Utah Adult Education
Curriculum Framework

for

English for Speakers of
Other Languages
(ESOL)

and

English Language/Civics Education
(EL/Civics)

ESOL 3

Utah State Office of Education
Adult Education Services
2008

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Understanding This Document

The purpose of this document is to provide standards for English language instruction for limited-English-proficient adults, increasing their ability to communicate effectively in English.

The content is compatible with principles of language acquisition for adult students of English and includes skills useful in the workplace, life, and civics/academic applications. Skills are integrated into reading, writing, speaking, and listening formats.

The standards are divided into six ESOL levels, identified by the National Reporting System (NRS).

Progression through the levels is measured by approved standardized tests–BEST Literacy *and* BEST *Plus* or CASAS.

The top area identifies the STRAND		
Column 1- Describes the STANDARD	Column 2 - Describes the BENCHMARKS	Column 3 - Identifies how the EL/Civics Syllabus relates to the Standards and Benchmarks

It is not intended that students will progress through these standards sequentially. Teachers may present topic-centered lessons that integrate skills from several areas.

FRAMEWORK

A curriculum framework offers a basic structure for how and what is taught in adult ESOL programs. It does *not* contain lesson plans or scope and sequence charts, but rather describes the content areas and skills with which each program and teacher can design a curriculum that is relevant to the needs of his/her particular group of students. Curriculum frameworks are meant to serve as a guide to instruction.

Core Concept

This framework articulates the knowledge and skills adult ESOL students need in order to communicate effectively and confidently in English so that they can meet their needs; advocate for themselves, their families, and their communities; and participate more fully in U.S. society.

The content outlined in this document is meant for all levels of ESOL students, from beginning to advanced. It applies to various program contexts, including general ESOL, ESOL literacy, workplace education, family literacy, corrections, civics education, or those that transition students to higher education, vocational training and/or employment. The core concept of the ESOL Framework recognizes two critical dimensions of adult education:

- A focus on skills, not content.
- An acknowledgment that adults are developing their skills in order to use them in specific contexts.

The skills necessary for mastery of English language learning are contained within the six strands of this framework.
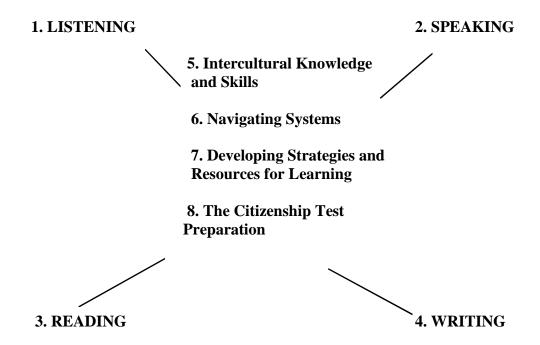
The strands are as follows:
- Listening
- Speaking
- Reading
- Writing
- Navigating Systems
- Inter-Cultural Knowledge and Skills
- Developing Strategies and Resources for Learning, and Civics Education
- Citizenship

All of these skills, in turn, are necessary for mastery of generative skills: communication, decision-making, interpersonal, and lifelong learning skills.

Considering language skills of listening, speaking, reading, and writing in these contexts and seeing their interrelatedness allow teachers to develop and implement a curriculum that will help students to meet high academic standards and help them to meet the challenges and responsibilities of their many roles.

Use Strands 1-4 to teach Strands 5-8

1. LISTENING   **2. SPEAKING**

**5. Intercultural Knowledge
and Skills**

6. Navigating Systems

**7. Developing Strategies and
Resources for Learning**

**8. The Citizenship Test
Preparation**

3. READING   **4. WRITING**

National Reporting System NRS
Educational Functioning Level Descriptors

ESOL 3

Speaking and Listening: Student understands simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; asks and responds to questions using such phrases; expresses basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.

Basic Reading and Writing: Student reads simple material on familiar subjects and comprehend simple and compound sentences in simple or linked paragraphs containing familiar vocabulary; writes simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalizations).

Functional and Workplace Skills: Student interprets simple directions and schedules, signs and maps; fills out simple forms but needs support on some documents that are not simplified; handles routine entry-level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Student uses simple computer programs and performs a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Test Benchmarks:

CASAS		Scale Scores
	Reading	191-200
	Listening	191-200

BEST *Plus*	(SPL 3)	418-438
BEST Literacy	(SPL 3 = ss 3-53)	53-63
	(SPL 4 = ss 54-66)	

SPL = Student Performance Levels
ss = scale scores

ESOL 3
PROFICIENCY CONDITIONS

Listening and Speaking: Students at this stage of proficiency comprehend short conversations and interactions that are face-to-face with one person at a time or in small groups. The context of the conversations is familiar or clear and predictable. Students at this stage initiate and sustain conversations, although they often speak with hesitation and rely on known vocabulary. Extended communications typically consist of a series of short, familiar structures. They rely on repetition, gestures, and other nonverbal cues to sustain conversations. Circumstances or oral communications range from informal to more formal occasions, and audiences consist of small, familiar groups. Listening communications consist of moderately short monologues and dialogues on familiar, routine topics that are face-to-face, video, or audio-mediated at a slow-to-normal rate. Student's speech rate is slow to normal.

Reading: Students at this stage of proficiency comprehend the content of different genres of short text. Language in text is predominantly factual and literal. Narratives that are biographical or descriptive are often related to personal experience. Linguistic and stylistic means of expression remain simple and straightforward. These expressions are found in texts include stories, poems, newspaper articles, encyclopedia entries, and reports. The student uses the functions, supporting grammar and mechanics of this and all previous levels.

Writing: Students at this stage of proficiency are able to express basic personal needs and compose passages on familiar, personally relevant topics, using vocabulary related to the functions, supporting grammar and mechanics for this and the preceding levels. Personal narrative writing is a focus and is characterized by basic vocabulary and structures in simple sentences and phrases. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

<table>
<tr>
<td colspan="6" align="center">ESOL 3
STRAND–Listening</td>
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<tr>
<td colspan="6">English language students will. . .</td>
</tr>
<tr>
<td>1.</td>
<td>Comprehend spoken English from a variety of sources.</td>
<td>A.</td>
<td>Respond to statements, questions, and commands using familiar vocabulary</td>
<td>a.
b.
c.</td>
<td>Express simple feelings
Practice reading aloud
Answer questions about material studied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.</td>
<td>Respond to simple social conversation in familiar context (e.g., shopping, employment, school)</td>
<td>a.

b.
c.</td>
<td>Answer simple interview questions
Remind/interrupt politely
Provide/take advice and suggestions</td>
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<tr>
<td></td>
<td></td>
<td>C.</td>
<td>Participate in social conversations held in pairs or in groups by asking and responding to questions, providing advice or reminders, granting permission, describing past events and routines, and posing hypothetical questions using varied vocabulary</td>
<td>a.

b.</td>
<td>Identify/describe hypothetical events, problems, and situations
Analyze presentations and social discourse in multiple contexts</td>
</tr>
<tr>
<td>2.</td>
<td>Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English.</td>
<td>A.</td>
<td>Follow simple two-step directions and instructions</td>
<td>a.

b.</td>
<td>Follow simple two-step directions
Follow simple two-step instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.</td>
<td>Identify simple information from a conversation or in familiar contexts (i.e., listen with a purpose)</td>
<td>a.

b.

c.

d.</td>
<td>Actively listen and follow directions
Analyze presentations identifying the purpose, main idea, key words, and idiomatic expressions
Rephrase presentations identifying the purpose, main idea, key words and idiomatic expressions
Contribute to classroom discussions by giving suggestions, describing past events and expressing intentions</td>
</tr>
</table>

ESOL 3
STRAND–Listening (Continued)

English language students will. . .

	C. Respond to simple requests for clarification	a. Restates/rephrases the question, information, and/or main idea
	D. Distinguish language used in informal vs. simple formal situations (i.e., pay attention to register)	a. Actively listen and follow directions during an interview b. Contribute to classroom discussions by giving suggestions, describing past events and expressing intentions
	E. Give, comprehend, and follow multiple-step (four or more steps) instructions for familiar processes or procedures	a. Comprehend multiple-step instructions for familiar processes or procedures b. Follow multiple-step instructions for familiar processes or procedures c. Give multiple-step instructions for familiar processes or procedures
3. **Use a variety of strategies to acquire and comprehend spoken English.**	A. Use context clues to understand main ideas and identify details	a. Pronounce minimal pairs and reductions b. Use phrases and sentences showing evidence of connected discourse such as "and," "but," "first," "then," "next," "last," "because," "however," "therefore"

ESOL 3
STRAND–Listening (Continued)

English language students will. . .

	B. Produce simple statements, questions, and commands using familiar vocabulary	a. Produce simple statements using familiar vocabulary b. Produce simple questions and commands using familiar vocabulary

ESOL 3
STRAND–Speaking/Pronunciation

English language students will. . .

1. **Express themselves orally in English for a variety of purposes.**	A. Produce simple statements, questions, and commands using familiar vocabulary	a. Actively listen and follow directions during an interview b. Describe past routines and abilities c. Ask simple questions about job, assignments, etc. d. Answer simple questions about job, assignments, etc. e. Ask others to perform a task, assignment, or job
	B. Participate in routine social conversations in familiar context (e.g., shopping, employment, school)	a. Actively listen and follow directions during an interview b. Express simple feelings c. Have conversations with other students, friends, family on familiar topics
	C. Contrast/produce end-of-question-and -sentence intonation	a. Identify/describe hypothetical events, problems, and situations using correct intonation b. Use the correct intonation at the end of sentences
	D. Contribute to classroom discussions by giving suggestions, describing past events and expressing intentions	a. Provide and take advice and suggestions b. Identify/state possibilities and probabilities c. Remind/interrupt politely d. Rephrase presentations, identifying the purpose, main idea, key words, and idiomatic expressions

ESOL 3
STRAND–Speaking/Pronunciation (Continued)

English language students will. . .

				e.	Participate in social conversations held in pairs or in groups by asking and responding to questions providing advice or reminders, granting permission, describing past events and routines, and posing hypothetical questions using varied vocabulary
				f.	Analyze presentations and social discourse in multiple contexts
2.	**Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English.**	A.	Give simple two- or more-step directions	a.	Given/comprehend and follow multiple-step (two or more steps) directions
				b.	Give instructions for familiar processes or procedures
		B.	Use simple expressions of satisfaction/ dissatisfaction and agreement/ disagreement	a.	Use simple expressions of satisfaction/dissatisfaction
				b.	Use simple expressions of agreement/disagreement
		C.	Express lack of understanding and ask for repetition or clarification	a.	Ask for repetition or clarification
				b.	Express lack of understanding
				c.	Respond to a request for repetition or clarification
				d.	Respond to an expression of misunderstanding

ESOL 3
STRAND–Speaking/Pronunciation (Continued)

English language students will. . .

	D.	Contrast/produce phonemes needed to enhance comprehensibility (e.g., based on students' needs–/I/ vs. /r/ or /th/vs/ t/)	a. b.	Produce phonemes needed to enhance comprehensibility Contrast phonemes needed to enhance comprehensibility
	E.	Contrast/produce stress of multi-syllabic words	a. b.	Contrast multi-syllabic words Produce stress of multi-syllabic words
	F.	Contrast/produce short and long vowel sounds (based on students' needs)	a. b.	Produce short and long vowel sounds Contrast short and long vowel sounds
	G.	Recognize/produce "schwa" sound used in unstressed syllables	a. b.	Produce "schwa" sound used in unstressed syllables Recognize "schwa" sound in written text
	H.	Recognize/produce s-ending sounds: /s/, /z/, /lz/	a. b.	Produce s-ending sounds Recognize s-ending sounds in written text
	I.	Recognize/produce -ed ending sounds: /t/, /d/, and /id/	a. b.	Produce -ed ending sounds Recognize -ed ending sounds in written text
3. **Use a variety of strategies to acquire and convey meaning through spoken English.**	A.	Use a variety of strategies to acquire and convey meaning through spoken English	a. b.	Pronounce minimal pairs and reductions Use phrases and sentences, showing evidence of connected discourse such as "and," "but," "first," "then," "next," "last," "because," "however," "therefore"

ESOL 3
STRAND–Speaking/Pronunciation (Continued)

English language students will. . .

	B.	Recognize, reproduce pronunciation of "chunks" (words that often go together) linking the words together	a. Identify "chunks" in written text b. Reproduce pronunciation of "chunks"
	C.	Recognize shift in meanings when using different emphases in sentence stress	a. Practice reading aloud using different emphases in sentence stress b. Analyze presentations and social discourse in multiple contexts

ESOL 3 STRAND–Reading				
English language students will. . .				
1. Read and comprehend a variety of English texts for various purposes.	A.	Recognize most standard words on a personal information form (e.g., employment history, education, references)	a.	Recognize that the same thing has been said that another was saying (e.g., synonyms, circumlocution)
			b.	Identify/state cause-and-effect relationships in text
	B.	Locate a word, number, or item in alphabetical or numeric order (e.g., short articles, job announcements, brochures, etc.)	a.	Arrange words alphabetically or numerically
			b.	Locate a short article, job announcement, brochure, etc. arranged in alphabetical or numerical order
	C.	Read and use reference materials such as dictionaries, thesauri, and simple computer technologies	a.	Read purposeful and varied vocabulary needed to ask for and give advice, suggestions, permission, and reminders; describe past routines and events; propose hypothetical theories; and state intentions, possibilities and probabilities
			b.	Use knowledge of root words and affixes to determine the meaning of many unknown words
			c.	Access and locate information through tables of contents, indexes, glossaries, titles, and headings, as well as simple computer software

English language students will. . .

