from very low to very high. Language proficiency tests are designed to measure a student's ability in a language, irrespective of any prior schooling. Proficiency tests are not directly related to course content and do not measure how well a student retains instructed knowledge. A comprehensive language proficiency assessment should have listening, speaking, reading, and writing test components.

Language Transfer: The effect of one language on the learning of another. There can be *negative transfer*, sometimes called interference, and *positive transfer*, particularly in understandings and meanings of concepts.

Lau v. Nichols: A 1974 Supreme Court case which held that a school district's failure to provide language assistance to substantial numbers of LEP students violated Title VI because it denies students "a meaningful opportunity to participate in the educational program." The Lau Plan of September 15, 1977, is an agreement between the Board of Education of the City of New York and the Office of Civil Rights on behalf of students whose limited English language proficiency prevented them from effectively participating in the learning process and whose home language was other than English or Spanish.

Learning Styles: The three predominant learning styles are visual, auditory, and tactile/kinesthetic. Students learn by listening (auditory), reading (visual), speaking (auditory), seeing (visual), and doing (tactile/kinesthetic.) How much we tend to retain is a function of the type of learning we prefer and our level of involvement in the learning process. Learning styles are not dichotomous (black or white, present or absent) but generally operate on a continuum. For example, a student may be more extroverted than introverted, or equally visual and auditory but less kinesthetic and tactile. A highly qualified teacher recognizes these preferences and provides instructional activities that speak to the preferred learning styles of the students.

Limited English Proficient (LEP): Referred to in New York City as English Language Learners (ELLs), LEP students, by reason of foreign birth or ancestry, speak a language other than English. They understand or speak little or no English or score below the statewide reference point or its equivalent on an English language assessment instrument approved by the Commissioner of Education (Regents Policy and

Proposed Action Plan for Bilingual Education, 1989).

Mainstream: Classes designed for native or fluent speakers of English in which no accommodations are made for ELLs.

Measurement Error: The error that occurs when any measurement is made. Theoretically, it is the difference between the "true" score and any given obtained score.

Metacognition: Awareness and knowledge of one's mental processes such that one can monitor, regulate, and direct them to a desired end. Self-appraisal and self-regulation processes used in learning, thinking, reasoning, and problem solving. Metacognition is the process of thinking about one's thinking.

Metalinguistic Skills: The ability to talk about, analyze, think about, separate from content and judge language. Metalinguistic skills, such as phonemic awareness and sound-to-symbol correspondence, are regarded as key factors in the development of reading and they may be prerequisites to later language acquisition in reading and writing.

Miscue: Any departure from a written text a reader makes while reading (e.g., omitting, reversing, or substituting a word, phrase, or punctuation).

Mixed Programs: Refers to what students receive when they alternate between bilingual and ESL programs from year to year. Studies have shown that consistency in programmatic approach is strongly related to the rate at which students exit transitional programs and subsequently succeed in monolingual classrooms. Participation in mixed programs, therefore, is generally not recommended.

Modeling: When clear examples are provided to students of what is expected of them. Learners need to see and hear what a developing product looks like. A thoughtful teacher of ELLs models or "walks" students through various activities designed to increase competencies.

Multiple Intelligences: Developed by Dr. Howard Gardner in 1983, this theory suggests that the traditional notion of intelligence, based on intelligence (IQ) testing is far too limited. Instead, eight different intelligences account for a broader range of potential in children and adults. The intelligences are:

- Linguistic (word smart)

- Logical-mathematical (number/reasoning smart)
- Spatial (picture smart)
- Bodily kinesthetic (body smart)
- Musical (music smart)
- Interpersonal (people smart)
- Intrapersonal (self smart)
- Naturalist (nature smart)

The theory of Multiple Intelligences proposes a major transformation in the way instruction should be delivered. It suggests that teachers be trained to present their lessons in a variety of ways using music, cooperative learning, art role playing, multimedia, and field trips. Teachers of ELLs need to account for multiple intelligences and their relationship to a student's cultural background.

Native Language Arts (NLA): A component of a bilingual program that provides instruction in listening, speaking, reading, and writing in a student's native language. The NLA curriculum parallels that of ELA and imparts an appreciation of the history and culture of the new country as well as the student's country of origin through the study of literature.

