

ESL/Title III Program and ELD Standards Glossary

Purpose

This document provides the terms and definitions related to the NC Standard Course of Study for English Language Development (ELD), as well as other acronyms and terms related to ESL/Title III. This document provides a range of terms and definitions to support all EL stakeholders, including administrators, educators, coordinators, and community members in implementation of the NC ELD Standard Course of Study. These standards will be implemented in all North Carolina schools beginning in the 2022-23 school year.

Acronyms and Terms	Description
Academic Language	<p>Academic language is the language used in formal contexts for academic subjects and purposes. The aspect of language connected with literacy and academic achievement. This includes technical and general academic terms and reading, writing, listening, and speaking skills as used in school to acquire new knowledge and accomplish academic tasks. (Echevarria 326). See also Cognitive Academic Language Proficiency.</p> <p>Echevarria, Jana, et al. <i>Making Content Comprehensible for English Learners. The SIOP Model</i>. 3rd ed., Pearson, 2008.</p>
ACCESS for ELLs	<p>ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12 in WIDA Consortium member states. In North Carolina, ACCESS typically refers to the ACCESS assessment which is a secure large-scale English Language proficiency assessment given to students K-12 who have been identified as English Learners (WIDA).</p> <p>WIDA. "ACCESS for ELLs." wida.wisc.edu/assess/access. Accessed 31 August 2021.</p>
Accommodations	<p>In general, accommodations are changes in procedures or materials which (a) ensure that a student has equitable access to instructional and assessment content and (b) support valid assessment results for those students who require them. Accommodations are available in all states for students whose IEP or Section 504 plan outlines the need for them. Some states also offer accommodations for ELs. It is important to note that accommodations do not reduce expectations for learning. Embedded accommodations (e.g., closed captioning) are provided digitally through instructional or assessment</p>

	<p>technology, while non-embedded accommodations (e.g., scribe) are provided locally. (CCSSO 10).</p> <p>Specifically, in NC, accommodations are used on a case-by-case basis where appropriate documentation exists, students with disabilities (including students receiving services under Section 504 only) and students identified as ELs may receive testing accommodations. Testing accommodations must be documented in the students' current IEPs, Section 504 Plans, or EL Plans before testing to substantiate the provisions of these accommodations. Copies of the documentation must be kept at the school and made available to test coordinators. The same accommodations must be used routinely during classroom instruction and similar classroom tests that measure the same construct. If a student does not have at least thirty school days preceding the test date to use the accommodation, then its use cannot be considered routine during instruction and similar classroom tests ("North Carolina Test Coordinators' Policies" 91).</p> <p>Council of Chief State School Officers (CCSSO). <i>Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students</i>. 2021. 753a0706.flowpaper.com/CCSSOAccessibilityManual/. Accessed 27 September 2021.</p> <p>North Carolina Department of Public Instruction. <i>North Carolina Test Coordinators' Policies and Procedures Handbook</i>, Division of Accountability Services, August 2020, www.dpi.nc.gov/media/8677/open. Accessed 18 August 2021.</p>
Basic Interpersonal Communication Skill (BICS)	<p>Basic Interpersonal Communication Skills are face-to-face conversational fluency, including mastery of pronunciation, vocabulary, and grammar. English learners typically acquire conversational language used in everyday activities before they develop more complex, conceptual, academic language proficiency (Echevarria 326). See also Social Language.</p> <p>Echevarria, Jana, et al. <i>Making Content Comprehensible for English Learners. The SIOP Model</i>. 3rd ed., Pearson, 2008.</p>
Causal Language	<p>Causal language includes words, phrases, and clauses that express causes and effects. Typical spoken language connectors are <i>because</i> and <i>so</i>. Additional connectors used mainly in writing include: <i>therefore</i>, <i>consequently</i>, <i>as a result</i>, and nouns such as <i>the result</i>, <i>the effects</i>, and <i>entire clauses</i></p>

	<p>(e.g., <i>Unable to grow or repair themselves, the corals eventually die</i>), verbs like <i>lead to</i>, <i>are caused by</i>, <i>resulting in</i>, and prepositions such as <i>as</i>, <i>for</i>, <i>through</i> (WIDA 251).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Clause	<p>A clause is a unit of meaning that expresses a message, usually containing a verb (e.g., <i>walk</i>) and a subject noun or noun phrase (e.g., <i>They walked</i>). Examples of clauses include the following:</p> <ul style="list-style-type: none"> • conditional clause: a clause that creates conditional meanings, meanings that pose a hypothesis or impose conditions. A conditional clause usually connects to the beginning or end of the independent clause with the conjunctions <i>if</i> or <i>unless</i> (e.g., <i>The seeds will sprout in a week unless someone forgets to water them.</i> or <i>Unless someone forgets to water the seeds, they will sprout in a week.</i>) • dependent clause: (also known as subordinate clause): a clause that depends on an independent clause for its meaning and cannot stand alone (e.g., <i>as the newly hatched caterpillars grow</i> or <i>who eat their prey</i>). One type of dependent clause is a relative clause. • independent clause: (also known as main clause): a clause that can stand alone to communicate a complete idea and forms a complete sentence (e.g., <i>Please take turns.</i> or <i>Sharks have rows of teeth.</i>). An independent clause usually has a subject (a noun) and a predicate (a verb), unlike a dependent clause. • relative clause: a dependent clause that starts with <i>that</i>, <i>who</i>, or <i>which</i> and adds details to its noun. The relative clause (<u>that are strong enough</u>) in the following example adds specificity to the word “magnets”: <i>Magnets <u>that are strong enough</u> can lead to personal injury.</i> Also see expanded noun group. <p>(WIDA 251)</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>

Cognates	<p>Cognates are words that have similar spelling, pronunciation, and meaning across languages. For example, the word “packet” in English is <i>el paquete</i> in Spanish and <i>pomidori</i> [помідори] in Ukrainian and <i>pomodoro</i> in Italian for “tomato.” False cognates are words that sound similar but have different meanings. For example, <i>embarazada</i> (“pregnant” in Spanish) is not a cognate to <i>embarrassed</i> in English (WIDA 251).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Cognitive Academic Language Proficiency (CALP)	<p>Cognitive Academic Language Proficiency is the language proficiency associated with schooling, and the abstract language abilities required for academic work. A more complex, conceptual, linguistic ability that includes analysis, synthesis, and evaluation. (Echevarria 326). See also Academic Language.</p> <p>Echevarria, Jana, et al. <i>Making Content Comprehensible for English Learners. The SIOP Model</i>. 3rd ed., Pearson, 2008.</p>
Coherence	<p>Coherence is how a text holds together at the discourse dimension of language through its logical links in meanings. Coherent text makes sense; readers can understand its meaning and intent in the context in which it is presented (WIDA 251).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Cohesion	<p>Cohesion is how parts of text interconnect and flow with help from cohesive devices (WIDA 251). See also Cohesive Devices.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Cohesive Devices	<p>Cohesive devices are words, phrases, clauses, and organizational patterns that tie ideas together so they become unified in the whole text. An example of an organizational pattern is Given/New; linguistic resources include lexical cohesion, substitution or omission (also known as ellipsis), and</p>

