CELP Standards Glossary of Terms

Academic language- language required for academic work in the domains of speaking, listening, reading and writing, which varies depending on grade level and content

Academic vocabulary- Tier II vocabulary or high frequency polysemous words (words with different meanings in different contexts or content areas, e.g. *root* of a plant, square *root*, *root* of a problem, *root* word) and words widely used in various domains and across content areas; can include domain specific vocabulary (see below)

Acquired- unconsciously learned through access to comprehensible input

Adapt- change according to the audience, purpose, task, and role

Claim- a debatable and defensible statement that is the basis for an argument

Cognate- a word that shares the same origin, root, or base in different languages (family (Eng.); *familia* (Span.); *famile* (Ger.); *famiglia* (Ital.); *família* (Port.); *famile* (Fren.)).

> *False cognates* are words that are commonly thought to be related (have a common origin), but that linguistic examination reveals are unrelated. The words *embarrassed* (self-conscious, humiliated) in English and *embarazada* (pregnant) in Spanish are examples of false cognates.

Collocation- The grouping of two or more words together with a frequency greater than chance and sound "right" to the native speaker. Such terms as "crystal clear," "middle management," "nuclear family," "fast food," and "cosmetic surgery" are examples of collocated pairs of words.

Content-specific- Specific to a given discipline, content area, domain, or subject area. (Within the literature and among researchers, the term "discipline-specific" is more commonly used.) CCSO (2012) defines it as "the language used, orally or in writing, to communicate ideas, concepts, and information or to engage in activities in particular subject areas (e.g., science)" (p. 107).

Control- As used in the CELP Standards, refers to the degree to which a student may use a particular form with stability and precision. For example, independent control occurs when "In more sophisticated explanations, children have little or no difficulty simultaneously employing many complex and sophisticated linguistic devices [see Linking words], and their explanations require little effort from a listener to understand the steps or process being explained" (Bailey, 2013, p. 13).

Discourse- Language used in a particular context, such as the academic discourse of a science classroom compared to the social discourse of the playground. Different types of discourse call for different vocabulary, phrases, structures, and language registers. According to Gee (1999), language is always used from a perspective and always occurs within a context; there is no neutral use of language.

Domain specific vocabulary- Tier III vocabulary or low frequency words that are content specific, critical to understand the concepts of the content

ELPD Framework- The *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (CCSO, 2012), which provides guidance to states on how to use the expectations of the Common Core State Standards and the Next Generation Science Standards as tools for the creation and evaluation of CELP standards.

English language proficiency (ELP) - "A socially constructed notion of the ability or capacity of individuals to use language for specific purposes" (CCSO, 2012, p. 107). Also referred to by some as English language development (ELD), ELP embodies the belief that language development is ongoing. Multiple pathways to ELP are possible, but the end goal for students' progress in acquiring English is to ensure full participation of ELs in school contexts.

English learner (EL) - student who is learning English as an additional language and who has been determined to be limited English proficient (LEP) through a home language survey and standardized language assessment measures; may also be referred to as English language Learner (ELL), non-native speaker (NNS), or Limited English Proficient (LEP)

EP- ELA "Practices," which describe ways in which developing student practitioners of ELA should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The practices are student actions, not teaching practices. Developed for the ELPD Framework by CCS for ELA writer Susan Pimentel as analogous to the existing mathematics and science & engineering practices, but not found in the original CCS for ELA.

Evidence- Facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. Evidence should appear in a form, and be derived from a source, that is widely accepted as appropriate to a particular discipline, such as details or quotations from a text in the study of literature or experimental results in the study of science. (See Appendix A of the CCS for ELA & Literacy.)

Formulaic expressions- Expressions produced in accordance with a mechanically followed rule or style. In the initial stages of English language acquisition, formulaic expressions are learned as a "chunk" in reference to familiar topics or objects in the immediate environment. Examples of formulaic expressions used during the initial phrase of English language acquisition in schools include "go to the bathroom," "stand in line," and other habitually-used phrases. These prefabricated units are important because they serve as a bridge to connect vocabulary and grammar. Cowie (1998) argues that formulaic expressions are a crucial step in helping student move towards the acquisitions of idioms and the development of native-like proficiency.

Frequently occurring words and phrases- As used in the CELP Standards, this refers to words and phrases used commonly in the classroom and to everyday language used in schools. It is important to note that this does *not* refer to the Top 100 High-Frequency Words (e.g., "the," "a," "and," "but"). The term "basic" is not used in the CELP Standards because a term that is basic to one person may not be basic to another; acquisition of specific words and phrases depends on exposure and experiences.

Grade appropriate- As used in the CELP Standards, this refers to level of content and text complexity in relation to CCR standards' requirements for a particular grade level or grade span. (See Appendix A of the CCS for ELA & Literacy and Defining the Core.)