	D.	Use a standard dictionary to determine meanings of unknown words (e.g., words with multiple meanings, idioms) and a thesaurus to find synonyms and antonyms	a. Paraphrase main points of a story and include a scenario; look up unknown words in a dictionary b. Use knowledge of root words and affixes to determine the meanings of many unknown words c. Determine the intended meaning of words with multiple meanings using word, sentences, and paragraph clues d. Access and locate information through tables of contents, indexes, glossaries, titles, and headings, as well as simple computer software
2. **Acquire vocabulary and apply knowledge of English language structure and mechanics to read and comprehend written text.**	A.	Identify the main idea, chronological order, and simple transitions in texts on familiar subjects	a. Identify main idea and simple transitions in written text b. Arrange story in chronological order
	B.	Read and comprehend short stories and descriptive passages that are related to the ESOL 3 functioning level grammar	a. Read short stories and identify main idea b. Comprehend descriptive passages
	C.	Identify basic story elements, cause/effect, and fact/opinion	a. Identify basic story elements of cause/effect b. Identify fact/opinion in written text

ESOL 3
STRAND–Reading (Continued)

English language students will. . .

	D. Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "give me a hand," "scared silly," "piece of cake")	a. Use idiomatic expressions appropriately b. Rephrase passages by using idiomatic expressions
	E. Identify the purpose, main ideas, key words, and important details in text that requires some level of inference	a. Identify/state cause-and-effect relationships in text b. Read purposeful and varied vocabulary needed to ask or and give advice, suggestions, permission, and reminders; describe past routines and events; propose hypothetical situations; and state intentions, possibilities and probabilities
3. **Use a variety of strategies to comprehend written English.**	A. Apply sound/symbol relationships to decoding new words in context	a. Read orally and decode new words b. Answer reading comprehension questions c. Read simple paragraphs and decode new words d. Read at the sentence level
	B. Apply simple context clues to determine the meaning of new words	a. Recognize basic words with prefixes and suffixes b. Recognize and pronounce consonant blends and diphthongs c. Recognize pronoun antecedents

ESOL 3
STRAND–Reading (Continued)

English language students will. . .

		d.	Determine the intended meaning of words with multiple meanings using word, sentence, and paragraph clues
	C. Locate information in graphic form	a.	Comprehend and follow written multi-step instructions to perform routine procedures or to answer questions
		b.	Distinguish facts from opinions in common persuasive text (e.g., ads, product labels, etc.)

ESOL 3
STRAND–Writing/Grammar

(Grammar is not explicitly tested by either BEST Literacy and BEST *Plus* or CASAS; therefore, grammar levels may need to be adjusted/ tailoring the levels to meet the needs of the students.)

English language students will. . .

1. Express themselves in written English for a variety of purposes.	A. Write simple sentences from dictation	a. Use correct capitalization and punctuation (comma, period, question mark, apostrophe, etc.) b. Take dictation on familiar texts
	B. Complete simple forms (e.g., applications for job or check cashing)	a. Fill out job/employment fact sheet b. Fill out a check correctly c. Fill out application for loans, check cashing, school, financial aid, etc.
	C. Apply basic capitalization, spelling, and punctuation rules when writing	a. Spell acquired vocabulary b. Apply basic capitalization and punctuation rules when writing
	D. Write text up to two paragraphs with a clear organization including introduction, general supporting ideas, level-appropriate vocabulary and functions (e.g., possibilities, probabilities), and variety in sentence structure	a. Indent new paragraphs b. Apply basic capitalization and punctuation rules when writing c. Demonstrate control over simple sentence patterns and complex sentences using compound subjects and/or verbs
2. Acquire vocabulary and apply knowledge of English language structure and mechanics in writing.	A. Write simple instructions (e.g., recipes)	a. Write simple instructions b. Apply simple punctuation rules
	B. Write simple directions to a familiar location	a. Write postcards, simple notes, and telephone messages including simple directions to a place or party

ESOL 3
STRAND–Writing/Grammar (Continued)

(Grammar is not explicitly tested by either BEST Literacy and BEST *Plus* or CASAS; therefore, grammar levels may need to be adjusted/ tailoring the levels to meet the needs of the students.)

English language students will. . .

		b. Write simple directions to a familiar location
	C. Write short notes (e.g., to school, neighbor, coworker)	a. Write postcards, simple notes, telephone messages, etc. b. Write short notes to child's teacher or school c. Write short notes to a neighbor or coworker
	D. Take notes on familiar material presented orally	a. Take dictation notes on familiar texts b. Identify parts of speech in orally presented material
	E. Use simple past tense in written text	a. Use simple past tense in written text b. Identify simple past tense in a written text
	F. Use future tense (will + verb and be going to + verb) in written test	a. Use future tense in written text b. Identify future tense in written text
	G. Use present perfect tense in high-frequency situations (e.g., "I have lived here for. . .") In written text	a. Use present perfect and past tense in written text b. Be introduced to past progressive: "-ing" c. Be introduced to common irregular verbs d. Be introduced to two-part verbs related to content: give back, pick up, etc.

ESOL 3
STRAND–Writing/Grammar (Continued)

(Grammar is not explicitly tested by either BEST Literacy and BEST *Plus* or CASAS; therefore, grammar levels may need to be adjusted/ tailoring the levels to meet the needs of the students.)

English language students will. . .

	H. Use simple modals (e.g., can/could, may/might, shall/should, will/would, must) in written affirmative and negative expressions	a. Use simple modals in written text b. Identify simple modals in written text
	I. Write simple expressions for giving advice, inviting, and expressing regret	a. Use simple verb forms: past, present, future; progressive; past, present; auxiliaries in written text b. Use "be" vs. other verbs in written text c. Use adjectives and adverbs: positives, comparatives, superlatives in written text d. Use subject-verb agreement in written text e. Use verbs in the affirmative, negative, and interrogative of the present perfect and present perfect progressive tenses in written text f. Use present real conditional (if..., will...) in written text g. Use habitual past (e.g., used to, would) in written text h. Use reflexive pronouns in written text

ESOL 3
STRAND–Writing/Grammar (Continued)

(Grammar is not explicitly tested by either BEST Literacy and BEST *Plus* or CASAS; therefore, grammar levels may need to be adjusted/ tailoring the levels to meet the needs of the students.)

English language students will. . .

		i. Use connectors (and, however, therefore, etc.) and related punctuation (colon, semicolon, comma) in written text j. Use common idioms (e.g., piece of cake) in written text
	J. Use comparatives and superlatives (tall, taller, tallest; more_____, most___) in written text	a. Use comparatives and superlatives in written text b. Identify comparatives and superlatives in a written text
	K. Use adverbs + infinitive (e.g., want to ___, need to ___, like to___) in written text	a. Use adverbs + infinitive in written text
	L. Use possessive pronouns (e.g., mine, his, hers, theirs, ours) in written text	a. Use possessive pronouns in written text b. Identify possessive pronouns in a written text
	M. Use possessives (e.g., girl's, Tom's) in written text	a. Use possessives in written text b. Identify possessives in a written text
	N. Use conjunctions (e.g., and, or, but, either, neither) in written text	a. Use conjunctions in written text b. Identify conjunctions in a written text
	O. Use polite expressions (e.g., would rather, would you mind) in written text	a. Use polite expressions in written text b. Identify polite expressions in a written text

ESOL 3
STRAND–Writing/Grammar (Continued)

(Grammar is not explicitly tested by either BEST Literacy and BEST *Plus* or CASAS; therefore, grammar levels may need to be adjusted/ tailoring the levels to meet the needs of the students.)

English language students will. . .

3. Use a variety of strategies to acquire language and convey meaning through written English.	A. Compose short, simple letters (e.g., requests and offers)	a. Write postcards, simple notes, telephone messages, etc. b. Use rules for plurals in written text c. Write yes/no questions d. Use agreement negative (either and neither) in written text
	B. Write a descriptive paragraph on familiar topics (e.g., special place, tradition, event, etc.)	a. Write a descriptive paragraph on familiar topics that is organized appropriately b. Listen to an orally presented paragraph and identify key ideas c. Demonstrate control over simple sentence patterns and complex sentences using compound subjects and/or verbs d. Write short, clear, detailed narratives, formal and informational, that are organized appropriately e. Apply punctuation for this level correctly
	C. Write texts, up to and including paragraphs, in the form of formal and informal letters, hypothetical situations and solutions, detailed messages, and short narratives	a. Write short, clear, detailed letters, formal and informal (including job application letters and requests for assistance and information) that are organized appropriately

ESOL 3
STRAND–Writing/Grammar (Continued)

(Grammar is not explicitly tested by either BEST Literacy and BEST *Plus* or CASAS; therefore, grammar levels may need to be adjusted/ tailoring the levels to meet the needs of the students.)

English language students will. . .

		b. Write about hypothetical situations and their solutions
		c. Write detailed telephone or other messages
		d. Apply punctuation for this level correctly
	D. Create graphic organizers	a. Create graphic organizers for written assignments
		b. Use graphic organizers for written assignments
	E. Independently use graphic organizers or organized writing plans (e.g., mind maps, outlines) for written text	a. Use an organized writing plan for written assignments
		b. Use mind maps and outlines to organize writing assignments

Suggested Curriculum Materials for ESOL 3

BOOKS

504 Absolutely Essential Words

Active Listening (pronunciation)

At Home in Two Lands (reading)

Basic English for Adult Competency (grammar, thinking skills, survival skills, reading)

Basic Grammar in Use, by Raymond Murphy (Press Syndicate of the University of Cambridge)

Basic Oxford Picture Dictionary–Literacy Program (red three-ring binder)

Basic Oxford Picture Dictionary–Teacher's Resource Book

Basic Oxford Picture Dictionary–Red

Basic Oxford Picture Dictionary Workbook–Red

Beginning English Grammar

Building Real Life English Skills

Clear Speech From the Start, by Judy Gilbert (Press Syndicate of the University of Cambridge)

Communication for Today Level 3 – Book, Workbook, Teacher's Edition (Steck-Vaughn Company)

Day by Day: English for Employment Communication, by Molinsky and Bliss (Pearson Education Group–Longman)

Easy Stories Plus, by Ann Gianola (New Readers' Press)

English ASAP, Literacy Level 3

English in Action Book 2 by Barbara H. Foley and Elizabeth R. Neblett (Thomson-Heinle & Heinle)

English in Action Book 3, by Barbara H. Foley and Elizabeth R. Neblett (Thomson-Heinle & Heinle)

English in Action Book 3 CD

English in Action Book 3 Teacher's Manual

English for Spanish Speakers Book 2–Blue

English for Spanish Speakers Book 3–Orange

Even More True Stories (reading)

Expressway: English for Communications, Book 2, by Molinsky and Bliss (Pearson Education Group–Longman)

Focus on Grammar–Beginning

Foundations by Steven Molinsky and Bill Bliss (Pearson Education Group–Longman and Prentice-Hall Regents)

Fundamentals of English Grammar by Azar (Prentice Hall Regents)

Going Places 2 (Life Skills)

Grammar in Context 2

Grammar in Use, Basic

Health for Ages 10 to Adult

Keys to Learning, by Cahmot, Keatly, and Anstrom (Pearson Education Group–Longman)

Language Exercises for Adults (A-D)

Laubach Way to English Level 3–Correlated Reader (New Readers' Press)

Laubach Way to English Level 3–Correlated Reader: Teacher's Edition (New Readers' Press,)

Laubach Way to English Level 3–Skills Book (New Readers' Press,)

Laubach Way to English Level 3–Skills Book: Teacher's Edition (New Readers' Press)

Laubach Way to English Level 3–Workbook (New Readers' Press)

Laubach Way to English Level 3–Workbook: Teacher's Edition (New Readers' Press)

Laubach Way to English Level 4–Correlated Reader (New Readers' Press)

Laubach Way to English Level 4–Correlated Reader: Teacher's Edition (New Readers' Press)

Laubach Way to English Level 4–Skills Book (New Readers' Press)

Laubach Way to English Level 4–Skills Book: Teacher's Edition (New Readers' Press)

Laubach Way to English Level 4–Workbook (New Readers' Press)

Laubach Way to English Level 4–Workbook: Teacher's Edition (New Readers' Press)

Laubach Way to Reading, by Frank C. Laubach, Elizabeth Kirk, and Robert Laubach (New Readers' Press)

Line by Line, by Steven J. Molinsky and Bill Bliss (Prentice Hall Regents)

Math Skills for the Workforce–Measurement, Geometry, and Algebra (Steck-Vaughn Company)

New Horizons in English Level 3 (Pearson/Addison Wesley)

New Horizons in English Level 3–Teacher's Edition (Pearson/Addison Wesley)

New Horizons in English Level 3–Workbook (Pearson/Addison Wesley)

New Oxford Picture Dictionary

New Oxford Picture Dictionary Beginner's Workbook

New Oxford Picture Dictionary Intermediate Workbook

Newspaper cartoons (for reading, culture, and thinking skills)

Oxford Picture Dictionary (vocabulary)

Oxford Picture Dictionary Beginning Workbook

Oxford Picture Dictionary Grammar Activities

Pronunciation Drills, by Edith Trager (ESL Publications)

Pronunciations Drills in Depth, by Edith Trager (ESL Publications)

Pronunciation Pairs, by Bakes and Goldstein (Press Syndicate of the University of Cambridge)

Picture Stories, by Ligon and Tannenbaum (Pearson Education Group–Longman)

Putting English to Work

Real-Life English (Life Skills)

Real-Life English Level 3 (Steck-Vaughn Company)

Real-Life English Level 3–Teacher's Edition (Steck-Vaughn Company)

Real-Life English Level 3–Workbook (Steck-Vaughn Company)

Reading for Today Level 3 (Steck-Vaughn Company)

Reading for Today Level 3–Teacher's Edition (Steck-Vaughn Company)

Reading for Today Level 3–Workbook (Steck-Vaughn Company)

Reading Skills for Life

Sequential Structural Patterns for ESL Students (Grammar, Writing, Reading)

Side by Side 1, Third Edition Steven J. Molinksy and Bill Bliss (Pearson Education Group– Longman) An all-skills program that integrates conversation practice, reading, writing, and listening, four levels each has: student books, activity workbooks, teacher's guide, and audio program.