	<p>reference devices (e.g., personal pronouns, demonstrative pronouns, qualifiers) (WIDA 251). See also Given/New.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Collocation	<p>A collocation is a group of words that habitually go together such as <i>plus and minus, multiply and divide, push and pull, up and down, ebb and flow, peanut butter and jelly</i>. On the other hand, hearing these collocations worded in different order would sound a bit unusual: <i>minus and plus, flow and ebb</i> (WIDA 251).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Communication Modes	<p>Communication modes include Interpretive mode (listening, reading, and viewing) and expressive mode (speaking, writing, and representing) and are the two types of communication modes incorporated into the NC ELD Standard Course of Study Language Expectations and Proficiency Level Descriptors (WIDA 252).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Communicative Competence	<p>Communicative competence is the ability to recognize and to produce authentic and appropriate language correctly and fluently in any situation; involves grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Hymes 269-293).</p> <p>Hymes, Dell H. "On communicative competence." <i>Sociolinguistics: Selected Readings</i>. Penguin, 1978, pp. 269–293.</p>
Comprehensible Input	<p>Comprehensible input means making the message understandable for students. Comprehensible input techniques are essential to help English Learners understand what the teacher is saying, and these techniques should be evident throughout the lesson. Comprehensible input is much more than showing pictures as visual clues during a lesson. It involves a conscious effort to make the lesson understandable through a variety of means (Echevarria 79).</p>

	Echevarria, Jana, et al. <i>Making Content Comprehensible for English Learners. The SIOP Model</i> . 3rd ed., Pearson, 2008.
Comprehensive, Continuous Improvement Plan (CCIP)	<p>The Comprehensive, Continuous Improvement Plan (CCIP) is a web-based planning and grants management tool, and it connects district goals for improvement to budgeted activities. CCIP is used by local education agencies, charter schools and non-LEAs to apply for federal and state funds (“Comprehensive Continuous Improvement Plan”).</p> <p>North Carolina Department of Public Instruction. <i>Comprehensive Continuous Improvement Plan</i>. Federal Program Monitoring. www.dpi.nc.gov/districts-schools/federal-program-monitoring/comprehensive-continuous-improvement-plan. Accessed 19 August 2021.</p>
Conjunctions	<p>Conjunctions are words that combine clauses or sentences. Examples of conjunctions include the following:</p> <ul style="list-style-type: none"> • coordinating conjunctions: a conjunction placed between words, phrases, clauses, or sentences of equal rank such as: <i>and, nor, yet, so, but</i>, and others. • subordinating conjunctions: a conjunction that introduces a subordinate clause and creates concessive, contrastive, and causal relationships (e.g., <i>while, although, however, because</i>). See also Connectors. <p>(WIDA 252)</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Connectors	<p>Connectors include text connectives, coordinating and subordinating conjunctions, and linking phrases used to connect ideas in sentences and signal different relationships (causal, additive, chronological). Connectors create cohesion and logical development across a text. Examples of connectors:</p> <ul style="list-style-type: none"> • addition: <i>and, and then, furthermore, in addition, apart from that, furthermore, besides, along with, again, along with</i> • cause/consequence: <i>because, so, despite, nevertheless, even though, so, therefore, consequently, due to, because of this, as a result</i>

	<ul style="list-style-type: none"> • comparison/contrast: <i>but, for example, instead, in other words, however, in fact, in that case, while, although, on the other hand, despite</i> • concession: <i>while, although</i> • condition: <i>if, unless</i> • purpose: <i>in order to, so</i> • sequence: <i>first, second, finally, in the first place, to start with, at this point, to get back to the point, in short, all in all, to conclude</i> • time: <i>when, then, next, afterward, after a while, at the same time, at this moment, meanwhile, previously, before that, finally.</i> <p>(WIDA 252)</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Connotation and Denotation</p>	<p>While the denotation of a word refers to its primary, dictionary meaning, connotation refers to a range of secondary, inferred, or associated significances and feelings a word may imply. Most words have denotative and connotative meanings that speakers and writers interpret within their contexts of identity, history, culture, and situation. For example, the dictionary defines “cheap” as inexpensive. Yet, cheap may invoke connotative meanings of frugality and good value, whereas in another situation, the word may convey stinginess and poor quality (WIDA 252).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Consolidated State Performance Report (CSPR)</p>	<p>The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State as authorized under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended. Part II of the Consolidated State Performance Report collects information related to state activities and outcomes of specific ESEA programs needed for the programs’ Government Performance and Results Act (GPRA) indicators or other assessment and reporting requirements. The Department uses these data in conjunction with data collected in Part I to monitor States’ progress in implementing ESEA and to identify technical assistance needs</p>

	<p>and program management and policy needs (“Consolidated State Performance”).</p> <p>United States, Department of Education. <i>Consolidated State Performance Report</i>. oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/. Accessed 19 August 2021.</p>
Content-Specific Language	See Discipline-Specific Language .
Continuing Immersion	<p>Continuing immersion programs are found at the middle school/junior high school or high school level. These programs are designed to maintain the language skills already developed in total or partial immersion programs and to further develop them to as high a degree as possible (Curtain and Dahlberg 311). See also DL/I.</p> <p>Curtain, Helena, and Dahlberg, Carol A. <i>Languages and Children. Making the Match: New Languages for Young Learners, Grades K-8</i>. 4th ed., Pearson, 2010.</p>
Cross-Disciplinary Language	<p>Cross-disciplinary language is common academic language used across content areas (e.g., <i>analyze, evaluate, critique, identify, evidence, analysis, summary, explanations</i>) (WIDA 252).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Culture	<p>Culture is the practices and beliefs members of a group share. Cultural practices are dynamic—changing based on context (WIDA 252).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Declarative Sentence	<p>A declarative sentence is a sentence with subject-verb order, typically used to make statements that are not commands or questions. For example, declarative sentences evaluate and interpret events (e.g., <i>The review describes how the author used the graphic novel format.</i>) (WIDA 252). See also Imperative & Interrogative Sentences.</p>

	WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i> . Board of Regents of the University of Wisconsin System, 2020.
Denotation	<p>Denotation of a word refers to its primary, dictionary meaning (WIDA 253). See also Connotation and Denotation.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Density	<p>See lexical density under text complexity (WIDA 253).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Developmental Bilingual	<p>Designed to help non-English speakers learn English, as well as to maintain and improve their native or heritage language skills. Content is delivered in English and in the heritage language.</p> <p>North Carolina Department of Public Instruction. “Developmental Bilingual.” ESL/Title III Team.</p>
Dimensions of Language	<p>Dimensions of language is a linguistic system that can be described along three dimensions: discourse, sentence, and word/phrase.</p> <ul style="list-style-type: none"> discourse: discourse is the broadest dimension of language. Discourse imparts meaning across an entire text (oral, written, visual), supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density). In the discourse dimension, the text’s purpose, such as explaining how or why something happens, shapes its organizational pattern. For example, typical discourse of mathematical explanations may include a statement of solution to a problem, an explanation sequence, and an evaluation or justification of one’s reasoning.

	<ul style="list-style-type: none"> • sentence: a sentence is a word or group of words that states, asks, commands, or explains an idea. As a dimension of language, sentences contribute to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentence types. These also help shape how a text is sequences and connected. A sentence can be simple, compound, or complex. See also Sentence Types. • word/phrase: as a dimension of language, words and phrases add precision to communication. For example, language users strategically select everyday, cross-disciplinary, or technical language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning. <p>(WIDA 253)</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Disciplinary Learning</p>	<p>Disciplinary learning includes learning in the disciplines, such as math or science, that includes learning how to think, communicate, read, and write according to each discipline’s traditions (WIDA 253).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Discipline-Specific Language (Also known as Content-Specific Language)</p>	<p>Discipline-specific language is language used in distinctive ways within each discipline or field. For example, words like <i>substitute</i>, <i>show</i>, and <i>intersect</i> have particular meanings for mathematics. <i>Defense</i>, <i>extend</i>, and <i>goal</i> have meanings specific to physical education. Each discipline or field contextualizes the meaning of words such as <i>table</i>: table of data in math versus table as a piece of furniture (WIDA 253). See also Everyday Language and Technical Language.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>

<p>Dual Language/Immersion (DL/I)</p>	<p>Dual Language/Immersion (DL/I) programs use two languages for literacy and content instruction for all students. In North Carolina, programs use English and a program language.</p> <p>Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language (“Developing ELL Programs”).</p> <p>United States Department of Education. “Developing ELL Programs: Glossary.” Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleV. Accessed 18 August 2021.</p>
<p>Education Department General Administrative Regulations (EDGAR)</p>	<p>Education Department General Administrative Regulations (EDGAR) includes outline rules and procedures on the Department's grant programs and other general requirements that apply to the Department's programs. These rules cover such overarching issues as application procedures, financial administration, property management, record retention, protection of human subjects, lobbying, and program oversight, among others (“Education Department”).</p> <p>United States Department of Education. <i>Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations</i>. Office of the Federal Register and the Government Printing Office. www2.ed.gov/policy/fund/reg/edgarReg/edgar.html. Accessed 17 August 2021.</p>
<p>Elementary and Secondary Education Act (ESEA)</p>	<p>The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that “full educational opportunity” should be “our first national goal.” From its inception, ESEA was a civil rights law.</p> <p>ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education (“Every Student Succeeds”).</p> <p>United States Department of Education. “Every Student Succeeds Act (ESSA).” www.ed.gov/essa. Accessed 21 August 2021.</p>

<p>English as a Foreign Language (EFL)</p>	<p>English as a Foreign Language (EFL) are English language programs in non-English-speaking countries where English is not used as the common language. It is also used in some U.S. university programs where international students study English and are likely to return to their home countries after graduation or finishing course work (TESOL).</p> <p>TESOL International Association. "Common Acronyms in the TESOL Profession." www.tesol.org/enhance-your-career/career-development/beginning-your-career/A-guide-to-common-acronyms-in-the-tesol-profession. Accessed August 19, 2021.</p>
<p>English as a Second Language (ESL)</p>	<p>English as a Second Language refers to a program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language ("Developing ELL Programs").</p> <p>United States Department of Education. "Developing ELL Programs: Glossary." Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleVI. Accessed 18 August 2021.</p>
<p>English for Speakers of Other Languages. (ESOL)</p>	<p>English for Speakers of Other Languages is an abbreviation for English for speakers of other languages: used, especially in the U.K., to refer to the teaching of English to students whose first language is not English, but who are living in an English-speaking country ("English for Speakers").</p> <p>"English for Speakers of Other Languages." Cambridge Advanced Learner's Dictionary & Thesaurus. 2021.</p>
<p>English Language Development (ELD)</p>	<p>English Language Development (ELD) refers to a program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing) ("English Learner Toolkit" 25).</p> <p>United States Department of Education. <i>English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)</i>. Office of English Language Acquisition. October 2017, www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html. Accessed 19 August 2021.</p>

<p>English Language Development Standard Course of Study (ELD SCOS)</p>	<p>The English Language Development Standard Course of Study (ELD SCOS) is NC’s standard course of study for students learning English as a second or new language; approved March 4, 2021, by the State Board of Education to be implemented in the 2022-2023 school year (NCDPI ESL/Title III Team).</p> <p>North Carolina Department of Public Instruction. “ELD SCOS.” ESL/Title III Team. 2020.</p>
<p>English Language Learner (ELL)</p>	<p>English Language Learner (ELL) is a term used interchangeably with EL. This term refers to a national-origin-minority student who is limited-English-proficient. This term is often preferred over the term, Limited-English-Proficient (LEP), as it highlights accomplishments rather than deficits (“Developing ELL Programs”).</p> <p>United States Department of Education. “Developing ELL Programs: Glossary.” Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleVI. Accessed 18 August 2021.</p>
<p>English Language Proficiency (ELP)</p>	<p>English Language Proficiency (ELP) refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in one language is judged independently and does not imply a lack of proficiency in another language (“Developing ELL Programs”).</p> <p>United States Department of Education. “Developing ELL Programs: Glossary.” Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleVI. Accessed 18 August 2021.</p>
<p>English Learner (EL)</p>	<p>The term English Learner (EL), when used with respect to an individual, means an individual — (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;</p>