Natural Approach: A second language "acquisition based" method focused on authentic communication as its primary goal. It is characterized as a low-anxiety approach because the focus is on meaning rather than form. Speech is not forced but is allowed to emerge naturally. The natural approach is guided by the following principles: 1) comprehension precedes production, 2) production emerges in stages, 3) curriculum consists of communicative goals, and 4) activities that are task-based strive to lower student anxiety.

Newcomer Program: Relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter English language development programs or mainstream classrooms with supplemental ESL instruction.

New York State English as a Second Language Achievement Test (NYSESLAT): A test that measures the English proficiency of ELLs and determines their progress as well as their continued entitlement or "exit" from entitlement. The test is administered annually in the spring.

No Child Left Behind Act of 2001 (NCLB): NCLB is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. The act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods based on scientifically based research.

Nonverbal Communication: Paralinguistic messages such as intonation, stress, pauses, and rate of speech, and nonlinguistic messages such as gestures, facial expressions, and body language that can accompany speech or be conveyed without the aid of speech.

Norms: Shared expectations of how group members should think, feel, and behave.

Norm-referenced Assessment: Assessments in which scores are based on relative performances of other students performing the same task.

Novel Idea: A fast way of eliciting (brainstorming) the knowledge or intuitions that a group has about a specific topic. Students are asked to write down brainstorm on a given topic. Upon reporting back, students are asked to present only new ideas (novel ideas), ones not previously presented.

NYSESLAT: The New York State English as a Second Language Achievement Test is the assessment administered annually to determine an ELL's progress in learning English and eligibility for ELL services for the following school year.

Obligatory Language: The language and communicative competency required for, or necessary to, successful learning and communication in academic or classroom situations. It includes at least three language-knowledge components (the key vocabulary that represents the concepts of the target lesson, the language to comprehend and participate in the lesson, and the language of learning used by the teacher) and two communicative competencies (the ability to apply functional language and academic discourse appropriate to the content and learning modality). Finally, the student needs to know how to use the operation skills or procedural knowledge that is necessary for completing assignments and participating in class activities.

Performance Assessment: A measure of educational achievement where students produce a response, create a product, or apply knowledge in ways similar to tasks required in the instructional environment. Performance measures are analyzed and interpreted according to pre-set criteria.

Performance Standard: Statements that refer to how well students are meeting a content standard; they specify the quality and effect of student performance at various levels of competency in the subject matter.

Portfolio: An organized collection of student work used to assess competency. Successful use of portfolios requires stated criteria for inclusion and evidence of progress over a period of time.

Predictive Validity: An estimate of how well a test predicts scores on some future test or performance.

Probing Questions: The questions following a response that require the student to offer greater specificity. For ELLs, the teacher needs to provide scaffolding strategies when probing.

Quick-Write: Students are asked to provide quick, “gut-level” reactions to prompts. The goal of this activity is to capture first impressions, memories or feelings; often known as “from your heart, to your hand, to your paper.”

Read-Aloud: An activity where teachers (or students, others) fluently read aloud literature to the class. Hearing the material allows students to listen to ideas and vocabulary they may not be ready to read on their own and introduces them to new authors and genres.

Reliability: A characteristic of a test that measures consistent results. Several kinds of reliability exist, including internal consistency (how consistently the test measures each item); test-retest (how consistently the test measures items across time); and alternative form (how closely two forms of the same test measure the same thing). Reliability considers whether a test administered to the same students a second time would yield the same results.

Repertoire: A set of alternative instructional strategies which serve to make instruction comprehensible. A teacher who has a vast instructional repertoire is better equipped to select and use the appropriate procedure to

elicit more thoughtful responses and outcomes from the students.

Response to Intervention (Rtl): The Response to Intervention (Rtl) model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties. Rtl is an instructional model that aims at prevention and early intervention through a tiered system of instructional support—one that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments, the extra supports are removed. The NYCDOE Rtl model is based on three tiers of instruction and intervention support. Please refer to the [NYC DOE Response to Intervention Reference Guide](#) for general information about the DOE framework and requirements. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students’ diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs’ language needs and should be incorporated into research-based intervention strategies. Schools should also refer to the [Effective Instruction for ELLs using an Rtl Approach](#).

Retelling: Recall of something heard or read, usually in the order in which it was presented. As a method of assessment, it allows the teacher to make judgments about the student’s ability to construct meaning.

