

# ELSF Glossary

Term	Definition
<b>Academic Language</b>	The linguistic abilities that students must develop in order to learn and participate effectively in academic settings (i.e., the language used in classroom lessons, books, tests, lectures, and assignments). This is the language that students are expected to use and understand in order to succeed in school.
<b>Academic Language Demands</b>	The linguistic demands that academic content (whether oral or written) makes of students in an academic setting. These demands vary in their complexity by grade and subject area.
<b>Activation of Prior Knowledge</b>	Asking students what they already know about a topic or content area, and then affirming, sharing, and building upon that initial knowledge to better understand the topic of study.
<b>Close Reading</b>	Careful and sustained interpretation of a brief passage of text.
<b>Content-Language Objectives (CLO)</b>	A description of what students will learn during the lesson (ie. the Content Objective) combined with how students will use language to demonstrate mastery of the material (ie. the Language Objective). The Language Objective is designed to be in service of the Content Objective.
<b>Content-Specific</b>	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.)
<b>Culturally Relevant Instruction</b>	Instruction in which teachers support each student to relate course content to their own cultural context, and through which students become active drivers of their own learning as opposed to passive participants. This is also known as Culturally Responsive Teaching or Culturally Responsive Pedagogy.
<b>Discipline-Specific</b>	Language, practices, and forms specific to a particular discipline.
<b>English Language Development (ELD)</b>	Instruction that is designed with the express purpose of supporting ELs with the development of their English reading, writing, speaking, and listening skills.
<b>English Language Proficiency (ELP)</b>	The degree to which an EL has achieved proficiency in English. This is often determined by the student’s performance on a language proficiency test.



<b>English Learners (ELs) or English Language Learner (ELL)</b>	Students whose home/primary language is a language other than English, and whose English proficiency is still developing. Students who are designated English Learners (ELs) or English Language Learners (ELLs) require instructional supports to allow them to learn English language and grade-level content simultaneously.
<b>Focused Language Study</b>	English Language Development routines specifically targeting how English works, with a focus on elements that may be familiar to native English speakers but require explicit teaching for acquisition by ELs.
<b>Formal vs. Informal Language</b>	The level of formality with which a person speaks, writes, or interacts. Different social situations and relationships may call for different registers - or levels of formality. For example, students may use informal language when they are building their understanding of a new concept with their peers, and then transition to formal language when they are presenting their work to the class.
<b>Formative Assessment</b>	The range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.
<b>Foundational Reading Skills</b>	Essential reading skills which are prerequisites to reading comprehension. These skills include the alphabetic principle, phonemic awareness, phonics, fluency, spelling, and vocabulary.
<b>Frontloading</b>	Pre-teaching selected language, vocabulary, or content in order to maximize student time engaging with core content.
<b>Grade-Appropriate</b>	Appropriate for students in a particular grade (K-12) in school.
<b>Informational Text</b>	Any text whose primary purpose is to inform the reader about the natural or social world (e.g., explanatory text).
<b>Interactive Language</b>	Language skills required when participating in an interactive group or collaborative activity (e.g. Listening, speaking, turn-taking, asking for clarification).
<b>Learner Awareness</b>	The extent to which learners are aware of their progress in understanding a language. Building metacognitive language awareness allows students to reflect on their language acquisition, their learning needs, and their language use. This awareness is considered a prerequisite for meaningful language growth.
<b>Language Forms</b>	The surface features of language that occur regularly within a particular genre or content area (e.g., grammatical structures, text structures, discourse structures).



<b>Language Functions</b>	The purpose, aim, or intention that underlies the use of a particular language form.
<b>Language Modality</b>	The manner by which communication takes place. Current ELD standards identify three modalities: receptive, productive, and interactive. The four language domains of reading, writing, listening, and speaking are contained within these three modalities.
<b>Linguistic Output</b>	Refers to the production of language. Educators should provide ELLs with communicative tasks that require students to create the sustained output necessary for second language development.
<b>Math Language Routines</b>	Structured activities that provide students the opportunity to use language purposefully to discuss and develop an understanding of core math content.
<b>Mathematical Practices</b>	Ways of engaging with mathematical content.
<b>Metacognitive Strategies</b>	Methods to help students reflect upon what they have learned, advocate for needed supports, and measure how effective their learning has been. In other words, these are strategies to help students think about their own thinking.
<b>Modalities (or modes of communication)</b>	The manner by which communication takes place. Current ELD standards identify three modalities: receptive, productive, and interactive. The four language domains of reading, writing, listening, and speaking are contained within these three modalities.
<b>Productive Language</b>	Skills involved in producing language in spoken or written form (eg. Expressing information, justifying ideas orally or in writing).
<b>Receptive Language</b>	Skills involved in interpreting and comprehending spoken or written language (eg. Active listening, reading closely, evaluating and analyzing).
<b>Register</b>	The level of formality with which a person speaks, writes, or interacts. Different social situations and relationships call for particular registers.
<b>Rigorous</b>	Content that is appropriate for students in a particular grade level, often as determined by national or international standards.
<b>Scaffolding</b>	Instructional supports meant to assist learners in accomplishing academic tasks due to their emerging content-language proficiency. Scaffolds should be designed to place tasks within the Zone of Proximal Development for students and can vary in the degree of support that they provide. Scaffolds should be gradually reduced as students show growth.



<b>Science Practices</b>	Ways of engaging in scientific content.
<b>Spiraling</b>	Designing a unit of study so that students will encounter the same topics multiple times and in various forms, progressively building upon their knowledge and understanding. Spiraling can apply to concepts, language, and skills. Each subsequent re-introduction of a spiraled element should help students build a deeper and more complex understanding of the topic at hand.
<b>Student Assets</b>	An asset-based approach to instruction considers the diverse knowledge and experiences that students bring to the classroom as strengths. In this model, educators value and leverage these student strengths - including student home language and prior experiences - to improve instruction. This model is in contrast to a deficit-based approach to education.
<b>Student Choice</b>	Providing meaningful opportunities for students to ask their own questions and direct their own learning. Effective choices provide students with feelings of autonomy, competence, and relatedness, and build student engagement.
<b>Summative Assessment</b>	An evaluation of learning that happens at the end of a learning program. The purpose of this assessment is to measure how well students met a long-term desired learning outcome. Examples include state assessments, end-of-unit tests or projects, and performance tasks.
<b>Syntax</b>	The set of rules that determine the arrangement of words and phrases to create well-formed sentences.
<b>Talk Moves</b>	Scaffolded discourse questions and strategies designed to encourage productive student discussion.
<b>Tiered Vocabulary</b>	There are three tiers of vocabulary. Tier 1 words are everyday words that are familiar to most students and can be learned through conversation. Tier 2 words are high-utility, cross-curricular academic terms that are found in many content texts. Tier 3 words are domain-specific academic vocabulary words.
<b>Zone of Proximal Development (ZPD)</b>	The distance between what a learner can do with help and without help. The Zone of Proximal Development describes tasks that a learner can do with skilled and knowledgeable guidance. This is the best zone for learning, since students can acquire skills and content from their more knowledgeable instructor.