	<p>and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (ESEA Section 8101(20)) (“Non-Regulatory Guidance” 43).</p> <p>United States Department of Education. <i>Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)</i>. Appendix A. 23 Sep., 2016. www2.ed.gov/policy/elsec/leg/essa/essatitleiii guidenglishlearners92016.pdf. Accessed 20 August 2021.</p>
English Learner Advisory Council (ELAC)	<p>The English Learner Advisory Council (ELAC) is the statewide advisory board for ESL/Title III at the North Carolina Department of Public Instruction. It is a group of stakeholders who have a vested interest in working with English Learners in North Carolina. Members of the EL Advisory Council are representatives of different LEAs/charter schools in the state, who were selected to participate based on various factors such as geographic location, EL population size, etc. ELAC’s main role is to advise NCDPI on current issues impacting English Learners (NCDPI ESL/Title III Team).</p> <p>North Carolina Department of Public Instruction. “ELAC.” ESL/Title III Team. 2016.</p>
English Learner (EL) Plan	<p>Each school year, the EL teacher, together with a language support team (which may include EL student’s parents, classroom teachers, and a school administrator), creates an English Learner (EL) Plan which is an individualized language plan for each English learner. The EL Plan is also referred to as an “ILP.”</p> <p>North Carolina Department of Public Instruction. “EL Plan.” ESL/Title III Team and Testing and Accountability. 2021.</p>
English Learner With A Disability	<p>The term English Learner with a disability means an English Learner who is also a child with a disability, as that term is defined in section 602 of the Individuals with Disabilities Education Act (“Every Student Succeeds” 165).</p> <p>United States Department of Education. <i>Every Student Succeeds Act (ESSA)</i>. 10 December 2015, 114th Congress, Public Law 114–95. www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf. Accessed 23 August</p>

	2021.
Entrance Criteria (also known as Identification Criteria)	<p>Entrance Criteria helps PSUs gain accurate knowledge regarding the number and characteristics of students qualifying for service. The North Carolina Entrance Criteria for Kindergarten W-APT and WIDA Screener can be found in Appendix A of the North Carolina State Specific Guidance for WIDA Assessments.</p> <p>North Carolina Department of Public Instruction. <i>North Carolina State Specific Guidance for WIDA™ Assessments</i>. Testing and School Accountability Division, 2021. www.dpi.nc.gov/media/9193/open. Accessed 31 August 2021.</p>
Equal Education Opportunities Act (EEOA)	<p>Equal Education Opportunities Act (EEOA) of 1974 is a civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs (“Developing ELL Programs”).</p> <p>United States Department of Education. “Developing ELL Programs: Glossary.” Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleV. Accessed 18 August 2021.</p>
Evaluative Language	<p>Evaluative Language is language used for expressing different attitudes, feelings, beliefs, or judgments toward people and phenomena. Writers and speakers can use evaluative language to make moral judgments of people’s behavior, assess the quality of objects, or build empathy and suspense. Evaluative language includes nouns (e.g., disdain, emptiness, fear, admiration), verbs (e.g., frighten, laugh, reassure, dislike, contradict), and adjectives (e.g., significant, trusting, irrelevant, worthless, shallow, mean) (WIDA 253).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Every Student Succeeds Act (ESSA)	<p>The Every Student Succeeds Act or ESSA was signed on December 10, 2015... This bipartisan measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students (“Every Student Succeeds”).</p>

	United States Department of Education. "Every Student Succeeds Act (ESSA)." www.ed.gov/essa . Accessed 21 August 2021.
Everyday Language	<p>Everyday language is language used for representing ideas in nontechnical ways (e.g., puppies instead of canines, plussing instead of addition, reasons why instead of evidence, hills instead of effigy mounds) (WIDA 253). See also Discipline-Specific Language and Technical Language.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Exceptional Children (EC)	<p>Exceptional Children (EC) includes students with disabilities who are evaluated in accordance with NC 1503-2.5 through NC 1503-3.5 as having autism, deaf-blindness, deafness, developmental delay (applicable only to children ages three through seven), hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disability, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment (including blindness), and who, by reason of the disability, needs special education and related services ("Policies Governing Services" 5).</p> <p>North Carolina Department of Public Instruction. <i>Policies Governing Services for Children with Disabilities</i>. Exceptional Children Division. www.dpi.nc.gov/media/10976/download?attachment. Accessed 31 August 2021.</p>
Expediting Comprehension for English Language Learners (ExC-ELL)	<p>Expediting Comprehension for English Language Learners (ExC-ELL) is a professional development model developed through funding from the Carnegie Corporation of New York. The ExC-ELL program uses a protocol that contains categories such as fluency, use of new vocabulary words, use of different reading comprehension skills, and level of discourse (Calderon 128).</p> <p>Calderon, Margarita. <i>Teaching Reading and Comprehension to English Learners, K-5</i>. Solution Tree Press, 2011.</p>
Exit Criteria	Exit Criteria for English Learners are derived from the annual ACCESS for ELLs® test and are used in determining whether a student has exited EL identification. Students must meet the Comprehensive Objective Composite (COC) set by the state to exit EL status.

	<p>The COC defines the attainment of English language proficiency by a student reaching an overall composite score of 4.8 or above.</p> <p>The exit criteria for the adaptive online version of the ACCESS for ELLs® has the same exit criteria as the paper/pencil version, but without tiers (“Identification of English Learners”).</p> <p>North Carolina State Board of Education. <i>Identification of English Learners Participation in the Statewide</i>. 6 August 2020, TEST-011. simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=6lBgeKuLRWkoKb7PmlAa9A%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=jiVjHpxB9kAtgzKzg3GmpQ%3d%3d. Accessed 31 August 2021.</p>
Expressive Mode	<p>The expressive mode includes speaking, writing, and representing. One of two types of communication modes (WIDA 253).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Federal Educational Rights and Privacy Act (FERPA)	<p>Federal Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students" ("The Family Educational Rights").</p> <p>United States Department of Education. "The Family Educational Rights and Privacy Act Overview." www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Accessed 18 August 2021.</p>
Full Immersion	<p>In full immersion programs, the second language is used for the entire school day during the first two or three years. In some programs, instruction by means of English is introduced gradually, often in second grade, and the amount of English is increased until the fifth or sixth grade (the last grade in elementary school), where up to half the day is spent in English and half in the second language. In other programs, once</p>