Round Robin: An activity in which each participant has a turn to offer a response without interruption from other participants. Round Robin is a technique to ensure that all students have a voice, and that a student who might otherwise monopolize a conversation does not limit anyone else’s opportunities to participate.

Rtl: (see *Response to Intervention*)

Rubric: Assessment tool that describes performance indicators, which include a continuum of the criteria used for scoring; may be described as “developmental,” (e.g., emergent, beginning, developing, proficient) or “evaluative” (e.g., exceptional, thorough, adequate, inadequate). Rubrics provide evaluators with a common language and shared criteria so that they accurately evaluate a product.

Running Records: An activity in which the teacher sits next to a student, listens to the student read a new or familiar text aloud, and makes notations indicating the student’s accurate reading as well as the errors and corrections; mostly used for developing readers in K-2 or with older students still learning to read. Also, during *modified running records*, the teacher notes the miscues by drawing a line and recording what the child says above the line and what the text says below the line. The quality of miscue, not the number of miscues, is emphasized. For example, a meaningful substitution may indicate comprehension. The reader is aware of her own word reading and limits of her comprehension and is able to “fix” gaps in meaning about a text as she reads.

Scaffolding: Teacher support for learning and student performance of tasks through instruction, modeling, questioning, feedback, and graphic organizers across successive engagements. Scaffolding activities provide support for learning that can be removed as learners are able to demonstrate strategic behaviors in their own learning activities. These supports are gradually withdrawn as the student gains proficiency, thus transferring more and more autonomy to the student. The student is assisted by others and is able to achieve more than he or she would be able to achieve alone. Scaffolding is contingent (when an action depends on other actions); collaborative (when the end result is jointly achieved) and interactive (when it includes the activity of two or more people who are mutually engaged).

Schema; pl., Schemata. The way people organize knowledge and understanding through clusters of meaning that are interconnected. A teacher must weave new information into pre-existing structures of meaning, through a variety of activities, in order to help ELLs make connections. Teachers may, for example, direct students to preview the text, noting paragraph titles, illustrations, captions, graphs, and charts. In this way, students begin their reading with a general sense of what the reading will be about;

with their attention focused on important aspects of the reading.

Self-Assessment: A student’s reflection on an analysis of their own work, including the processes and strategies used in creating the product, either at one point in time or across time.

Sheltered Instruction (also referred to as Sheltered English Instruction): An approach in which students develop knowledge in specific subject areas through the use of their second language. Teachers modify their use of English to teach core subjects, (math, science, social studies) in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, by modifying speech rate and tone, direct instruction of vocabulary and grammar; repeating key words, phrases, or concepts; using context clues and making extensive use of modeling strategies, relating instruction to students’ background knowledge and experience; and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels.

Sheltered Instruction Observation Protocol (SIOP): A series of criteria/guidelines that are used to inform and measure the implementation of sheltered English instruction, including areas such as lesson planning, preparation of language/content objectives, and building background.

Stages of Language Acquisition: The stages involved in acquiring a language with both oral and academic proficiency. **Stage I/Pre-Production:** This stage of language is also called the silent period. The student is a listener and responses are non-verbal such as performing actions, gesturing, nodding, and shaking head, touching, pointing, and drawing. Students are not expected to talk at this stage. The Total Physical Response (TPR) method is effective as a teaching strategy for this stage. **Stage II/Early Production:** This stage of language acquisition resembles “telegraphese” because the student will respond with key words only. Even though the student exhibits disconnected speech, it is valuable time to expand on those utterances and model language naturally. Teaching strategies consist of extending listening skills and asking questions

that elicit a “yes” or “no” response, one- or two-word responses, or even sentence completion. **Stage III/Speech Emergence:** At this stage, the student begins to generate complete sentences. Grammatical errors should be overlooked, but the student should continue to hear meaningful input in order to develop and extend vocabulary. Opportunities for students to interact and negotiate for meaning are critical for language acquisition at this stage. **Stage IV/Intermediate Fluency:** Although the Natural Approach does not identify this stage per se, most practitioners view this stage as naturally following Stage III, when students begin to produce more complex discourse and think both critically and creatively in English. Errors are fewer and instruction in grammar is now appropriate if done in a meaningful context. This stage bridges fluency and proficiency. **Stage V/Advanced Fluency:** Students communicate very effectively, orally and in writing, in social and academic settings.