Side by Side 2, by Steven J. Molinksy and Bill Bliss (Pearson Education Group– Longman)

Side by Side 2–Workbook, by Steven J. Molinksy and Bill Bliss (Pearson Education Group– Longman)

Side by Side Beginning Workbook (blue)*,* by Steven J. Molinksy and Bill Bliss (Pearson Education Group– Longman)

Stand Out (Life Skills)

Step Forward 2 (Oxford University Press)

Stories Plus by Ann Gianola (New Readers' Press)

Survival English 2 (grammar, Life Skills)

Survival English: English Through Conversation–Volume I, by Lee Mosteler and Michelle Haight (Prentice Hall Regents,)

Teaching Ideas for ESL Classes (grammar, speaking, reading, listening, writing)

The New Grammar in Action, Volume 1, by Foley and Neblitt (Heinle & Heinle)

True Stories in the News

Very Easy True Stores by Sandra Heyer (Pearson Education Group–Longman)

Vocabulary in Use–Intermediate

Word by Word Basic Beginning Workbook (light blue) (Pearson Education Group–Longman)

Word by Word Basic Literacy Workbook (white) (Pearson Education Group–Longman)

Word by Work Beginning Workbook (blue) (Pearson Education Group–Longman)

Word by Work Handbook of Vocabulary Teaching Strategies (Pearson Education Group–Longman)

Word by Word Intermediate Workbook (green) (Pearson Education Group–Longman)

Word by Word Literacy Workbook (yellow) (Pearson Education Group–Longman)

Word by Word Picture Dictionary (blue), by Steven J. Molinsky and Bill Bliss (Pearson Education Group–Longman)

Word by Word Picture Dictionary Beginning Workbook, by Steven J. Molinsky and Bill Bliss (Pearson Education Group–Longman)

Word by Word Song Book

Word by Word (three-ring binder)

Working in English: Book I, by Marianne Brems (McGraw-Hill/Contemporary)

Workplace Plus: Living and Working in English, by Joan Saslow and Tim Collins

SOFTWARE

Easy English: Academic Success for You, by Brian Buntz and Steve Hambright (Digital Education Productions) This is a computer-assisted language program that is reasonably priced. There are six units.

ELLIS Basics 3.0 (thematic scope/sequence; class/computer instruction; grammar, speaking, reading, listening, culture, survival skills, technology) This is a program that includes video clips of actual speakers in social situations with a complex interface that allows the user to explore the language at a number of levels. Users can slow the speech down, view articulation diagrams to see how sounds are produced, choose to explore idioms and cultural expressions, play a role in a dialogue, and test their comprehension of the dialogue.

The Rosetta Stone Language Library (Fairfield Language Technologies) Appropriate for ESOL Levels 1-3. Introduces vocabulary slowly, having the students click on one of four choices displayed. The full version covers quite few vocabulary structures. Theoretically, students are supposed to learn the same way they learned their first language–by just listening, clicking, and breezing though the program.

The Rosetta Stone Language Library–English 1

The Rosetta Stone Language Library–English 1 User's Guide

The Rosetta Stone Language Library–English 2

The Rosetta Stone Language Library–English 2 User's Guide

Tell Me More–Teacher's Guide

Tell Me More–User's Guide

Tell Me More–Workbook 1

Tell Me More–Workbook 2

VIDEO

Grammar Rock–Schoolhouse Rock video

TEACHER RESOURCES

Adult Education EL/Civics Syllabus (USOE)

Teaching Ideas for ESL Students (old book yellow, new book red), USOE

Sequential Structural Patterns for ESL Students for the Advancement of Adult English Language Learners (light blue), USOE

Tennessee Adult ESOL Curriculum Resource Book (USOE)

Common American Phrases

SOS–Speaking of Survival (cassette tape)

501 Spanish Verbs

501 English Verbs

Idioms for Everyday Use

504 Absolutely Essential Words

Functional English (large green plastic binder)

Ingles sin Barreras El Video–Maestro de Ingles (Cuaderno de ejercicios) Set of 12 videos, each with a book, workbook, and tape, appropriate for ESOL Levels 1-4. Designed for Spanish speakers.

BOOK PUBLISHERS

ESL Publications, Ohio State University, 1320 Kinnear Road Columbus, OK 43212; Website: http://esl.eng.ohio-state.edu/publications.php

Fairfield Language Technologies, 165 South Main Street, Harrisonburg, VA 22801; Phone: 1-540-432-0953 or 1-800-788-0822; Fax: 1-540-432-0953; Web Site: http://www.trstone.com; E-mail: info@trstone.com

Heinle & Heinle; Phone: 1-800-354-9706

McGraw-Hill/Contemporary; Website: http://www.contemporarybooks.com

New Readers' Press, U.S. Publishing Division of Laubach Literacy International, Box 131, Syracuse, NY 13210; Phone: 1-800-448-8878; Website: http://www.newreaderspress.com; E-mail: nrp@laubach.org

Oxford University Press, 200 Madison Ave, New York, NY 10016 USA
Pearson/Addison Wesley, 2725 Sand Hill Road, Menlo Park, CA 94025; Phone: 1-415-854-0300; Website: http://www.aw-bc.com

Pearson Education Group–Longman, P.O. Box 2649, Columbus, OH 43216-2649

Prentice-Hall Regents, Upper Saddle River, NJ 07458; Prentice-Hall Regents Order Department, 200 Old Tappan Road, Old Tappan, NJ 07675; Phone: 1-800-223-1360; Fax: 1-800-445-6991; Website: http://wwwphregents.com

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Intercultural Knowledge and Skills and Developing Strategies and Resources for Learning

The Listening, Speaking, Reading, and Writing strands have benchmarks, while Intercultural Knowledge and Skills, Navigating Systems, and Developing Strategies and Resources for Learning do not. These latter three strands cannot be measured by benchmarks and proficiency levels in the same way that oral and literacy skills can be. Nor can they be assessed using BEST Literacy, BEST *Plus* or CASAS, which measure English oral or writing proficiency.

The skills described in Intercultural Knowledge and Skills, Navigating Systems, and Developing Strategies and Resources for Learning are, however, vitally important to teach and measure informally in the classroom. The Life Skills areas of the EL/Civics syllabus are very similar. It is important to teach health, housing, banking, transportation, etc., as part of Navigating Systems and Developing Strategies and Resources for Learning. Most of the skills needed in the civics area can be taught through use of the Reading, Writing, Speaking and Listening strands using class/student needs as the guide for how much or how little of these areas of focus need to be taught.

STRAND	STANDARD
Developing Strategies and Resources for Learning	*English language students will be able to. . .* 1. Develop and use strategies to set and achieve personal goals. 2. Develop and use memory strategies. 3. Develop and use study skills for formal education. 4. Identify and use independent language learning opportunities inside and outside of the classroom. 5. Identify their learning strengths and weaknesses and develop effective personal language learning strategies. 6. Develop and use affective strategies to manage feelings about language learning. 7. Develop and use social strategies for language learning.

ESOL 3 STRAND–Developing Strategies and Resources for Learning	
STANDARD	**SYLLABUS–Education**
English language students will be able to. . . 1. Develop and use strategies to set and achieve personal goals. 2. Develop and use memory strategies. 3. Develop and use study skills for formal education. 4. Identify and use independent language learning opportunities inside and outside of the classroom. 5. Identify their learning strengths and weaknesses and develop effective personal language learning strategies. 6. Develop and use affective strategies to manage feelings about language learning. 7. Develop and use social strategies for language learning.	1. Verbalize the importance of continued education, including English language skills, to benefit self and employment 2. Verbally explain the different types of education that are available (i.e.,applied technology centers, colleges, universities) 3. Further expand and update his/her SEOP 4. Verbally explain his/her rights of access to educational systems and/or programs 5. Verbally demonstrate an understanding of why teachers cannot physically discipline students

STRAND	STANDARD
Intercultural Knowledge and Skills	*English language students will be able to. . .* 1. Identify and describe the significance of cultural images and symbols–U.S. cultures and their own. 2. Analyze everyday behaviors in U.S. culture and compare and contrast these with their own. 3. Identify culturally-determined behavior patterns. 4. Analyze and describe diversity in U.S. cultures. 5. Compare and contrast the differences and similarities in the values and beliefs of their own culture and the U.S. cultures, and the balance that must be struck between acculturation and preserving their own culture. 6. Recognize cultural stereotypes–favorable and discriminatory–and describe how they impact their own and others' behavior. 7. Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture.

Public and Community Service
Health

ESOL 3 STRAND–Navigating Systems		
STANDARD	**SYLLABUS–Public and Community Services**	**SYLLABUS–Health**
English language students will be able to. . . 1. Describe their public/community service and health care needs. 2. Identify and locate particular systems connected to the specific identified needs. 3. Develop the skills needed to act within these systems to meet their public/community service and health care needs. 4. Assess whether these systems have responded to their needs, determine/ revise steps, and challenge these systems if they choose.	1. Verbally describe how to mail packages 2. Demonstrate how to access U.S. Mail services (e.g., purchase stamps, complete changes of address, overnight mail, regular mail, airmail, etc.) with some assistance 3. Verbally describe how to apply for a library card 4. Explain basic rules for using the library 5. Physically find needed public/community services 6. Verbally explain how to access volunteer income tax assistance (VITSA)	1. Follow verbal directions to rooms/services within a clinic/ hospital 2. Demonstrate how to purchase over-the-counter medications, and be able to verbally explain the directions associated with the medication 3. Verbally describe basic nutrition information 4. Be introduced to mental health services (e.g., brain disorder problems, etc.) 5. Make an appointment (dentist, doctor, etc.) with minimal assistance 6. Explain the importance of physical fitness

Housing
Life Skills

ESOL 3 STRAND–Navigating Systems		
STANDARD	**SYLLABUS–Housing**	**SYLLABUS–Life Skills**
English language students will be able to. . . 1. Describe their housing and life skills needs. 2. Identify and locate particular systems connected to the specific identified needs. 3. Develop the skills needed to act within these systems to meet their housing and life skills needs. 4. Assess whether these systems have responded to their needs, determine/ revise steps, and challenge these systems if they choose.	1. Ask/answer simple questions about basic housing needs (utilities, deposit, rent, number of occupants, etc.) 2. Verbally explain process of having utilities connected 3. Role play a conversation with a landlord or apartment manager using both questions and answers 4. Verbally explain ways to solve simple housing problems (e.g., finding an apartment, late rate payments, etc.) 5. Verbally recall housing advertising abbreviations 6. Report problems to landlord both orally and in writing	1. Use voice-mail basics 2. Verbally demonstrate understanding of job advertising (e.g., what type of job, when the job is located, etc.) 3. Participate in introduction and use of idioms in conversation 4. Access interpretive services when necessary 5. Have basic knowledge of how funerals and burials are conducted in the U.S. 6. Have an introduction to job descriptions and job applications of local businesses 7. Use a basic bilingual dictionary to understand meanings of English words 8. Verbally explain how to achieve U.S. citizenship 9. Create and explain the need for a basic budget 10. Verbally state excuses/apologies 11. Recognize restaurant menu items/prices 12. Order from a menu 13. Use a phone book to locate places of business, libraries, schools, etc. 14. Read and follow to completion simple directions on products (e.g., food, appliances, etc.) and recipes

ESOL 3 STRAND–Navigating Systems (Continued)		
STANDARD	**SYLLABUS–Housing**	**SYLLABUS–Life Skills**
English language students will be able to. . . 1. Describe their housing and life skills needs. 2. Identify and locate particular systems connected to the specific identified needs. 3. Develop the skills needed to act within these systems to meet their housing and life skills needs. 4. Assess whether these systems have responded to their needs, determine/ revise steps, and challenge these systems if they choose.		15. Verbally describe how to access a variety of restaurants 16. Verbally explain the different types of restaurants (i.e., buffet, drive-through, etc.)