	<p>English is introduced (usually at grade 2 or 3) the percentage of time spent in English remains constant throughout the program, at approximately 20 percent. (Curtain and Dahlberg 310).</p> <p>Curtain, Helena, and Dahlberg, Carol A. <i>Languages and Children. Making the Match: New Languages for Young Learners, Grades K-8</i>. 4th ed., Pearson, 2010.</p>
Genre Families	<p>Genre Families are groups of genres with similar characteristics, purposes, and common organizational structures (e.g., <i>the biography, autobiography, and short story genres belong to the “narrate” genre family</i>). Each Key Language Use represents a specific genre family (WIDA 254).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Genres	<p>Genres are multimodal texts (e.g., <i>oral, written, visual, computer-mediated</i>) that recur for specific purposes, with specific discourse organization patterns and language features (WIDA 254).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Given/New	<p>Given/New is an organizational pattern that builds and sequences information from sentence to sentence. The writer places the given (or known) information at the beginning of the sentence and the new (or unknown) information at the end. In the sentence that follows, the new information is presented as given so more information can be added, often through nominalization (see text complexity). For example:</p> <p>The most important thing that bees do [given] is pollinate [new]. Pollination [given] <i>is the transfer of pollen from a stamen to a pistil</i> [new].</p> <p>The first sentence presents “The most important thing that bees do” as given information and “pollinate” as new information. The second sentence starts with the nominalization “pollination” as a given. The given/new pattern allows the second sentence to capture and build on the concept “pollinate” as given so more</p>

	<p>information can be added: <i>the transfer of pollen from a stamen to a pistil</i> (WIDA 254).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Grammatical Complexity	<p>Grammatical complexity is when multiple clauses are embedded in text to add details, illustrate, elaborate, and/or create different logical relationships (e.g., conditional, causal, consequential). Typically, literary writing is more grammatically complex, while science writing is less grammatically complex but lexically dense. Spoken language is more grammatically intricate and complex than written language (WIDA 254). See also Sentence Types and Connectors.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Home Language Survey (HLS)	<p>The Home Language Survey (HLS) is a questionnaire given to parents or guardians that helps schools and LEAs identify which students are potential ELs and who will require assessment of their English language proficiency (ELP) to determine whether they are eligible for language assistance services (“English Learner Toolkit” 4).</p> <p>United States Department of Education. <i>English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)</i>. Office of English Language Acquisition. October 2017, www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html Accessed 19 August 2021.</p>
Immigrant Children and Youth	<p>The term immigrant children and youth means individuals who— (A) are aged 3 through 21; (B) were not born in any State; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years. (ESEA Section 3201(5)). Note that “State” is defined in Section 3201(13) of the ESEA to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico cannot be included as “immigrant” students under Title III (“Non-Regulatory Guidance” 43-44).</p> <p>United States, Department of Education. <i>Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA)</i>, as</p>

	<p><i>amended by the Every Student Succeeds Act (ESSA). Appendix A. 23 Sep., 2016. www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners92016.pdf. Accessed 20 August 2021.</i></p>
Imperative	<p>An imperative is a sentence with no subject, typically used for commands (e.g., <i>Put the wire on the other side of the LED light.</i>) (WIDA 254).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Indigenous Immersion	<p>Indigenous immersion programs are designed as language and culture revitalization programs in Native and Aboriginal communities. Depending on the student population in the programs, they can be either one or two-way immersion programs. Indigenous programs differ in that they have a very strong cultural emphasis. Much of the education program is organized through the central focus of the perspectives, practices, and products of the Native culture (Curtain and Dahlberg 311).</p> <p>Curtain, Helena, and Dahlberg, Carol A. <i>Languages and Children. Making the Match: New Languages for Young Learners, Grades K-8</i>. 4th ed., Pearson, 2010.</p>
Individualized Education Program (IEP)	<p>The Individualized Education Program (IEP) is a written document, developed at a meeting of the IEP team, that describes specialized instruction and related services to address the student’s needs that result from the student’s disability. LEAs must develop and implement either an IEP under IDEA, or convene a group of knowledgeable persons to determine what services the student should receive under Section 504, as appropriate (“English Learner Toolkit” 83).</p> <p>United States Department of Education. <i>English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)</i>. Office of English Language Acquisition. October 2017, www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html Accessed 19 August 2021.</p>
Individuals with Disabilities Education Act (IDEA)	<p>The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.</p>

	<p>The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2018-19) eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B (“Individuals with Disabilities”).</p> <p>United States, Department of Education. <i>Individuals with Disabilities Education Act (IDEA)</i>. sites.ed.gov/idea/about-idea/. Accessed 19 August 2021.</p>
Instructional Update	<p>An Instructional Update may be necessary when students identified as English Learners (ELs) need updated English language proficiency data. The tool used for an Instructional Update is the grade-appropriate WIDA Screener (NCDPI ESL/Title III Team).</p> <p>North Carolina Department of Public Instruction. “Instructional Updates for Students Identified as English Learners.” ESL/Title III Team. August 2021. docs.google.com/document/d/1nN8srmF3en5-v3IUJVMtIgyHg7rJ5VrW/edit?usp=sharing&ouid=117534981808100128246&rtopof=true&sd=true. Accessed 31 August 2021.</p>
Interpretive Mode	<p>The interpretive mode includes reading, listening, and viewing. One of two types of communication modes (WIDA 254).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Interrogative	<p>An Interrogative is a sentence that asks a question (e.g., <i>Why do we need to create a graph with data?</i>) (WIDA 254). See also Clause.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Key Language Uses	<p>Key Language Uses are high-leverage genre families across academic content standards.</p> <ul style="list-style-type: none"> narrate: language to convey real or imaginary experiences through stories and histories. Narratives serve many

	<p>purposes, including to instruct, entertain, teach, or support persuasion.</p> <ul style="list-style-type: none"> • inform: language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena. • explain: language to account for how things work or why things happen. As students explain, they substantiate the inner workings of phenomena. • argue: language to develop claims and counterclaims, and to provide evidence to substantiate them. Argue is also used to evaluate issues, advance or defend ideas or solutions, change the audience's point of view, or bring about action. <p>(WIDA 254)</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Kindergarten WIDA-ACCESS Placement Test (W-APT)	<p>The Kindergarten WIDA-ACCESS Placement Test (W-APT) is a paper-based English language proficiency screener given to incoming kindergarteners and students in grade 1 (first semester only) who identify a language other than English during the Home Language Survey process. The W-APT is designed to assist educators with the identification of students as ELs and eligible for any necessary English language support services (North Carolina State Specific Guidance" 3).</p> <p>North Carolina Department of Public Instruction. North Carolina State Specific Guidance for Published 2021 WIDA™ Assessments. Testing and School Accountability Division, 2021. www.dpi.nc.gov/media/9193/open. Accessed 31 August 2021.</p>
L1 or Primary Language	<p>L1 is the primary language and refers to the student's native language ("English Learner Toolkit" 87).</p> <p>United States Department of Education. <i>English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)</i>. Office of English Language Acquisition. October 2017, www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html Accessed 19 August 2021.</p>
L2 or Secondary Language	<p>L2 is the secondary language and refers to the student's second language (English) ("English Learner Toolkit" 87).</p>