Guidance- help or advice provided by teacher to students in terms of how to begin, continue, or conclude a task (See note below)

Idioms- An idiom is an expression that cannot be understood from the meanings of its component words but has a meaning of its own. Usually that meaning is derived from the history of the language and culture in which it is used. Students' acquisition of idioms progresses from literal meanings to figurative and metaphorical meanings.

- Transparent idioms are expressions in which the literal meaning is clearly linked to the figurative meaning, e.g., *give the green light*, *break the ice.*
- Semi-transparent idioms are expressions in which the link between literal and figurative meaning is less obvious, e.g., *beat a dead horse*, *save one's breath.*
- Opaque idioms are expressions with an undetectable link between literal and figurative language, e.g., *pull one's leg*, *kick the bucket.*

Inflectional ending- A short suffix added to the end of a word to alter its meaning. In this document, the term refers to endings such as -s, -es, -ing, and -ed.

Inflectional forms- The forms of a word that include alteration of the word to indicate singular or plural, verb tense, and verb aspect. Inflected or inflectional forms also include irregular verbs (e.g. sing – sang –sung) and irregular plural nouns (e.g. mouse –mice).

Informational text- Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text). See Appendix A of the CCS ELA & Literacy Standards.

Interactive language skills- Skills involved in producing language in spoken or written form during collaborative, interactive activities, including collaborative use of receptive and productive modalities. This modality "refers to the learner as a speaker/listener and as a reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the sociocultural aspects of communication as language proficiency develops" (Phillips, 2008, p. 96).

Language forms- Vocabulary, grammar, and features of discourse specific to a particular content area or discipline. This term refers to the surface features of language and how they are arranged according to the grammar of the language. As a means of connecting sound with meaning, it incorporates morphology, syntax, and phonology.

Language functions- What students do with language to accomplish content-specific tasks. As defined by Gibbons (1993), language functions can be used to describe the purposes for which language is used in the classroom. Their use offers a simple and practical way to ensure that content and language are integrated.

Linguistic- relating to language

Linguistic Output- Refers to the production of language. Educators should provide ELs with communicative tasks that require students to create the sustained output necessary for second language development. (See Principle 7 in *Principles of Instructed Second Language Acquisition*.)

Language proficiency level- level of language in the four language domains—speaking, listening, reading, and writing—as determined by a language proficiency assessment

Linking words (a.k.a. cohesive devices)-Words or phrases that can be used as sentence connectors to develop coherence within a paragraph by linking one idea/argument to another. Examples include *however, in conclusion, basically, as it turns out, at last, eventually, after all, rarely, normally, at first, often, further,* and *firstly.*

Modalities (modes of communication)-The means or manner by which communication takes place. This document identifies three modalities: receptive, productive, and interactive. The four language domains of reading, writing, listening, and speaking are contained within these three modalities. (See page 9 of the CELP Standards for more information.)

Modeled sentences- As used in the CELP Standards, this term refers to the provision of exemplar speech and text to students as part of the instructional process. Examples of modeled sentences in the CELP Standards include sentence frames, sentence stems, and sentence models.

Morphology- the identification of word parts (e.g. roots, affixes, suffixes) and the description and analysis of how words are formed (i.e. –s in English represents plurality, so we know that 'horses' means more than one horse)

MP- The CCS for Mathematical Standards for Practice or Mathematical Practices. The practices describe ways in which developing student practitioners of mathematics should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The *Standards for Mathematical Practice* are descendants of the *Adding It Up* proficiencies (Kilpatrick, Swafford, & Findell, 2001) and the NCTM process standards (NCTM, 2000). They also descend from work on Habits of Mind (Driscoll, 1995) and the national syllabi of Singapore, Japan, and Finland. For more examples of the Mathematical Practices, see http://www.insidemathematics.org/index.php/commmon-core-math-intro.

Native Language (L1, Native/First/Home language) - The language or languages a person acquires first in life; sometimes called a "mother tongue."

Nonverbal communication- As used in the CELP Standards, this term refers the process of communication through sending and receiving wordless (mostly visual) cues between people. Examples of nonverbal communication in the CELP Standards may include gestures, nods, thumbs up or down, or facial expressions.

Organize- In the CELP Standards, refers to discourse that conveys temporal, causal, categorical, or other logical relationships that are consistent with the author's apparent purpose in conveying information, narrating a story, making a persuasive argument, or some other emergent discourse form.

Phrase- group of two or more words that express a single idea but do not form a complete sentence

Practice- (For the purposes of the CELP standards) behaviors which developing student practitioners should increasingly use when engaging with the content and growing in content-area maturity and expertise throughout their elementary, middle, and high school years. The term "practices" is used rather than "processes" or "inquiry skills" to emphasize that engaging in [discipline-specific] investigation requires not only skill but also knowledge that is specific to each practice (e.g. Science and engineering practices, Math practices, etc.)

Productive language skills- Skills involved in producing language in spoken or written form. This modality "places the learner as speaker [and/or] writer for a 'distant' audience (one with whom interaction is not possible or is limited). The communication is set for a specified audience, has

purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise it before publication or broadcast" (Phillips, 2008, p. 96).