Consumerism/Shopping
Transportation

ESOL 3 STRAND–Navigating Systems		
STANDARD	**SYLLABUS–Consumerism/Shopping**	**SYLLABUS–Transportation**
English language students will be able to... 1. Describe their consumerism/shopping and transportation needs. 2. Identify and locate particular systems connected to the specific needs they have identified. 3. Develop the skills needed to act within these systems to meet their consumerism/shopping and transportation needs. 4. Assess whether these systems have responded to their needs, determine/ revise steps, and challenge these systems if they choose.	1. Verbally explain credit card obligations 2. Verbally describe loan obligations 3. Verbally ask for help and directions, demonstrating understanding and responding with additional clarification 4. Be introduced to the credit concept, credit history, and how it is used 5. Recognize a product scanning error at the store 6. Demonstrate basic price comparison shopping skills 7. Demonstrate ability to exchange an item 8. Verbally request refunds 9. Read and verbally explain clothing care labels	1. Read bus and train schedules 2. Ask for and follow directions for a recipe, to find a place, person, or thing, etc. 3. Verbally and visually identify basic car parts

Banking
Money

ESOL 3 STRAND–Navigating Systems		
STANDARD	**SYLLABUS– Banking**	**SYLLABUS– Money**
English language students will be able to... 1. Describe their banking and money needs. 2. Identify and locate particular systems connected to the specific needs they have identified. 3. Develop the skills needed to act within these systems to meet their banking and money needs. 4. Assess whether these systems have responded to their needs, determine/ revise steps, and challenge these systems if they choose.	1. Verbally described the basics of opening a checking or savings account 2. Verbally explain the purpose of savings and checking accounts 3. Verbally explain banking safeguards (e.g., federal deposit insurance [FDIC], National Credit Union Association, loss of checkbook, loss of check cards, etc.)	1. Verbally explain the various methods of sending money out of the United States 2. Demonstrate how to read a currency exchange chart 3. Use multiplication and division in day-to-day activities

Parenting Skills
Work

ESOL 3 STRAND–Navigating Systems		
STANDARD	**SYLLABUS– Banking**	**SYLLABUS– Money**
English language students will be able to... 1. Describe their parenting and work needs. 2. Identify and locate particular systems connected to the specific needs they have identified. 3. Develop the skills needed to act within these systems to meet their parenting and work needs. 4. Assess whether these systems have responded to their needs, determine/ revise steps, and challenge these systems if they choose.	1. Verbally explain laws related to children and families (e.g., legal ages for smoking, drinking, curfew, driving, and marriage; abuse and neglect, etc.) 2. Write simple notes to child's school 3. Verbally state understanding of basic laws and rights of child's education 4. Verbally state un understanding of school rules and regulations regarding children, as well as the consequences associated with breaking rules 5. Verbally state personal safety issues for self and child 6. Verbally state understanding of the distinction Americans make between discipline and child abuse	1. Read "help wanted" advertisements with assistance 2. Verbally state and write employment skills in simple terms 3. Explain previous work experience verbally and in writing 4. Verbally make inquiries about salary, employment starting dates, work hours, payday, sick leave, and days off 5. Visually recognize work safety signs 6. Demonstrate basic understanding of job interviewing techniques 7. Demonstrate basic understanding of body language, eye contact, etc. 8. Fulfill simple job requirements, directions, or duties, and verbalize simple problems related to job operations 9. Verbally state the basics of unemployment insurance as it relates to loss of job

Laws and Government
History

ESOL 3		
STRAND–Navigating Systems		
STANDARD	**SYLLABUS– Laws and Government**	**SYLLABUS– U.S. History**
English language students will be able to... 1. Describe their law/ government and history needs. 2. Identify and locate particular systems connected to the specific needs they have identified. 3. Develop the skills needed to act within these systems to meet their law/ government and history needs. 4. Assess whether these systems have responded to their needs, determine/ revise steps, and challenge these systems if they choose.	1. Verbally explain traffic laws 2. With assistance, complete and file income tax forms 3. Verbally explain the difference between visas, work permits, green cards, etc. 4. Verbally explain the benefits of citizenship, including voting rights 5. Verbally explain hunting and fishing regulations 6. Verbally explain the terms and conditions of his/her U.S. Citizenship and Immigration Services (USCIS) statute 7. Obtain/renew a driver's license with assistance (e.g., interpreter, special test, etc.) 8. Verbally explain the necessity of converting refugee status after one year 9. Verbally use basic core vocabulary for the courtroom 10. Verbally recognize and identify governmental and non-governmental organizations and their purposes	1. Verbally explain basic governmental structure 2. Verbally explain the steps to citizenship with USCIS rules and regulations 3. Verbally explain U.S. voting procedures 4. Verbally explain issues that could prevent citizenship 5. Use maps to identify locations within his/her neighborhood 6. Draw basic map of his/ her local area Citizenship questions 6, 49, 50, 52, 53, 57, 69 Senior questions 6, 50

ESOL Framework Glossary

Academic achievement standards. The expected performance of students based on measures of academic achievement; for instance, "All students will score at least 76 percent correct on the performance-based assessment."

Academic content standards. Standards developed to demonstrate what is expected of all students in the content areas.

Academic English. The National Center for Research on Cultural Diversity and Second Language Learning defines academic language broadly to include:
1. Semantic and syntactic features such as vocabulary items, sentence structure, transition markers, and cohesive ties; and
2. Language functions and tasks that are part of the social studies classroom routine, such as defining terms, explaining historical significance, reading expository text, and preparing research reports.

Academic English is also defined as the ability to read, write, and engage in substantive conversations about math, science, history, and other school subjects.

Academic (or basic) skills-based approach. Focus on skill development in reading, writing, and English language acquisition. Basic skills curricula usually consist of a sequence of skills that are introduced and practiced at higher levels of complexity as students advance within the program.

Accommodation. Adapting language (spoken and/or written) to make it more understandable to second language students. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

Accountability. The extent to which a teacher and/or program is held responsible for meeting specified outcomes measures. Accountability systems require programs to provide substantiated evidence a student achievement *(e.g., educational achievement, entry into employment, receipt of a high school credential)* as a condition of funding.

Adapted material. Authentic texts and other materials that have been modified for lower-level or struggling students. The format, vocabulary, grammatical forms, or sentence structure of authentic materials can be adapted. (See "Simplified materials" and "Authentic materials.")

Additive bilingualism. One of two contextual concepts which explain the possible outcomes of second language learning. Additive bilingualism occurs in an environment in which the addition of a second language and culture does not replace the first language and culture; rather, the first language/culture are promoted and developed, such as in dual-language programs or developmental bilingual education programs. Additive bilingualism is linked to high self-esteem, increased cognitive flexibility, and higher levels of proficiency in the second language. The opposite of subtractive bilingualism.

Adjective. A word that describes a noun; often answers the question "What kind of . .?" (The *big* dog.)

Adverb. A word that describes a verb, an adjective or another adverb. Some types of adverbs are:
a. Frequency – always, usually, often, sometimes, seldom, never, etc.
b. Manner – slowly, quickly, carefully, happily, sadly, etc.
c. Time – after, before, when, while, since, until, etc.

Affective filter. A metaphor that describes a learner's attitudes that affect the relative success of second language acquisition. Negative feelings such as lack of motivation, lack of self-confidence, and learning anxiety act as filters that hinder and obstruct language learning.

Affective strategies. Strategies that link learning with feelings, a powerful influence on storage and retrieval of learning. These strategies focus on motivation, anxiety, and self-encouragement.

Affirmative verb forms. Regular or positive forms *(e.g., I eat pizza. He eats tacos.)*.

Affix. A meaningful form that is attached to a word to make a more complex word (*un* + kind + ness); a word part that is added to a base word that changes the meaning or the part of speech; both prefixes and suffixes are affixes.

Alignment. A documented connection among standards, teaching, learning, and assessment. Alignment is essential to fairness in an accountability system. Only when the components are aligned can programs expect to see higher outcomes and sustainable program improvement.

Antonym. A word of opposite meaning (e.g., "hot" and "cold" are antonyms).

Article. A function word that specifies whether a noun is definite (the) or indefinite (a, an).

Assessment. The process for monitoring and evaluating student performance and achievement. Assessment methods include standardized tests (BEST Literacy *and* BEST *Plus* or CASAS) and informed non-standardized assessment measures such as observations, projects, interviews, portfolios, quizzes, etc. Assessments can be conducted at the individual, classroom, program, state, and national levels.

Audiolingual approach. A behavioristic approach to language learning, which stems from the belief that the ability to make a sound or use correct grammar is an automatic, unconscious act. Instruction is teacher-centered and makes use of drills and dialogue. Vocabulary and sentence patterns are carefully graded and introduced in a sequence. Skills of listening and speaking are introduced before reading and writing, and emphasis is placed on accuracy of pronunciation and grammar. The aim is for the student to gain an automatic, accurate control of basic sentence structures, sounds, and vocabulary. The approach was very popular in the 1950s and '60s, but its use has declined in favor of the communicative approach.

Aural discrimination. Recognition of the meaningful differences between spoken sounds, words, or phrases.

Authentic assessment. Multiple forms of assessment reflecting student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. Examples of authentic assessment include performance assessment, portfolios, and student self-assessment.

Authentic materials. Actual reading or listening materials (aural, oral, written, visual), not modified or simplified, from the real world (e.g.,newspaper articles, pamphlets, radio broadcasts). (See "Adapted materials" and "Simplified materials.")

Autobiography. A biography of a person told or written by him/herself.

Auxiliary. A verb or helping verb such as *will, shall, may, might, can, could, must, ought to, should, would, used to, need* are used in conjunction with main verb to express shades of time and mood.

Auxiliary verb. A verb that accompanies another verb and is used to express person, number, mood, or tense *(e.g., is, were, can, do, doesn't, should, have)*.

Background knowledge. Existing knowledge that the student already has. In the second language comprehension process, at least three types of background are potentially activated: (1) linguistic information, (2) knowledge of the world (one's store of concepts and experiences), and (3) knowledge of discourse structures or how various types of authentic discourse (e.g., conversations, radio broadcasts, newspaper articles, political speeches) are generally organized.

Baseline data. Data (test scores, behavioral data, etc.) that are collected before an intervention program begins, or at the beginning of a program. For instance, to measure improvement on an EFL, it is necessary to have baseline data indicating how well the students are initially or currently performing.

Basic features of a text. The different parts of a book: title page, contents page, glossary, index, etc.

Basic Interpersonal Communication Skills (BICS). A language proficiency theory, BICS is often referred to as "playground English" or "survival English." 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 the context to aid understanding. BICS is easily and quickly acquired than CALP, but is not sufficient to meet the cognitive and linguistic demands of an academic classroom. (See "Context-embedded language.")

Basic personal demographic information. Name, address, city, state, zip, phone number, age, nationality, marital status, social security number, etc.

Basic survival situations. Situations that require the use of the language to communicate the wants, needs, and desires of the student, such as talking to the landlord, child's teacher, people at the store, the boss, others at work, emergency services, doctors, etc.

Benchmarks. Indicators that describe a specific, detailed set of skills students need to develop and achieve in order to meet the more broadly stated content standards. Benchmarks reference specific proficiency levels in terms that are concrete and observable, and serve as checkpoints to monitor a student's progress toward meeting a standard. Benchmarks provide "seeing" and "documenting" of standards before, during, and after instruction. Benchmark statements are provided for each content area *(i.e., listening, speaking, reading, and writing)* and six educational functioning levels of NRS. (See "Indicators.")

Bias. When the content or language of a document reflects a prejudice or stereotype of a particular group, it may be considered "biased." Bias may hinder learning and can be found in references to age, gender, racial/ethnic, cultural, disability, socioeconomic, community (rural, urban, or suburban), and/or linguistic groups in the populations of adult students to be served.

Bicultural. Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual, and vice-versa.

Bilingual education. An educational program in which two languages are used to provide content matter. Enacted in Congress in 1968, it established a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students, in recognition of the unique educational disadvantages faced by non-English-speaking students.

Bilingualism. The ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may exist distinctions between ability to use of a language; variation in proficiency across the four language dimensions (listening, speaking, reading, and writing); differences in proficiency between the two languages; variation in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time. People may become bilingual either by acquiring two languages at the same time in childhood, or by learning a second language sometime after acquiring their first language.

Biliteracy. The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabularies, using each language's written symbols.

Biography. The story of a person's life as told or written by someone else.