	<p>United States Department of Education. <i>English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)</i>. Office of English Language Acquisition. October 2017, www2.ed.gov/about/offices/list/oela/English-learner-toolkit/index.html Accessed 19 August 2021.</p>
Language	<p>Language is a dynamic system of choices used to communicate within a sociocultural context. Speakers and writers make language choices to accomplish many purposes (e.g., to represent experiences, to enact roles and relationships, and act upon the world) (WIDA 255).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Language Development	<p>Language development is an interactive social process that occurs over time to expand what students can do with language (WIDA 255).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Language Domain	<p>The four individual language domains are listening, speaking, reading, and writing. These are consolidated into two more inclusive modes of communication: interpretive and expressive. See also Interpretive Mode and Expressive Mode.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Language Expectations	<p>Language expectations are goals for content-driven language instruction (WIDA 255). Language Expectations are derived from academic content standards, and they describe the language necessary for meeting grade-level academic content standards.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition. FAQ Series: Language Expectations</i>. Board of Regents of the University of Wisconsin System, 2021. wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-LanguageExpectations.pdf Accessed 27 September 2021.</p>

Language Features	<p>Language features are examples of language resources that carry out specific Language Functions (e.g., different types of sentences, clauses, phrases, and words) (WIDA 255).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Language Functions	<p>Language functions are common patterns of language use associated with the Language Expectations. For example, a series of Language Functions is associated with the process of constructing narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation (WIDA 255).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Language Instruction Educational Program (LIEP)	<p>Language Instruction Educational Program (LIEP) means an instruction course— (A) in which a limited English Learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child’s L1 to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such a course is designed to enable all participating children to become proficient in English and a second language (“Language Instruction Educational Programs”).</p> <p>United States Department of Education. <i>Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature</i>. Office of Planning, Evaluation and Policy Development; Policy and Program Studies Service, 2012. www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf. Accessed on 21 August 2021.</p>
Language Objectives	<p>Language objectives are statements that identify what students should know and be able to do while using English (or another language). They support students’ language development, often focusing on vocabulary, functional language, questioning, articulating predictions or hypotheses, reading, writing, and so forth (Echevarria 245).</p>

	Echevarria, Jana, et al. <i>Making Content Comprehensible for English Learners. The SIOP Model</i> . 3rd ed., Pearson, 2008.
Lexical Cohesion	<p>Lexical cohesion refers to the use of word association to tie together meanings in a text, such as through:</p> <ul style="list-style-type: none"> • repetition: e.g., <i>Dolphins have fins. Dolphins use fins to swim.</i> • synonyms: phrases with similar meanings: parallel lines = lines that never meet • antonyms: phrases with contrastive meanings: hot air goes up, cold air comes down • hyponyms: words that identify a general class and a subclass: nations: Algeria, China, Haiti • classifications that are more general or specific: e.g., mammal classifications include monotremes, marsupials, and placentals • compositions that identify a whole and its parts: earth compositions include mantle, outer core, inner core (WIDA 255). <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Lexical Density	<p>Lexical density is the amount of information in a clause's noun group. Density increases with the number of nouns, verbs, adjectives, and adverbs. In <i>The phenomenon in which current is induced due to relative motion between a coil and a magnet</i> is called electromagnetic induction, the noun group has seven content words that make it expanded and lexically dense (WIDA 255). See also Nouns: expanded noun phrase.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Lexicon	<p>Lexicon refers to words/phrases or vocabulary of a language (WIDA 255).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>

Limited English Proficient (LEP)	<p>Limited English Proficient (LEP). See also ELL (“Developing ELL Programs”).</p> <p>United States Department of Education. “Developing ELL Programs: Glossary.” Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleV. Accessed 18 August 2021.</p>
LinguaFolio	<p>LinguaFolio is a learner-directed portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages (National Council of State Supervisors for Languages).</p> <p>National Council of State Supervisors for Languages. “LinguaFolio.” ncssfl.org/linguafolio2020/. Accessed 21 August 2021.</p>
Linguistic and Cultural Sustainability	<p>Linguistic and cultural sustainability is the preservation of languages, literacies, and other cultural practices and identities of multilingual learners and communities (WIDA 255).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Linguistic Repertoire	<p>A linguistic repertoire is composed of languages, language varieties, and registers that combine into a set of dynamic resources from which language users can draw when they communicate. A linguistic repertoire is not fixed from birth. Rather, people develop their language resources as they go through life by engaging in a variety of contexts in local and global communities (WIDA 255). See also Translanguaging.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Listening	<p>Listening is an interpretive mode of communication used in interpreting meanings created through sound (WIDA 255). See also Language Domains.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Local Educational Agency (LEA)	<p>Local educational agency (LEA) means a public board of education or other public authority legally constituted within a</p>

	<p>State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools (“Local Educational Agency”).</p> <p>United States Department of Education. <i>Sec. 300.28 Local Educational Agency</i>, 2 May 2017, sites.ed.gov/idea/regs/b/a/300.28. Accessed 19 August 2021.</p>
Long Term English Learners (LTEL)	<p>Long Term English Learners (LTEL) are ELs who have not yet attained English language proficiency within five years (“English Learner Toolkit” 17).</p> <p>United States Department of Education. <i>English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)</i>. Office of English Language Acquisition. October 2017, www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html Accessed 19 August 2021.</p>
Metacognitive Awareness	<p>Metacognitive Awareness is people’s ability to consciously reflect on how they think and learn, including by examining learning strategies, what works and why, and adjusting strategies as needed (WIDA 255).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Metacultural Awareness	<p>Metacultural Awareness is the ability to consciously reflect about cultural conceptualizations, both one’s own and that of others (WIDA 255). See also Culture.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Metalanguage	<p>Metalanguage is language for talking about language. For example, vocabulary for talking about cohesion includes lexical cohesion, synonyms, and antonyms (WIDA 256).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>