Progressions- sequence of learning and teaching expectations across grade levels and proficiency levels

Prompting- using instructions, gestures, models, examples, and cues that lead students to academic responses (See note below)

Receptive language skills- Skills involved in interpreting and comprehending spoken or written language. This modality "refers to the learner as a reader [and/or] listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task, to promote understanding of language and content in order to develop a personal reaction" (Phillips, 2008, p. 96).

Recognize- As used in the CELP Standards, this verb refers to instances when a student might recognize the meaning of the words, using verbal communication or non-verbal communication.

Registers- Distinguishable patterns of communication based upon well-established language practices, such as the language used in subject-area classrooms. Registers are a "recognizable kind of language particular to specific functions and situation. A well-known non-academic example is *sports announcer talk*" (Ferguson, 1983, p. 155).

Research projects:

- Short research project: An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.
- More sustained research project: An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Scaffolding- As defined in Appendix A of the CCS ELA & Literacy Standards, this refers to guidance or assistance provided to students by a teacher, another adult, or a more capable peer, enabling the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students' capacity to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. For more information, see Walqui et al. (2013).

Sentence structures- As used in the CELP Standards and the Proficiency Level Descriptors, language structures include simple, compound, complex sentences, and the range of other language structures.

Simple- As used in the CELP Standards, this generally refers to the grammatical structure of a phrase, sentence, or text relative to its complexity or density. A "simple" sentence may use subject+verb+object construction without any embellishments.

Source- As used in the CELP Standards, this refers to speech or text used largely for informational purposes, as in research.

SP- The NGSS *Science and Engineering Practices.* The practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. The *Science and Engineering Practices* "describe behaviors that scientists engage in as they investigate and build models and theories about the natural world" (NGSS, 2013). As noted in Appendix F of the NGSS (NGSS Lead States, 2013), chapter three of the *Science Framework for K-12 Science Education* (NRC, 2012) provides background on the development of the *Science and Engineering Practices*. For more information and examples, see Bybee (2011).

Supports- (For the purposes of the CELP standards) research-based, linguistic supports for students of various levels of language proficiency (See note below)

Temporal words- time signal words (e.g. then, next, from then on, in the meantime, etc.)

Variety of topics- As used in the CELP Standards this refers to a range of topics that may be either familiar or unfamiliar to the student (i.e., requiring support to build the student's background knowledge or particular context knowledge).

Visual aids- As used in the CELP Standards, this refers to pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, and picture dictionaries.

Vocabulary- A set of words, phrases, or expressions, within a language, that is familiar to a person. (See the PLDs for specific vocabulary expectations by the end of each ELP level.)

- *Academic vocabulary* (see also Appendix A of the CCS for ELA & Literacy, p. 33):
  - General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in the CELP Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as "school navigational language."

  - *Content-specific words and phrases*: Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as "terms." (*Terms* are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as "curriculum content language." As defined in Language standard 6 of the CCS, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the CELP Standards do not suggest that vocabulary taught to ELLs should be limited to only that defined by the CCS.)
    - Three Tiers of Vocabulary:

      - Tier One: Words acquired through everyday speech, usually learned in the early grades.

      - Tier Two: Academic words that appear across all types of text. These are often precise words that are used by an author in place of common words (e.g., "gallop" instead of "run"). They change meaning with use.

      - Tier Three: Domain-specific words that are specifically tied to content (e.g., "Constitution," "lava"). These are typically the types of vocabulary words that are included in glossaries, highlighted in textbooks, and addressed by teachers. They are considered difficult words that are important to understanding content.

- o *Frequently occurring vocabulary*- This includes common words and phrases, as well as idiomatic expressions and collocations.

- o *Social vocabulary/language*- Cummins (2000) refers to this as "surface proficiency" and, in earlier iterations of his work, as Basic Interpersonal Communicative Skills (BICS).

- **Wh- questions**- "Who," "what," "where," "when," "why," and "how" questions.

Prompting and supports vs. Guidance and supports- As outlined in the CELP Standards document, English learners at English proficiency levels 1 and 2 across grade levels K-12 receive *prompting* and supports, while English learners at English proficiency level 3 in grade levels K-12 receive *guidance* and supports. The supports referenced in both cases are linguistic supports (See CELP Standards Linguistic Supports document). The principal difference between *prompting* and *guidance* is the amount of support needed to enable students to produce output (speaking or writing) in response to what they have listened to or read. Students at English proficiency levels 1 and 2 require instructions, gestures, models of language, examples of language, and cues to be able to produce their own responses. Responses may be verbal or nonverbal at English proficiency level 1. However, as language develops, English learners still need models, but may not require continual support from the teacher and may only need support to begin, continue, or finish a task. Although prompting is a valuable tool to use for English learners at all English language proficiency levels, it is required for the success of the students at the lower levels of English proficiency in all classrooms and content areas.