Blend. A combination of two or more adjacent consonant phonemes pronounced rapidly *(e.g., /bl/ in blue).*

Body language. Nonverbal communication by means of facial expressions, eye behavior, gestures, posture, and the like. Body language expresses emotions, feelings, and attitudes, sometimes even contradicting the messages conveyed by spoken language. Some nonverbal expressions are understood by people in all cultures; other expressions are particular to specific cultures. (See "Nonverbal communication.")

Characters. The actors in a story.

Choral reading. Reading in unison; students support each other and the reading is usually smoother, especially if the teachers is in the "chorus."

Chunking. Putting small groups of words together into meaningful phrases. We tend to speak in chunks that reduce the energy required for processing language. This is also a teaching technique where the teacher speaks to give directions and information (7-11 minutes), then the students "chew it" by discussion, writing, etc. (Also called Chunk and Chew).

Circumlocution. A strategy used by a student who does not know or cannot recall a word, but wants to express a concept. Instead of using a concise term, a speaker will use a string of words to express the same meaning *(e.g., "the wife of your father's brother" is a circumlocution for "your aunt").*

Code-mixing. Used to describe the mixing of two languages at the word level (i.e., one word in the sentence is in a different language).

Code-switching. Used to describe any switch among languages in the course of a conversation, whether at the level of words, sentences, or blocks of speech. Code-switching most often occurs when a person who is bilingual is in the presence of another bilingual individual.

Cognates. Words having a common linguistic origin (e.g., *café* and *coffee* derive from the Turkish *kahve*). (See "False cognates.")

Cognitive/Academic Language Proficiency (CALP). The language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments.

Cohorts. A group of students educated together.

Collocation. A predictable combination of words that commonly go together. For example: Some words that collocate well with *work* are *full-time work, work area, work smoothly,* and *challenging work.* Collocates are important in ESOL because they help to explain why some learner language is grammatically correct and the meaning is apparent, yet the utterance seems strange. For example, in North America, *teeth* collocates with *brush*, as in *I am gong to brush my teeth*, whereas *I am going to clean my teeth* is a grammatically correct and comprehensible sentence but seems awkward and is something a native speaker would not ordinarily say.

Colloquial speech. Used in familiar and/or informal conversation or writing.

Common Underlying Proficiency (CUP). Cummins's theory that two languages work in an integrated manner in one underlying, central thinking system. Skills that are not directly connected to a particular language, such as subtraction, using a computer, or reading, may be transferred from one language to another once the concept is understood since they exist as part of the common proficiency. Skills that are specific to a language (idioms, punctuation) may be kept separate. The opposing theory is Separate Underlying Proficiency (SUP).

Communicative-based English as a second language. The theory that language is acquired through exposure to meaningful and comprehensible messages, rather than being learned through the formal study of grammar and vocabulary. The goal of communicative-based ESOL is communicative competence.

Communicative competence. The ability to interact appropriately with others by knowing what to say, to whom, when, where, and how.

Comparative. A form of an adjective, adverb, or noun that is used to express differences between two items or situations (e.g., Juan is *taller* than Miguel. He works *more quickly* than she does. That machine makes *more noise* than this one.)

Competency-based/life skills approach. An approach that focuses on the functional use of reading, writing, and speaking skills in adult contexts. Competency-based or survival curricula offer a list of competencies in topic areas such as consumerism, health, or employment. Students identify important competencies and then develop the basic reading, math, and language skills they need to complete a real-life or functional task.

Complex sentences. A sentence made up of two simple sentences that are joined by a coordinate conjunction, punctuation, or both (e.g., She likes to take the subway, *but* she doesn't like to take the bus. She likes to take the subway*;* she doesn't like to take the bus.)

Components of performance. A series of statements that collectively define each standard "in practice." They describe the steps or process of the content area.

Compound sentences. A sentence made up of two simple sentences that are joined by a coordinate conjunction, punctuation, or both *(e.g., or, and, but)*. A subordinating conjunction connects a dependent clause to an independent clause in order to complete the meaning of the dependent clause *(e.g., after, although, as because, before, if, since, when, where, while, and soon)*.

Comprehensible input. An explanation of language learning when language acquisition is a result of students being exposed to language constructs and vocabulary that are slightly beyond their current level. This "input" is made comprehensible to students by creating a context that supports its meaning.

Concurrent translation. A bilingual teaching approach in which the teacher uses two languages interchangeably during instruction. When not carefully planned, this approach may lead to pedagogically random code-switching which may not meet instructional objectives. In addition, students often learn to tune out the language they do not understand and wait for the information in the language they do understand.

Conditionals (if clauses). Sentence structures used to state a cause-and-effect event or situation (e.g., *If* it rains, the game *will be cancelled*. *If* it rained, the game *would be cancelled*. *If it had* rained, the game *would have been cancelled*.). Forms used to state a cause-and-effect event or situation, or state a situation that will cause a particular result, as follows:

> Present/future real or Conditional 1 is used when the action of the if-clause is probable. If + present, will + root form of the verb. *If it rains, I will go home early.*
>
> Present/future unreal or Conditional 2 is used when the action of the if-cause is improbable or unlikely. If + past, would (could, should) + root form of the verb. *If I had a million dollars, I would quit my job.*
>
> Past/unreal or Conditional 3 is used when the action of the if-clause is impossible. If + past perfect, would have + past participle of the verb. *If I had grown to 10 feet, I would have had a lucrative NBA contract.*

Congruence. When a content standard coincides exactly with the document(s) with which it must align.

Conjunction. A word used to join thoughts: *and, but, or, however.*

Connected speech. Spoken language simplified so that sounds run into one another, or are reduced, left out, contracted, or blended. Connected speech is commonly used in the informal speech of native speakers. One important effect of connected speech is that the boundaries between words become blurred. While this may not represent a particular problem for a native speaker, a non-native speaker who has been taught to recognize individual words and short sentences in their idealized citation forms may have difficulty comprehending. (See "Linked words" and "Reduced speech.")

Content area A subject or discipline such as reading, mathematics, science, or English language acquisition. Language proficiency (English or other language) may affect these areas, but is not included. Assessments of language proficiency differ from those of language arts.

Content-based ESOL. Making use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction.

Content-based instruction. Instruction using subject matter such as life skills topics *(e.g., housing, work)*, themes, or academic course materials *(e.g., math, science, social studies)* as a basis for language teaching.

Content or context clues. Information found in the material that helps decide the meaning of a word or phrase.

Content standards. Standards that describe what students should know and be able to do within a specific content area.

Content words. Words that are stressed within a sentence; words that carry the most meaning; for example, nouns, verbs, or adjectives. (See "Function words.")

Context clues. Information found in the written material that helps decide the meaning of a word or phrase in order to maintain reading or listening comprehension fluency. Readers and listeners can use context clues to determine the meaning of words by using the other words around the term in a sentence or surrounding sentences to determine a logical definition.

Context-embedded language. Communication occurring within a context that assists with comprehension (e.g., visual clues, gestures, expressions, specific location). Language where there are plenty of shared understandings and where meaning is relatively obvious due to help from the physical or social nature of the conversation.

Context-reduced language. Language where there are few clues as to the meaning of the communication apart from the words themselves. The language is likely to be abstract. Examples: textbook reading, classroom lecture.

Contextualized. Sounds, vocabulary, and grammar presented within a meaningful context to facilitate learning *(e.g., the grammatical structure of commands taught within the context of a doctor's visit: Open your mouth. Raise your arms.)*.

Contradiction. Occurs when a content standard is inconsistent with or in opposition to the document(s) with which it must align.

Core concept. An articulation of the importance of the subject of a given framework to the lives of adult students.

Criterion-referenced test. A test designed to determine whether students have mastered specific content, allowing comparison with assessment data from other students taking the same assessment.

Cultural allusion. Implied reference to a specific culture; something that is generally known within a culture.

Curriculum. Provides *detailed* outlines of the knowledge and skills for different instructional levels *(e.g., a scope and sequence)* and serves as a road map for teachers in planning lessons. Curricula often provide suggestions for teaching techniques, learning activities, textbooks, and materials.

Curriculum framework. A *broad* outline of the knowledge and skills that programs use in developing local curricula. Frameworks guide the development of curriculum but do not specify how to teach the curriculum.

Decode. Translating letters into the sounds of spoken language so as to pronounce or read a visually unfamiliar word. Often referred to as "sounding out" a word. Uses various strategies (phonics, content or context clues, root word, etc.) to find a meaning or pronunciation for a word. The reader locates cues such as letter-sound correspondences in a word that reveal enough about it to help in pronunciation or attaching meaning to it.

Degrees of comparison. Forms used with adjectives and adverbs (modifiers), as follows:

> *Positive* or *simple* expresses no comparison.
> *Comparative*–the "-er" or "more/less___"– indicatesan increase or decrease of the positive form; used to make a specific comparison between two things (He is bigger than she. She is more talkative than her friend. He drives more quickly than others.).
> *Superlative*–the "-er" or "most/least___"–indicates the greatest (or lest) degree among three or more things (She is the most talkative student in the class. He drives the fastest of all the racers.).

Demonstrative. A word that indicates a particular thing or things that are near or far; includes demonstrative adjectives (*this* girl, *those* apples) or demonstrative pronouns (*this, that, these, those*).

Derivation. Formation of a word from a related word base, or the identification of a word's historic origin.

Descriptive passage. A brief written account describing something.

Developmental bilingual education. A program that teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy. (See "Late-exit bilingual education.")

Dialogue. Usually, a formalized or directed conversation focusing on a specific language form using authentic situations.

Dialogue journal. A type of writing in which students make entries in a notebook on topics of their choice, to which the teacher responds, modeling effective language, but not overtly correcting the student's language.

Digraph. Written symbol composed of two letters that represent one speech sound. There are consonant diagraphs (e.g., *ch*) and vowel diagraphs.

Diphthong. A single vowel phoneme resembling a "glide" from one sound to another (e.g., *oi /noise/, ou /sound/*).

Discourse. Communication in speech or in writing that is two or more sentences in length.

Dominant language. The language with which the speaker has greater proficiency and/or uses more often. (See "Primary language.")

Dual language program/dual immersion. Also known as two-way immersion or two-way bilingual education. Programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. The goals of the programs are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.

Echo reading. Teaching technique in which the teacher or tutor reads a phrase or sentence with inflection and indicates understanding. Then the student reads the same passage as an "echo."

Embedded questions. Questions that begin with phrases such as *Do you know...* or *Can you tell me...* and are followed by a noun clause that begins with *who*, *what*, *where*, *when*, *why*, *how*, or *if*. In the noun clause, the verb order is not transposed as it is in a questions (e.g., I don't know *where it is?).* (See "Embedded statements.")

Embedded statements. Statements that look as if they are questions inside of sentences. An introductory clause is followed by a noun clause that begins with *who*, *what*, *where*, *when*, *why*, *how*, or *if*. In the noun clause the verb order is not transposed as it is in a questions (e.g., I don't know *who he is*. I can't remember *where I put it*. I wonder *when she left).* (See "Embedded questions.")

Endangered language. One that has a dwindling number of speakers. Languages are endangered when their use is replaced by the majority language of a region or when they are no longer being learned by new generations of children or adult speakers. In the United States, many Native American languages are endangered or have become extinct. One method of preventing language extinction is the teaching of heritage languages in school.

English as a Second Language (ESL). Educational approach in which English language students are instructed in the use of the English language. Their instruction is based on a specific curriculum that typically involves little or no use of the native language, and focuses on language (as opposed to content). This approach focuses on teaching English language and literacy skills to non-native speakers of English. Other commonly used terms include English for Speakers of Other Languages (ESOL), English Language Acquisition (ELA), and English language learners (ELL).

English for Speakers of Other Languages (ESOL). See English as a Second Language (ESL).

English Language Acquisition for Adults (ELAA). The process by which the listening/speaking, reading, writing, functions, grammar, and mechanics of the English language are taught to adults who speak languages other than English.

English Language Development (ELD) Instruction designed specifically for English language students to develop listening, speaking, reading, and writing skills in English. This type of instruction is also know as "English as a second language" (ESL), "teaching English to speakers of other languages" (TESOL), or "English for speakers of other languages" (ESOL).

English language learner (ELL). Student whose first language is not English and who is in the process of learning English.

English language proficiency (ELP). Indicates how much English language proficiency (reading, writing, speaking, listening, and comprehension) students are expected to gain each year.

English-only. (1) Umbrella term that is used to refer to different federal and state legislative initiatives and various national, state, and local organizations, all of which involve the effort to make English the official language of the United States. The initiatives and organizations vary in the degree to which they promote the suppression of non-English languages. (2) In a school setting, a mainstream class for native English speakers, fluent English proficient students, or redesignated fluent English proficient students, where all instruction is provided through English with no accommodations or special assistance for limited English proficient (LEP) students.

Entry criteria. Set of criteria for a designation of students.

Evaluation. Review, comparison, and judgement of the quality of work based on established criteria. Summative evaluation is usually done at specified "end points" through formal standardized measures.

Evidence-based. Educational program by which success is demonstrated through sound evaluation and/or true experimental research.(See "Scientifically-based.")