Metalinguistic Awareness	<p>Metalinguistic awareness is the ability to reflect about language and how it works, the choices one makes with language, how language influences and is influenced by context, as well as how language use creates meanings and enacts relationships among people and things (WIDA 256).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Migrant Education Program (MEP)	<p>Migrant Education Programs (MEP) ensure that all migratory children reach challenging academic standards and graduate with a high school diploma (or complete a HSED) that prepares them for responsible citizenship, further learning, and productive employment (“Migrant Education Program”).</p> <p>United States Department of Education. <i>Migrant Education Program (Title I, Part C) – State Grants</i>. Office of Elementary and Secondary Education. oese.ed.gov/offices/office-of-migrant-education/. Accessed 23 August 2021.</p>
Migrant Student or Migratory Child	<p>Migrant student or migratory child means a child or youth who made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher (“Every Student Succeeds” 99).</p> <p>United States Department of Education. <i>Every Student Succeeds Act (ESSA)</i>. 10 December 2015, 114th Congress, Public Law 114–95. www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf. Accessed 23 August 2021.</p>
Mode	<p>Mode is a meaning-making system that includes such elements as oral and written language, symbols, charts, tables, graphs, images, videos, voice, body positioning, and sound (WIDA 256). See also Communication Modes.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Modifications or Instructional Accommodations	<p>Modifications or instructional accommodations are to be used during instruction and classroom assessments; [these] should always be discussed, finalized, and documented in the current EL Plan before the discussion and documentation of</p>

	<p>accommodations to be used during a state-mandated test administration. These accommodations should enable the student to access information during instruction and generally are not held to the same restrictions as testing accommodations. (“Guidelines for Testing Students” 13). Modifications are strategies used to help a student with learning needs achieve the same curriculum as his peers and occur in the general education classroom. Modifications also include tools, materials, technology, visual aids, physical space, and timing are used to help the student <i>achieve</i> the curriculum. Grading is different and appropriate to the student’s specific developmental level and learning needs (ReadingRockets.org).</p> <p>ReadingRockets.org. “Accommodations and Modifications.” readingrockets.org/article/accommodations-and-modifications. Accessed 30 August 2021.</p> <p>North Carolina Department of Public Instruction. <i>Guidelines for Testing Students Identified as English Learners</i>. Testing and School Accountability Division, September 2020. www.dpi.nc.gov/guidelines-testing-students-identified-english-learners. Accessed 24 September 2021.</p>
Modifiers	<p>Modifiers are words, phrases, or clauses that go before (called premodifiers) or after (called postmodifiers) nouns. They add specificity, details, and precision to the main noun. Modifiers include adjectives, adverbs, classifiers, and quantifiers. For example, <i>dog</i> → <i>the dog</i> → <i>the beautiful dog</i> → <i>the beautiful, tall dog</i> → <i>the beautiful, tall, 7-year-old dog</i> → <i>the beautiful, tall, 7-year-old black dog that ran across the street</i> (WIDA 256).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Monitored Former English Learner (MFEL)	<p>Monitored Former English Learner (MFEL) is a student who was identified as EL or enrolled in an EL program, but then met the criteria for exiting EL status.</p> <p>In North Carolina, students will be considered MFELs for four years after they exit EL status and thus be a part of the EL subgroup for all disaggregated data (e.g., reading, math, science, graduation rate) (“Guidelines for Testing Students” 6).</p> <p>North Carolina Department of Public Instruction. <i>Guidelines for Testing Students Identified as English Learners</i>. Testing and School Accountability Division, September 2020.</p>

	<p>www.dpi.nc.gov/guidelines-testing-students-identified-english-learners. Accessed 24 September 2021.</p>
Multilingual Learners	<p>Multilingual learners are language learners who regularly come in contact with and/or interact in languages in addition to English. Multilingual learners include English language learners, dual-language learners, newcomers, students with interrupted formal schooling, long-term English Learners, English Learners with disabilities, gifted and talented English Learners, heritage language learners, students with English as an additional language, and students who speak varieties of English or indigenous languages (WIDA 256).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Multimodality	<p>Multimodality is the use of multiple means of communication, including spoken and written language, gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, and computer-mediated means (WIDA 256).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Newcomer Program	<p>Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction) (“Developing ELL Programs”).</p> <p>United States Department of Education. “Developing ELL Programs: Glossary.” Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleV. Accessed 18 August 2021.</p>
No Child Left Behind (NCLB)	<p>No Child Left Behind (NCLB) is the federal legislation passed in 2001 with nine titles – Title III specifically addresses language acquisition programs for Limited English Proficient (LEP) students.</p>

	<p>NCLB put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability was critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal (“Every Student Succeeds”).</p> <p>United States Department of Education. “Every Student Succeeds Act (ESSA).” www.ed.gov/essa. Accessed 21 August 2021.</p>
Nominalization	<p>Nominalization is the conversion of verbs, adjectives, adverbs, or entire clauses into nouns, such as from the verb “evaporate” to the noun “evaporation” and “persecuting” to “persecution.” For example, <i>Heated water evaporates faster. Evaporation increases as temperature rises</i> (WIDA 256).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Nouns	<p>Nouns and noun phrases represent people, places, things, or ideas. A noun phrase includes a noun (e.g., dog) plus its modifiers, including articles (e.g., <i>the dog</i>) and adjectives (e.g., <i>the black dog</i>).</p> <ul style="list-style-type: none"> • simple noun phrase: a group of words relating to a noun that may include a single modifier such as an adjective or a classifier (e.g., <i>a marsupial animal</i> or <i>this chemical element</i>). • expanded noun phrase: a group of words relating to a noun that typically includes premodifiers and postmodifiers adding information about the noun. These modifiers can include determiners (<i>the bees</i>), prepositional phrases (<i>bees in the beehive</i>), demonstratives (<i>these bees</i>), adjectives or adjectival phrases (<i>hardworking bees</i>), quantifiers (<i>many bees</i>), classifiers (<i>Western honeybees</i>, <i>Carpenter bees</i>), and relative clauses (<i>bees that pollinate crops and flowers</i>), or a combination of these modifiers (<i>hardworking, nonaggressive pollinator bees that pollinate crops and flowers</i>). (WIDA 256).

	WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i> . Board of Regents of the University of Wisconsin System, 2020.
Office of English Language Acquisition (OELA)	<p>The U.S. Department of Education's Office of English Language Acquisition (OELA) provides national leadership to help ensure that English Learners and immigrant students attain English proficiency and achieve academic success ("OELA Office").</p> <p>United States Department of Education. "OELA Office of English Language Acquisition." www2.ed.gov/about/offices/list/oela/index.html. Accessed 20 August 2021.</p>
One-Way Immersion	<p>One-way immersion refers to the fact that in total and partial immersion programs in the USA, the students are generally monolingual English speakers who are learning the immersion language. The focus of the program is "one-way" in that all the students are learning the same new language (Curtain and Dahlberg 311).</p> <p>Curtain, Helena, and Dahlberg, Carol A. <i>Languages and Children. Making the Match: New Languages for Young Learners, Grades K-8</i>. 4th ed., Pearson, 2010.</p>
Partial Immersion	<p>In partial immersion programs, all instruction is in the second language for part (at least half) of the school day. The amount of instruction in the immersion language usually remains constant throughout the elementary school program. Most partial immersion programs maintain a ratio of target language use to English use of approximately 50/50 throughout the elementary grades (Curtain and Dahlberg 310).</p> <p>Curtain, Helena, and Dahlberg, Carol A. <i>Languages and Children. Making the Match: New Languages for Young Learners, Grades K-8</i>. 4th ed., Pearson, 2010.</p>
Passive Voice	<p>In the passive voice, the object (or recipient) of an action is the subject of a sentence, as in <i>Magnetism was discovered about 4,000 years back in Greece</i> or <i>The numbers were multiplied by</i>. Writers and speakers may intentionally use the passive voice to foreground an action's result, hide who is to blame for an action, or avoid mentioning the actor (WIDA 256).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>