More than 30 years have passed since the early research on Stages of Language Acquisition and the knowledge base has expanded tremendously. It is clear that students are active constructors of their own literacy and that they use their language and experiences to construct meanings with written language. Literacy develops through engagement, which is tied to the authentic purposes or functions of literacy. Social interaction and talk are central to language development and language processes develop interdependently. Traditional ideas about separation or the sequence of listening, speaking, reading, and writing are outdated. In today’s demand for academic rigor and the amplification of language, spoken and written language that is supported and scaffolded simultaneously is recommended.

Standard: An established level of achievement, quality of performance, or degree of proficiency. Also see *content standard and performance standard*.

Standards-based Assessment: Assessment involving the planning, gathering, analyzing and reporting of a student’s performance according to content standards.

Student with Severe Disabilities: Students with limited cognitive abilities combined with behavioral and/or physical limitations who require highly specialized education and social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may

experience severe speech, language, and/or perceptual-cognitive impairments, and show challenging behaviors that interfere with learning and socialization. These students may also have extremely fragile physiological conditions, and may require personal care, physical/verbal supports, and/or prompts and assistive technology devices.

Students with Interrupted Formal Education (SIFE): According to CR Part 154, SIFE is defined as students who:

- Come from a home in which a language other than English is spoken and enter a school in the US after grade 2; or
- Are immigrant students and enter a school in the US after grade 2;
- Have had at least two years less schooling than their peers;
- Function at least two years below expected grade level in reading and mathematics; and,
- May be preliterate in their first language.

Subtractive Bilingualism: The learning of a new language at the expense of the primary language. Learners often lose their native language and culture because they don’t have opportunities to continue learning or using it, or they perceive that language to be of lower status or prestige.

Summative Evaluation: The final collection, analysis, and reporting of information about student achievement or program effectiveness at the end of a given time frame.

Talk/Think-Aloud: Explicit modeling in which the teacher orally explains the cognitive process in accomplishing a task (explains his/her own thinking aloud).

Testing Accommodations for ELLs: ELLs are entitled to the following accommodations: extended time, separate testing location, and/or small-group administration. *For State ELA assessments only:* ELLs may use bilingual dictionaries/glossaries that provide *only* direct translations of words; teachers may read the listening passage three times. *For State content-area assessments only:* ELLs are permitted to have word-for-word oral translations of lower incidence languages and/or use of bilingual dictionaries/glossaries, if these aids provide *only* direct translations. In addition, ELLs may use both the English and the alternative language editions of the tests simultaneously, and may write their responses to the open-ended questions in their native language, as long as all responses are recorded in only one of the two

test booklets. *ELLs Exempted from Standardized Testing*: All ELLs who have been enrolled in an English Language School System (ELSS) for less than one year are exempt from taking the New York State ELA. For the latest assessment policies, see NYCDOE testing memos at <http://schools.nyc.gov/daa/>.

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. There is no exact science for determining the complexity of a text. Nor is there a single source of information that can accurately summarize the complexity of a text. Teachers need to use their professional judgment as they take into consideration a range of factors. The Common Core Standards introduce a three-part model for measuring text complexity. Teachers need to use their professional judgment as they draw on information from all three sources when determining the complexity of a text.

1. The qualitative measures of text complexity require an informed judgment on the difficulty by considering a range of factors. The Standards use purpose or levels of meaning, structure, language conventionality and clarity and the knowledge demands as measures of text difficulty.
2. Quantitative measures of text complexity use factors such as sentence and word length and frequency of unfamiliar words to calculate the difficulty of the text and assign a single measure (grade level equivalent, number, Lexile etc). There are many formulas for calculating text difficulty and, while they provide a guide, the readability or difficulty level of a text can vary depending on which formulas or measures are used.
3. The third measure looks at what the student brings to the text and the tasks assigned. Teachers need to use their knowledge of their students and the texts to match texts to particular students and tasks.

Text Retelling: A procedure for assessment of comprehension in which students listen to or read a story or text and then retell the main ideas or selected details in their own words.

Think-Pair-Share: An activity in which students think about a topic provided by the teacher. Then, students pair-up with one another to discuss their thoughts on the topic. Finally they share their thoughts with the class.

Threshold Hypothesis: Also called the additive bilingualism enrichment principle, it explains the relationship between bilingualism and cognition, supporting the notion that individuals with high levels of proficiency in both languages experience cognitive advantages in terms of linguistic and cognitive flexibility, while low levels of proficiency in both languages result in cognitive deficits. This hypothesis further describes the three types of bilinguals (Proficient, Partial, and Limited) and two distinct processes of bilingualism as additive bilingualism and subtractive bilingualism.