Exemplars. Samples of student work that illustrate the type and complexity of performance expected at different instructional levels.

Exit criteria. A set of criteria for ending services for English language students, placing them in mainstream English only classes as fluent English speakers. Usually based on the student's performance on an English language proficiency test with standardized test scores (BEST Literacy *and* BEST *Plus*, or CASAS).

Exiting rate. The rate at which students are moved from ESOL programs to mainstream English-only programs.

Expository. Explaining or conveying information; explanatory.

Expressive language. Spoken language.

Extemporaneous. Not planned beforehand; impromptu.

False cognates. Words that are similar or the same as words in another language but have a different meaning (e.g., the English word *embarrassed* and the Spanish word *embarazada*, are similar in form, but the meaning of *embarazada* [pregnant] is not similar to the meaning of *embarrassed*.) (See "Cognates.")

False start. When a student begins to speak, but stops and restarts using a more correct form.

Familiar. Information the student has learned from previous lessons or knows from life experience versus the unfamiliar (a new subject or topic for student).

Figurative language. Language that communicates ideas beyond the ordinary or literal meaning of the words *(e.g., using simile, metaphor, hyperbole, personification).*

Fluency. Speaking fluency refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech. Written fluency is deft, cohesive writing created quickly and easily. Reading fluency refers to the ability to read words and texts with relative ease, but fluency does not necessarily imply reading with comprehension.

Focus groups. Structured interviews with eight to 12 individuals in which a facilitator guides discussion around a set topic. Focus groups allow the facilitator to ask probing questions to gain an understanding of the participants' reactions, opinions, and suggestions.

Formulaic speech. English expressions that low-level students memorize as un-analyzable wholes, such as greetings. (See "Learned phrases.")

Fossilized speech. Speech produced by a student who has plateaued or stopped learning, but continues to use nonstandard grammatical forms. Often neither error correction nor explicit grammatical explanation has any effect on errors (e.g., a learner omits verbs to *be/to do*, producing speech like "Where he go?" or "What you doing?").

Function words. Words that express a relationship between the grammatical elements of a sentence. Function words include articles, auxiliary verbs, personal pronouns, possessive adjectives, demonstrative adjectives, prepositions, and conjunctions. (See "Content words.")

Functional text. Written material with a special purpose.

Future perfect tense. The tense that is used for actions that will continue up to a time in the future *(e.g., I will have been in Phoenix for 35 years in May).*

Future perfect progressive (continuous tense). The tense that is used to state the duration of an action that will be in progress before another time in the future *(e.g., I will have been sleeping for two hours by the time he gets home).*

Future progressive tense. The tense that is used for stating what will be happening at a certain time in the future (*e.g., At 10:30 tomorrow he will be working).*

Future tense. The tense that is used for future actions; often expressed with "will" or "going to" + a verb *(e.g., I will visit Hawaii on my next vacation. I am going to buy my tickets next week.).*

Genre. A literary category. The main literary genres are fiction, nonfiction, poetry, and drama.

Gerund. The *-ing* form of the verb that is used as a noun, such as *sitting*, *eating*, or *talking* (e.g., *Talking* on the phone is a teenager's main occupation).

Gist. An overall or generalized understanding of a piece of communication. A learner can gain meaning and understand what is happening even if he/she can't understand every phrase or sentence. The listener picks up key words, intonation, and other clues to guess at the meaning. The reader tries to locate key words and context clues to guess at the meaning.

Grammar-translation approach. Approach in which students are expected to memorize vocabulary and verb declensions, learn rules of grammar and their exceptions, take dictation, and translate written passages. The emphasis is on literacy development rather than the acquisition of oral/aural skills.

Graphic organizer. Visual aid used to organize information so it can be more easily represented, recalled, or understood *(e.g., word web, Venn diagram, chart, table)*. (See "K-W-L chart," "Mind map," "Venn diagram.")

Group or pair work. Students work in pairs or small groups to practice skills, such as a dialogue, describing something, or asking for information.

Guided writing. The teacher and students (or pairs or small groups of students) use the writing process steps together: brainstorming, drafting, revising, editing, to produce a final written product.

Guiding principle. An underlying tenet or assumption that describes effective learning, teaching, and assessment in a subject area.

Habits of mind. A disposition, tendency or practice that strengthens and supports lifelong learning.

Habitual past. The tense that is used for describing actions that were a regular occurrence in the past. Uses both *used to* and *would (e.g., I used to wake up late. I would wake up late every day.)*

Heritage language. The language a person regards as his/her native, home, and/or ancestral language. This covers indigenous languages *(e.g., Navajo)* and in-migrant languages *(e.g., Spanish in the U.S.).*

High-frequency words. Words that appear repeatedly in printed material. High-frequency words include a large number of function words (articles, auxiliary verbs, pronouns, possessive adjectives, demonstrative adjectives, prepositions, and conjunctions), and common nouns, verbs, adjectives, and adverbs. (See Sight vocabulary.)

Home language. The language a student speaks at home, with family.

Homographs. Words that are spelled alike but are different in meaning and pronunciation (e.g., the noun *conduct* and the verb *conduct*; or the noun *lead* and the verb *lead*).

Homonym. One of two or more words that have the same sound and often the same spelling but differ in meaning; such as *to, two,* and *too;* or *bank* (embankment) and *bank* (place where money is kept).

Homophones. Words that are pronounced alike but are different in meaning and spelling *(e.g., son/sun; ewe/you).*

Idiom or idiomatic expression. A phrase or expression that means something different from what the words actually say *(e.g., "over his head" means "something he doesn't understand").*

Immersion. An approach to teaching language in which the target language is used exclusively to provide all instruction.

Immersion bilingual education. Schooling where some or most subject content is taught through a second language. Students in immersion bilingual programs are usually native speakers of a majority language.

Imperative verb form. Command *(e.g., Sit down!).*

Indicators. Measurable behaviors that reflect the skills and knowledge students need to develop and achieve to master content standards. (See "Benchmarks.")

Inference. Activities performed by a reader or listener in drawing conclusions that are implied but not explicit in what is written or said (verb: to infer).

Inflection. Change in voice or pitch during speech; a change in the form of a word indicating grammatical features such as number, person, or tense.

Information gap. Oral language activities in which a student is rated on his/her success in describing information that is kept from a partner, such as a picture, map, or object.

Informational text. Written material that gives information to the reader.

Instructional conversations. The teacher encourages discussion-based lessons focusing on an idea or students' experience lessons geared toward creating opportunities for students' conceptual and linguistic development. Through teacher interactions and instruction, the students are guided to increasingly sophisticated levels of understanding.

Interpret. To gather the information correctly from the material; to explain and understand the material.

Intonation. The melody, pitch, or canter of speech.

Invented spelling. Spelling based on letter-sound and word knowledge that approximates conventional spellings. Invented spelling is not the same as "spell it any way you wish," but is a reasoned, linguistic approximation appropriate for the student's developmental knowledge of letters and sounds. Invented spelling speeds up writing and encourages broader use of words (e.g., a student who isn't sure how to spell *stairs* generalizes the vowel sound based on words he/she know how to spell, and spells the word *sters*).

Irregular formation. Forms that do not align with the rules.

Irregular verb. A verb that forms the simple past differently than regular verbs. Irregular verbs can have the same form in simple present and simple past (e.g., put) or a different from (e.g., went).

Jargon. The technical language of a specialized field.

K-W-L chart. Type of graphic organizer that helps students draw on what they *know*, focus on *what* they want to learn, and identify what they have *learned*. To create a K-W-L chart, students draw three columns. In the first column, they write what is already known about a topic. In the second column, they write questions about the topic. In the third column, they write important information and answers to the questions after reading or studying about the topic. K-W-L charts can be completed as a class with the teacher or independently. (See "Graphic organizer," "Mind map," "Venn diagram").

Key words. Words that carry significant meaning in the utterance or text, as opposed to words that may have a grammatical function and whose meaning may not be crucial for comprehension.

Language acquisition. The process of acquiring a first or second language. Some linguists distinguish between acquisition and 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 student of a second language. Other linguists maintain that there is no clear distinction between formal learning and informal acquisition. The process of acquiring a second language is different from acquiring the first.

Language attrition. The gradual (over time) loss of a language within a person or language group.

Language experience approach. An approach to literacy development based on the idea that students can learn to write by dictating to the teacher what they already know and can express verbally, and that they can then read what has been written. Hence, the students' first reading materials come from their own language repertoire.

Language experience approach to reading. The student tells a story to a teacher, who scribes the student's words. The story becomes the basis for literacy instruction.

Language functions. The different ways language can be used, such as greeting, describing, giving directions, expressing emotions, clarifying, checking, making excuses, etc.

Language maintenance. The protection and promotion of the first or native language of an individual or within a speech community, particularly among language minorities (through bilingual education, for example). The term is often used with reference to policies that protect and promote minority languages.

Language majority. A person or language community that is associated with the dominant language of the country.

Language minority. A person or language community that is not from the dominant language group. In the U.S., a language-minority child may be bilingual, limited-English proficient, or English monolingual.

Language proficiency. To be proficient in a second language means to effectively communicate or understand the ideas through the language's grammatical system and its vocabulary, using its sound symbols. Language proficiency is composed of oral (listening and speaking) and written (writing) components, as well as academic and non-academic language.

Learned phrases. Common, often-used or -repeated English expressions, in the form of slang, idioms, or high-exposure spoken language. (See "Formulaic speech.")

Learner's 1 (L1). A learner's first or native language.

Learner's 2 (L2). A learner's second language.

Learning style. A learner's preferred way of receiving, organizing, and retaining information, including visual, auditory, or tactile.

Lexicon. In a teaching context, all the words the student knows.

Limited English proficient (LEP). The term used by the federal government and most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. The terms "English language learner" (ELL) or "English learner" (EL) may be used in place of LEP.

Linguicism. A form of racism in which groups are defined and discriminated against because of the language they speak. Linguicism may also be defined as the absence of certain rights, including a person's right to learn or identify with his/her native language, and the denial of a person's right to use his/her native language in official situations. Since 1992, the U.S. courts have recognized another form of linguicism: discrimination against immigrants due to accent.

Linguistically and culturally diverse (LCD). Term commonly used to identify individuals from homes and communities where English is not the primary language of communication, although the individual may be a bilingual or monolingual English speaker.

Linked words. Also known as elision. The last consonant of the first word is joined to the vowel starting the second word (e.g., Get out! /getout/; we're ready? /we'reready/). (See "Connected speech" and "Reduced speech.")

Local educational agency (LEA). A local school district.

Main idea. The central topic or point.

Mainstream. Classes designed for native or fluent speakers of English, in which no accommodations are made for English Language Learners.

Maintenance Bilingual Education (MBE). Late-exit bilingual education or developmental bilingual education, a program that uses two languages–the student's primary language and English–as the means of instruction. Instruction builds upon the student's primary language skills and develops and expands the English language skills of each student, enabling him/her to achieve competency on both languages.

Mechanics. Punctuation, capitalization and other rules of writing, spelling, and vocabulary use.

Metacognition. Thinking about one's own thinking or learning process. Metacognition refers to higher-order thinking involving active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

Metalinguistic skills. The ability to talk about language, analyze it, think about it, separate it from context, and judge it. Metalinguistic skills, such as phonemic awareness and sound-to-symbol correspondence, are regarded as key factors in the development of reading and may be prerequisite to late language acquisition in reading and writing. Research shows that balanced bilinguals have increased metalinguistic awareness in their abilities to analyze language and their control of internal language processing.

Mind map. Type of graphic organizer used for developing ideas and organizing information. Mind mapping helps to identify central ideas, the relative importance of other ideas, and how they are connected. A main or central word or image is placed in the center, and then key words, symbols, images, and abbreviations are added as sub ideas. Sub-ideas should be on lines that ultimately connect to the center. Each new line should be open, allowing space for more connections to sub-ideas farther from the center. Mind maps are used for pre-writing activities, note taking, developing grocery lists, brainstorming sessions, etc. (See "Graphic organizer," "K-W-L chart," "Venn diagram.")

Minimal pairs. Pairs of words that have only one different sound (e.g., pit, bit; sit, set).

Modals. Auxiliary verbs that express ability, authority, formality, politeness, and degrees of certainty *(e.g., can, could, should, will, would, must, may, might).*

Modeling. In a teaching context, showing others how to do something by doing it while they observe.

Monitor. To watch, check, guide, observe, and assist.

Migrant education. Education programs established mainly to meet the needs of children of farm laborers, who often face such challenges as poverty, poor health care, limited English proficiency, and the readjustments of moving often from school to school.

Monitor model. Used as part of the conscious process or error correction in language production. The monitor plays only a minor role (when compared to the role of acquisition) in developing fluency.

Mother tongue. This term variously means (1) the language learned from the mother, (2) the first language learned, (3) the "mother tongue" of an area or country, (4) the stronger (or dominant) language at any time of life, (5) the language used most by a person, (6) the language toward which the person has the more positive attitude and affection. (See "Native language.")

Multilingualism. The use of three or more languages. (See "Bilingualism.")