Title III of *No Child Left Behind Act (ESEA Reauthorization of 2001)*: Title III is also known as the “English Language Acquisition, Language Enhancement, and Academic Achievement Act” and focuses on “Language Instruction for Limited English Proficient and Immigrant Students.” One of its purposes is to ensure that ELLs attain English proficiency and meet the same challenging State academic content and student achievement standards that all children are expected to meet. It replaces Title VII and merges other parts of the Improving America’s School’s Act (ESEA Reauthorization of 1994). Also, see *Annual Measurable Achievement Objectives (AMAO)*.

Total Physical Response (TPR): Generally labeled TPR, this approach was pioneered by James Asher and involves the teacher’s skillful use of the command system of language to develop receptive language. Students respond physically rather than verbally and speech emerges naturally. TRP uses explicit speech and visual and physical clues to help students comprehend second language input.

Transitional Bilingual Education (TBE) Programs: In TBE programs, instruction is provided in the student’s native language with intensive support in English, with required ESL/ELA/NLA time allotment. A transitional program of instruction includes an ESL component designed to develop skills in understanding speaking, reading, writing and communications in English; content areas instruction in the native language and English designed to teach subjects to ELLs; and an NLA component designed to develop listening, speaking, reading and writing, in a student’s

home language as well as an appreciation of the history and culture. The goals of a TBE program are as follows.

- Provide instruction in two languages: the language spoken at home and English. In the beginning stages of English language development, 60% of instructional time will take place in the student's native language and 40% in English. As the student develops fluency in English, instructional time in English increases.
- Provide grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency.
- Help each ELL attain English language proficiency.
- Help each ELL meet or exceed New York State and City standards.

In TBE programs, as students develop their English proficiency, the time allocated to native-language learning shifts to English-language learning until the student is ready to enter an all-English program. Across time, ELLs are taught language arts using a dynamic blend of NLA, ESL, and ELA. Content area instruction—language arts, mathematics, science and social studies—is taught in the native language and English using ESL strategies. Research suggests that most students new to English upon entry in US school systems need four to seven years of instruction before they are sufficiently prepared to enter the all-English mainstream of general education courses

Universal Design for Learning (UDL) is a set of principles that provides teachers with a structure to develop instruction to meet the diverse needs of all learners. A research-based framework, UDL suggests that each student learns in a unique manner so a one-size-fits-all approach is not effective. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs. For further information, go to <http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/UDL/default.htm>.

Validity: The extent to which the results of an assessment actually measure what it purports to

measure. Also see *concurrent validity*, *content validity*, *curriculum validity*.

Vernacular: Language or dialect native to a region or country; the normal spoken form of a language.

Whole-Part-Whole Teaching: Providing an overview before details are covered, and then recapitulating how the parts fit into the whole; instruction that attempts to make connections between the student's experiences and the materials being presented.

Writing Workshop: A framework to organize and/or manage writing in a literacy classroom; includes mini-lessons, conferencing and group sharing.

Word Wall: A cumulative display of words related to a particular topic, interest, or structural or phonetic feature.

Workshop Model: Begins with a 10 to 15 minute structured mini-lesson. The *connection* is when the teacher starts by bridging the current lesson to something previously done. Next the *teaching point* is when the teacher states explicitly and repeatedly exactly what she is teaching (the learning objective). Next the teacher models or demonstrates exactly what she wants the students to do. Next is the *active engagement* when all the students discuss what it is they are supposed to do. The mini-lesson concludes with the link, in which the teacher tells the students what they will do during the independent work time of the workshop. During this independent period, the students work by themselves while the teacher circulates among them and confers with individual students. After about 30 minutes, the teacher and/or students briefly share using a student's work as an example. It is important to note that when implementing the Workshop Model in an ELL class, the teacher must provide a structure and scaffolds to enable the students to process the information presented.

Zone of Proximal Development (ZPD): Developed by L.S. Vygotsky, it is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. ZPD was developed as a research tool to establish the developmental/learning potential of children, particularly those with learning disabilities. Vygotsky maintained that if children receive

appropriate assistance, their performance would be more predictive of what they might be able to

achieve.

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