Multiple meanings. Words that have more than one definition dependent on the use in context within a sentence or passage (e.g., Manny *hit* a home run. "With or Without You" by U2 was a *hit* in the 1980s).

Narrative passage. A brief recitation of details of a story or a series of events in either written or oral format.

National Association for Bilingual Education (NABE). A professional association of teachers, administrators, parents, policymakers, and others concerned with securing educational equity for language minority students.

National Clearinghouse for English Language Acquisition (NCELA) and Language Instruction Education Programs. Organization funded by the U.S. Department of Education (http://www.ed.gov), Office of English Language Acquisition, Language, Enhancement, and Academic Achievement for Limited English Proficient Students (ELA) (http://www.ed.gov/offices/OELA) to collect, analyze, synthesize and disseminate information related to education of linguistically and culturally diverse students. (http://www.ncela.gwu.edu).

National Reporting System (NRS). Outcomes-based accountability system for state-administered, federally funded adult education programs. The NRS was designed to meet accountability requirements for adult education programs required by Title II of the Workforce Investment Act. (See http://www.nrsweb.org.)

Native language. Language a person acquires first in life or identifies with as a member of an ethnic group. (See Mother tongue.)

Native-language immersion. Educational model in which students are taught through sheltered instruction in an endangered language, thus promoting the goals of revitalizing a community's vernacular and strengthening students' cultural identity, while fostering academic achievement.

Native-language instruction. The use of native language to translate unfamiliar terms or otherwise clarify lessons taught in English.

Natural approach. A methodology for fostering second language acquisition which focuses on teaching communicative skills, both orally and through written expression.

Needs assessment. Portrays what the students in a particular class need in terms of the day-to-day skills associated with a life skills unit to be studied.

Negative verb forms. Forms that say "no" *(e.g., I don't eat tacos. He didn't eat pizza).*

NEP. Non-English proficient.

Newcomer program. Program that addresses the specific needs of recent immigrant students, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are for students to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. Some newcomer programs also include primary language development and an orientation to the student's new community.

Nonverbal communication. Aspects of communication that do not involve oral language or are used in conjunction with language *(e.g., intonation, stress, pauses, gestures, facial expressions, eye contact, physical proximity, body language)*. (See "Body language.")

Noun. A person, place, thing, condition, state, idea, or concept.
a.   Count: Nouns that can be counted (dog, dogs) and take *many.*
b.   Mass: Nouns that can't be counted. They use a singular verb or take *much* (The *air* is humid. The *water* is cold. This tea has too *much* sugar.)
c.   Collective: Nouns that name a group of people ot things as one unit. They can be singular or plural (e.g., family/families, band/bands, team, public; The team is on its way to victory. This family has four members. The families of the team members are at the airport).

Numerals. Numbers.

Opportunity-to-learn standards. Describe or specify the instructional conditions and resources necessary for adult students to learn and achieve content and performance standards. When provided with sufficient opportunity *(e.g., equitable access, appropriate curriculum and materials, adequate facilities, and trained teachers)*, students can achieve the necessary knowledge and skills stated in the content standards.

Outcomes. Measures of achievement that result from participation in adult education. Within adult education, the NRS outcomes includes outcome measures for (1) retaining employment, (2) entry into employment, (3) post-secondary education and training, and (4) high school completion or (5) GED obtainment.

Paraphrase. To rephrase the wording of one's own or another's oral speech or written text. (e.g., *When were you born?* Can be paraphrased as *What is your date of birth?*).

Paraprofessional educator. Also known as an instructional aide and or teacher's aide; a person who provides assistance to classroom teachers. This person may provide instruction under the direct supervision of a classroom teacher, and may also help clarify instructional concepts/materials through the use of home language or other instructional support. Paraprofessionals must have at least an associate's degree.

Parroting. Rephrasing of student's statement using correct grammar.

Participatory or student-centered approach. Focuses on the expressed needs and interests of students. Participatory approaches build on students' prior knowledge and often use problem-posing techniques to construct meaning generated from texts and situations that adults encounter in life.

Participle adjectives. A verb form ending in -*ing, -ed,* or -*en*. A participle functions like a verb because it can take an object; a participle functions like an adjective because it can modify a noun or pronoun (e.g.,a *glowing* coal, or a *beaten* dog).

Parts of speech. There are eight parts of speech: noun, pronoun, verb, adjective, interjection, adverb, preposition, and conjunction.

Passage. A brief portion or section of a reading.

Passive voice. The form used when the action is more important than who did it, or when it is understood who did it (*e.g., "John built the house in 1955" [active] versus "This house was built in 1955" [passive]; "Mary can solve the problem" versus "The problem can be solved"*). Formed by using some form of the verb "to be" and the past participle of the main verb.

Past perfect progressive (continuous) tense. The tense that is used to say how long something had been happening before something else *(e.g., They had been playing for 30 minutes when the storm hit).*

Past progressive (continuous) tense. The tense that is used for actions that were happening at a certain time *(e.g., I was eating when you called. They were working at 2:30 yesterday afternoon).*

Past tense. The tense that is used for completed actions in the past (e.g., I ate the pizza yesterday. He went to the movies last night).

Past perfect tense. Tense that is used for an action that happened before another past action (e.g., When I arrived, they had already eaten).

Performance assessment. Any assessment that requires students to accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems.

Performance-based assessment. Real-life or simulated tasks that require students to apply knowledge and skills, demonstrating achievement of the indicators or content standards. Performance-based assessments can be in the form of projects, presentations, tests, or writing tasks.

Performance descriptions. Descriptions stating what students should know and the ways they can demonstrate their knowledge and skills.

Performance goal. A statement of overall education goals (e.g., all ELL students will meet high academic standards, at a minimum attaining proficiency in reading/language arts and listening/speaking). Within each performance goal are embedded performance indicators, baseline and target data, as well as frequency of assessment measurements to ascertain progress toward goal obtainment.

Performance indicator. A breakdown of each overall performance goal into more manageable statements pertaining to specific content areas, often indicating whether students will meet the indicator and how performance will be assessed.

Performance standards. These describe how well or to what extent students meet content standards.

Phoneme. The smallest unit of sound in a language that is capable of signaling a difference in meaning (e.g., the */p/* sound in *pit* and the */b/* sound in *bit* differentiate the two words).

Phonemic awareness. The ability to hear, identify, and manipulate the separable sounds in words (e.g., The listener's ability to distinguish the three sounds [phonemes] in *pet: /p/e/t/* from the three sounds in *bet: /b/e/t/*).

Phonetically decode. Pronunciation patterns, as well as stress and intonation patterns for words and sentences.

Phonics. Letter-sound relationships, and the related skills used in analyzing words into phonemes or larger units and blending them to form recognizable words (e.g., the *str-* pattern and the *-ing* pattern in *string* and the sounds they represent).

Phrasal verbs. Verbs that are used in common with other parts of speech, usually prepositions, that take on meanings of their own when combined with other parts of speech. Although phrasal verbs are written as a combination of two or more words, they act as if they a were one word (e.g., to go out with = to date, to bring up = to raise). They may consist of two or three parts:
a.   Two-part–get up, look out, drop off
b.   Three-part–catch up with, brush up on, come down with

Pitch. The highness or lowness of a sound.

Plot. The main storyline.

Portfolio. A purposeful collection of a student's work demonstrating acquisition and application of knowledge and skills. Portfolios are used to document and assess performance, achievement, or progress. They often include students' self-assessments.

Portfolio assessment. A systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives. Student portfolios may include responses to readings, samples of writing, drawings, or other work.

Possessive. A word that indicates ownership.
a.   Adjective–my, your, his, her, their
b.   Pronoun–mine, yours, his, hers, theirs
c.   's–John's. the cat's

Predicate adjectives. Predicate adjectives come after some form of the verb *be* or other linking verb (e.g., *taste, feel, turn:* Nami is *beautiful*. The train was *crowded*. For a while I felt *bad.*),

Prefix. A word part that is added to the beginning of a word that changes the meaning of the word (e.g., *un-* in *unhappy*).

Preposition. Connecting word; a word that shows the relationship of a noun or pronoun to some other word in the sentence.
a.   Time–in, on, at–*I'll see you <u>at</u> 3:00 <u>on</u> the first Sunday <u>in</u> May.*
b.   Place–in, on, at, between, under, over, etc.–*The book is <u>on</u> the table, <u>between</u> the lamps.*

Pre-reading activities. Activities that help the student to comprehend the reading material by explaining the vocabulary, discussing the major point or ideas, going over grammar points or author's point of view, etc.

Present perfect tense. The tense that is used for the unfinished past or the action that started in the past and continues till the present *(e.g., I have lived in Phoenix since 1964. He has been in class for two months).*

Present perfect progressive. The tense that is used to state the duration of an action that began in the past and continues to the present *(e.g., I have been sitting here since seven. I've been thinking of you all day).*

Present progressive (continuous) tense. The tense that is used for at the moment or temporary actions (I am typing right now. I am reading a book about world languages).

Present tense. The tense that is used for every day, usual and habitual actions *(e.g., I eat pizza on Friday. He often eats tacos).*

Pre-teaching. The teaching of vocabulary, grammar points, or subject matter before actual instructional activity takes place.

Preview-review method. A bilingual instructional approach in which content areas are previewed in one language, presented in the another, and reviewed in the first.

Primary language. The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language first learned in life. (See "Dominant language.")

Prior knowledge. (See "Background knowledge.")

Productive skills. Students' ability to produce language by speaking or writing. (See "Receptive skills.")

Proficiency level. What students at a particular level know and can do in relation to what is being measured (e.g., a student can do "x, y, and z" in the Utah's ESOL Framework, Reading strand, proficiency level 5). Proficiency levels are not to be confused with a program's class design levels. Programs should use proficiency levels to closely crosswalk with their program class design levels (e.g., a student is at a proficiency level 4 and the class design consists of levels 4, 5, and 6).

Program standards. Describe the design, operation, and management of programs and services rather than individuals' skills and performances. Program standards address a full range of issues related to a program's design and delivery, including administration, staffing, intake, orientation, assessment, curriculum, instruction, professional development, and support services.

Progress monitoring. The ongoing review and assessment of a student's knowledge and skills, allowing teachers to identify strategies and materials that will help students gain the knowledge and skills to meet the content standards and their academic goals.

Progressive tenses. Verb tenses that expresses an action or situation in progress at a specific time. Also called continuous tenses. Progressive tenses include present *(e.g., I am reading)*, past *(e.g., I was reading)*, future *(e.g., I will be reading)*, present perfect *(e.g., I have been reading)*, past perfect *(e.g., I had been reading)*, and future perfect *(e.g., I will have been reading)*.

Prompt. To assist the student in starting to speak or write, or correcting their speech by indicating errors and/or by making suggestions.

Pronoun. Word used to take the place of a noun.
a.   Subject–I, you, he, she, it we, they
b.   Object–me, you, him, her, it, us, them
c.   Possessive–mine, yours, his, hers, ours, theirs
d.   Demonstrative–this, that, these, those
e.   Indefinite–all, any, both, each, either, everyone, many, none, several
f.   Reflexive–myself, yourself, himself, herself, itself, ourselves, themselves

Pronoun referent. Referring back to an item (called the antecedent) with a personal pronoun, possessive pronoun, demonstrative pronoun, definite article, etc. A pronoun must agree with the antecedent in number and gender (e.g., That's April. *She* works at my company.).

Questions. There are two general types of questions: yes/no questions and informational (often open-ended) questions. Informational questions begin with "who," "whom," "what," "where," "when," "why," "how," and "which" *(e.g., Do you live in Boston? Where do you live?).*

Readability. The reading level of difficulty of a written passage. Readability depends on factors such as length of words, length of sentences, grammatical complexity, and word frequency.

Reading to students. If the teacher/tutor reads the text first, students will do better with whichever approach comes next.

Receptive language skills. Understanding language that is heard or read. Students are not required to produce new language; they only have to understand the language they hear or read. (See "Productive skills.")

Redesignation. The process of changing the English proficiency status of a student from limited English proficient to fluent English proficient.

Reduced speech. The reduction of de-stressed syllables so that both consonants and vowels are less explicitly pronounced. Reductions can be within a word (e.g., int(e)rest), or in a phrase or sentence (e.g., *because* becomes *kuz*, and *want to* becomes *wanna*; *him* is pronounced as /im/ instead of /him/ in the sentence *She wants him to come*). (See "Connected speech" and "Linked words.")

Register. The variety of language appropriate to the level of formality in a particular social setting, the relationship among the participants, and the purpose of the interaction (e.g., *Hi, George,* vs. *Good afternoon, Mr. President* or *Open the window!* vs *Would you mind opening the window?*).

Rejoinder. A short response used in conversation. Rejoinders do not convey any information as such, but they keep the conversation going and show that the listener has understood and is receptive (e.g., *That's too bad; Good idea; So do I.*).

Reliability. The degree to which the results of an assessment are consistent when conducted over time and by different people, or across different tasks that measure the same thing.

Reported speech. Used to report what someone has said (e.g., *Lucy told me that she got a new job*).

Retelling. Spoken or written activities where students summarize and retell a story or conversation in their own words.

Rhythm. The perceived regularity of prominent syllables during a speech.

Role play. Classroom activities in which students assume character roles to enact a situation or conversation.

Roots. The base form of a word (e.g., _mean, meaning, meaningful, meaningfulness_)**.**

Rubric. Tools that define or describe the criteria for assessing students' competence on assigned tasks and performances. Rubrics often contain short, narrative descriptions at various levels on a continuum (e.g., emergent, developing, proficient, advanced) and can be used to assess student work as a whole or to assess components of student work. Rubrics can be shared with students so they understand the criteria necessary for improving their performance. Rubrics are often used to assess written work, oral presentations, project-based products, etc.

Scaffolding. Temporary teacher support enabling the student's understanding of new material and tasks they are not quite ready to do independently _(e.g., engaging students in pre-reading activities, using graphic organizers, providing definitions of key vocabulary, teacher modeling of an activity, providing multiple resources)._

Scan. Quick visual search of a text for some particular piece of information (e.g., looking quickly through a newspaper article for a name).

Scientifically based. Educational program whose success is demonstrated through sound evaluation and/or true experimental research.

Scoop syllables. See "Syllabification."

Second language. Term used in several ways, referring to (1) the second language learned chronologically, (2) a language other than the native language, (3) the weaker language, or (4) the less frequently used language. Second language may also be used to refer to third and further learned languages.

Semilingualism. Term used to describe bilingual individuals who display the following characteristics in both languages: a small vocabulary, incorrect grammar, the necessity of consciously thinking about language production, stilted and uncreative use of each language, and difficulty thinking and expressing emotions in both languages.

Separate Underlying Proficiency (SUP). The largely discredited idea that two languages exist separately and work independently in the thinking system. The opposing theory is Common Underlying Proficiency (CUP).

Sequencing words. Words that help students comprehend or relate the order in which events occur _(e.g., first, then, finally, next, then, at this point, later, afterwards)._

Setting. The place, background, or scenery where a story or event takes place.

Shadow reading. Technique in which the teacher/tutor takes the lead reading and the student reads along with her/him. The teacher/tutor can fade back and let the student take the lead if he/she is able, and then take the lead back if the student is struggling. The teacher/tutor does this smoothly, without any announcement of it.

Sheltered English. Instructional approach used to make academic instruction in English understandable to English language students, helping them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESOL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

Sight vocabulary. Words that a student learns to read as whole words, without sounding them out. Even if the words are phonetically regular, they may follow phonetic patterns the student has not yet mastered *(e.g., "name" may be memorized as a sight word if the learner does not know "silent - e").*

Silent reading. Letting students read on their own.

Simple future tense. Used to express actions that will happen at one particular time in the future; this *will* happen (*e.g., Tran will go to class tomorrow. Jerome is going to start a new job next week*).

Simple past tense. Used to express actions begun and completed in the past (e.g., *Maria worked overtime yesterday. Kamal read to his sone every night last week).*

Simple present tense. Used to express a permanent truth and habitual event or situation (e.g., *People perspire when they are hot. I drive my car every day*).

Simple sentence. A sentence consisting of one main clause (e.g., *The bus is coming. Daniel called his mother*).

Simplified materials. Teaching materials that are specifically written for classroom use, but whose style and format of authentic materials are controlled with limited vocabulary and simple sentence structure for use by lower-level students. (See "Adapted materials" and "Authentic materials.")

Simplify. To make less complicated; to use easier, more familiar or shorter words.

Sink or swim. Programs where the course material is taught only in the dominant language of the country (e.g., English in the U.S.) without special concern for student comprehension. This approach violates the protected civil rights of limited English proficient students. Sometimes called language submersion.

Situation. Specific place where survival language is spoken *(e.g., at school, at the post office, in the doctor's office).*

Skimming. Quickly running one's eyes over a text to "get" the main idea or main points.

Social English. The oral and written forms of language used in everyday communication.

Social language. Oral language used in social or peer settings, in contrast to more formal academic language (e.g., *Hi, how are you?* vs. *How do you do?*).

Sound out. To use phonics to decode a word.

Specially Designed Academic Instruction in English (SDAIE). A program of instructional areas, delivered in English, which is specially designed to provide LEP students with a curriculum. (See "Sheltered English.")

Spiraling. Reusing or recycling vocabulary, grammar, or concepts throughout a text or series of lessons.

Stakeholders. Persons (or groups of people) with a vested interest in a program or project. Adult education stakeholders include students, teachers, administrators, school staff, advocacy organizations, community members, higher education institutions, the Department of Workforce Services, Office of Rehabilitation, and employers who have a significant interest in adult education.

Standard. An academic level that describes what students should know and be able to do within a specific content area. Standards define the content and process used to make decisions pertaining to planning, teaching, and assessing, reflect the knowledge and skills of an academic discipline, and reflect what the stakeholders of educational systems recognize as essential to be taught and learned. Standards provide clear outlines of content and skills so that programs can develop and align curriculum, instruction, and assessments. Standards should not dictate pedagogy or teaching styles, nor prescribe class lessons or assignments.

Standardized tests. Formal methods of assessing student performance that use the same content, task-scoring procedures, and reporting procedures for all students. Standardized tests have empirically determined, quantifiable measures of reliability and studies of their validity. Such tests allow for comparison across states and programs.

State educational agency (SEA). The agency administering education for a given state (such as a State Office of Education).

Strand. A cluster of learning standards in a content area organized around a central idea, concept, or theme.

Stress. The degree of force with which a syllable is uttered. Syllables may be stressed or unstressed in varying degrees. (See "Syllable stress" and "Word stress.")

Structural analysis. The process of determining different types of words (noun, verb, adjective, adverb) and/or parts of words (prefix, suffix, endings, root).

Structured immersion. A type of program in which language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

Study circle. Process in which education practitioners *(e.g., teachers, counselors, administrators, or others)* come together in a small-group setting to learn and discuss research findings and theories, exploring how the findings can be applied to practice and policy. Study circles are often used for ongoing professional development.

Subject pronouns. See "Pronouns."

Submersion. The teaching of minority language students through the medium of a majority language, without special language assistance. Also referred to as "sink or swim"; this approach violates students' civil rights.

Subtractive bilingualism. Approach in which the second language/culture is intended to replace the first language/culture. This environment may lower self-esteem and cause loss of cultural or ethnic identity. Instructional programs such as immersion have subtractive bilingualism as their goal. The opposite of additive bilingualism.

Suffix. A word part that is added to the ending of a root word and establishes the part of speech of that word (e.g.,-*tion* added to *assert*, a verb, creates the word *assertion*, a noun).

Summarize. To briefly state the main points or topics.

Superlative. A form of an adjective, adverb, or noun that is used to rank an item or situation first or last in a group of three or more (e.g., *Juan is the tallest person in the class. She works the fastest of all. That machine makes the most noise*).

Supporting details. Examples reinforcing the main idea.

Syllabification. Indicates the division of words into parts/syllables. This can be done by clapping, pounding or tapping out the individual syllables in a word, by writing an underline, or by "scooping" under the individual syllables in a word (e.g., *ex press*). Not dependent on meaning.

Syllable stress. The degree of force with which a syllable is uttered. Syllables can be stressed or unstressed in varying degrees. Stress is an important component of pronunciation and contributes to meaning and intelligibility of a word (e.g., */re cord'/,* to store information, vs. */re cord/,* an account).

Synonym. Words having the same or similar meaning as the given word.

Tag questions. Questions added at the end of a sentence, usually to ensure the information is correct *(e.g., The Patriots won the Super Bowl, didn't they?*).

Target. A knowledgeable prediction or anticipation of how well students will perform at some point in the future.

Target language. The language that a student is learning as a second language. For English language students in the U.S., the target language is English.

Teachers of English to Speakers of Other Languages (TESOL). A professional organization for teachers of English to non-native-English-speaking students. TESOL has developed a set of national standards for pre-K-12 settings. (See http://www.tesol.org.)

Tense. The characteristic of a verb that indicates time.

Think-aloud strategy. A metacognitive strategy that can be used when reading a text. The reader verbalizes how he/she creates meaning for himself/herself from the text (e.g., make predictions, make connections with prior knowledge, create analogies, talk about trouble spots such as difficult vocabulary). By verbalizing, the reader reinforces the process of gaining meaning from text and can share his/her thought process with others.

Tone. Verbal expressions of the attitude of a writer or speaker toward a subject. Unlike mood, which is intended to shape the emotional response of the reader or listener, tone reflects the feelings of the writer or speaker. Tone is created by the pitch, rhythm, volume, and/or choice or words. It can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. (See "Voice.")

Total Physical Response (TPR). Language-learning approach based on the relationship between language and its physical representation or execution. Emphasis is on the use of physical activity for increasing meaningful learning opportunities and language retention. TPR lessons involve detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions.

Transfer. One of the fundamentals of bilingual education is that knowledge and skills learned in the native language may be transferred to English. This holds true for content knowledge and concepts as well as language skills. Transfer skills shorten the developmental progression of these skills in the second language. Language skills that are not used in the first language may need to be explicitly taught in the course of second language development, but content area knowledge does not need to be explicitly re-taught as long as the relevant English vocabulary is made available.

Transition words or expressions. Words or phrases often used to link sentences, subjects or other parts of a written text. They are also used when speaking. Transitions include:
a.   adding an idea: *also, in addition, further, furthermore, moreover*
b.   contrasting: *however, nevertheless*
c.   providing an alternative: *instead, alternatively*
d.   showing similarity: *similarly, likewise*
e.   showing order of time or order of ideas: *first, then, next, later, meanwhile, previously, finally*
f.   showing result: *as a result, consequently, therefore, thus, so*
g.   affirming: *of course, in fact, certainly, obviously*
h.   giving example: *for example, for instance*
i.   explaining: *in other words, that is*
j.   adding an aside: *by the way, incidentally*
k.   summarizing: *in conclusion, above all*

Transitional bilingual education (TBE). Instructional programs in which subjects are taught through two languages–English and the native language of the English language students. English is then taught as the second language. English language skill requirements are emphasized, and the first language is used as a tool to learn content. The primary purpose of these programs is to facilitate the ESOL student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the first language decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the programs.

Use and usage. Use denotes how language is used in communication. This can be contrasted with usage, the grammatical rules for language. (E.g., *Have you ever eaten fried snake?* Use: To inquire about past experiences. Usage: A present perfect question with *ever* placed in front of the past participle.) In meaningful communication, students are more concerned with the use of language.

Validity. The extent to which a measure reflects the underlying concept of what it is supposed to measure. Effective assessments must demonstrate their validity through empirical studies that involve comparing their measures with a related measure derived from another source *(e.g., another assessment, expert judgment).*

Venn diagram. A t6ype of graphic organizer used to compare two characters, ideas, etc. To create a Venn diagram, draw two overlapping circles. In the first circle, put things that are unique about the first thing to be compared. In the second circle, put things that are unique about the second thing to be compared. In the overlapping section, put things both have in common. (See "Graphic organizer," "K-W-L chart," "Mind map.")

Visualizing. The reader makes a mental picture or sketch of the words on the page and draws on what is "seen" to help create meaning.

Vocabulary. The words of a given language; a list of words for students to learn; a group of words used in relation to a subject.

Vocational English as a second language (VESL). A type of program that combines language education with instruction in job-specific skills.

Voice. A writer's unique use of language that allows a reader to perceive a human personality in his/her writing. The elements of style that determine a writer's voice include sentence structure, diction, and tone.

"With support." Reinforcement of instructional skill learning with assistance, guidance and/or supervision.

Word families. Grouped words linked by derivation or etymology (e.g., doubt, doubtful, doubtless, dubious). Word families or word sorts can also refer to words that belong to a particular group. This group can be a semantic group (e.g., *bean, squash, carrot* belong to the semantic group *vegetables*), a syntactical group (e.g., *walk, run, jump* belong to the syntactic group *verbs*), or functional group (e.g., *hello, hi, good morning* belong to the functional group *greetings*).

Word order. The correct order of subject, verb, adjectives, and other parts of speech in an utterance or sentence. Word order often follows set rules (e.g., *a blue book* instead of *a book blue*), Word order in a sentence can affect meaning (e.g., in the sentence, *The Red Sox beat the Yankees,* the first three words indicate the doer of the action, while the sixth indicates the recipient of the action). Word order can also provide clues for the meaning of a word (e.g., in the sentence *The jeft is on the floor*, the reader or listener can surmise that the nonsense word *jeft* is a noun because it comes after the article, *the*, and before a verb).

Word/sentence boundaries. The spaces and punctuation that mark the beginning and ending of words and sentences in written format.

Word sorts. See "Word families."

Word stress. The location of emphasis on a word in an utterance, providing a specific meaning to the utterance. Change of word stress will change the intent or meaning of the utterance (e.g., in the sentence *I lost my book*, the word *book* would be stressed to indicate what was lost and the word *I* would be stressed to indicate who lost a book).

Writing process. An approach to writing and teaching writing that includes developing ideas,