Proficiency Level Descriptors	<p>Proficiency Level Descriptors demonstrate a continuum of language development articulating how students might develop language across six levels of English language proficiency (WIDA 257).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Program Report Code (PRC) 036	<p>PRC 036 is a program report code to provide state funding to charter schools based on the students attending the school. It is comprised of other PRCs, like PRC 054 LEP funding (if applicable) (“Allotment Policy” 41).</p> <p>North Carolina Department of Public Instruction. <i>Allotment Policy Manual State Funds</i>. Division of School Business. www.dpi.nc.gov/media/9164/download. Accessed 20 August 2021.</p>
Program Report Code (PRC) 054	<p>PRC 054 is a program report code used to provide additional funding to LEAs/charter schools with students who have limited proficiency in English (“Allotment Policy” 75).</p> <p>North Carolina Department of Public Instruction. <i>Allotment Policy Manual State Funds</i>. Division of School Business. www.dpi.nc.gov/media/9164/download. Accessed 20 August 2021.</p>
Program Report Code (PRC) 104	<p>PRC 104 is a program report code to help ensure that children who are English Learners (ELs), including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English and meet the same State academic content and student achievement standards of non-EL children, and to assist LEAs/charter schools in building their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for EL children (“Allotment Policy” 28).</p> <p>North Carolina Department of Public Instruction. <i>Allotment Policy Manual Federal Funds</i>. Division of School Business. www.dpi.nc.gov/media/11339/download. Accessed 20 August 2021.</p>
Program Report Code (PRC) 111	<p>PRC 111 is a program report code to provide funds for enhanced instructional opportunities for immigrant children and youth designed to assist them in achieving in elementary and secondary schools, including activities designed to assist parents in becoming active participants in the education of their</p>

	<p>children and activities designed to support personnel to provide services specifically to immigrant children and youth. Also provides funds for additional basic instructional services that are directly attributable to the presence of eligible immigrant children and youth (“Allotment Policy” 30).</p> <p>North Carolina Department of Public Instruction. <i>Allotment Policy Manual Federal Funds</i>. Division of School Business. www.dpi.nc.gov/media/11339/download. Accessed 20 August 2021.</p>
Public School Unit (PSU)	<p>Public school unit (PSU) includes any of the following: a. A local school administrative unit; b. A charter school; c. A regional school; d. A school providing elementary or secondary instruction operated by one of the following: 1. The State Board of Education, including schools operated under Article 7A and Article 9C of this Chapter. 2. The University of North Carolina, including schools operated under Articles 4, 29, and 29A of Chapter 116 of the General Statutes" (North Carolina General Assembly).</p> <p>North Carolina General Assembly. <i>Session Law 2019-51 House Bill 57</i>. 26 June 2019. www.ncleg.gov/Sessions/2019/Bills/House/PDF/H57v4.pdf Accessed 11 August 2021.</p>
Reading	<p>Reading is an interpretive mode of communication used to interpret meaning created through printed words (WIDA 257). See also Language Domains.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Record Change Request (RCR)	<p>Record Change Request (RCR) is when a student record requires a change in PowerSchool (student demographics, identification, test scores, immigrant, and/or EL status), the EL designee must submit an RCR to the EL Data Consultant using the NCDPI's eMFTS system.</p> <p>North Carolina Department of Public Instruction. “RCR Process.” Google Video, uploaded by NCDPI ESL/Title III Team, 24 September 2021, docs.google.com/presentation/d/1dczh0cJ3-nuVR6Dw-67NB_W1y4dmTXNldYmOZD5lQ/present?slide=id.gea48e70d_0_68.</p>
Reference Devices	<p>Reference devices are words that bridge back or forward to people, things, or sections of a text. For example:</p>

	<ul style="list-style-type: none"> personal pronouns: such as <i>you, she, they</i> that refer to living and non-living things (e.g., <i>People use maps to find where they need to go.</i>) articles: as in <i>a, an, the</i>. For example, in “<i>Can you hold the pencil?</i>”, “the” refers to a pencil that the speaker or writer mentioned previously. demonstrative pronouns: such as <i>this/these, that/those, there</i> that refer to living and nonliving things, places, or actions mentioned previously (e.g., <i>Once you decide where you want to go, you need to find out how to get there.</i>) qualifiers: such as <i>many/some/several</i> (e.g., <i>Maps used to be drawn by hand. Many had pictures of fantastic beasts and other decorations.</i>) comparatives: such as <i>same/different, other, bigger/est, more/less</i> (e.g., <i>This map has a lot of detail, but that one has more.</i>) text reference: where a pronoun (such as <i>this/these</i> or <i>that/those</i>) works as a substitute for an idea or phenomenon previously described in the text (e.g., <i>Maps are flat, but the world is round. This is why globes are so useful.</i>). <p>(WIDA 257)</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Reidentification</p>	<p>Reidentification is a process by which students who have exited EL status by obtaining the COC can be retested on the WIDA™ Screener Online for “Re-Identification” as an EL if observation and data collection indicates that a student was exited from the language assistance program prematurely.</p> <p>North Carolina State Board of Education. <i>Identification of English Learners Participation in the Statewide</i>. 6 August 2020, TEST-011. simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=6lBgeKuLRWkoKb7PmlAa9A%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=jiVjHpxB9kAtgzKzg3GmpQ%3d%3d. Accessed 31 August 2021.</p>
<p>Representing</p>	<p>Representing is an expressive mode of communication used to create meanings using images, graphic representations, movement, video, graphics, or other visual means (WIDA 257).</p>

	WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i> . Board of Regents of the University of Wisconsin System, 2020.
Scaffolding	<p>Scaffolding is a contingent, collaborative process of supporting student development of new skills, concepts, practices, and understandings to build student autonomy by providing the needed kind of support that will trigger agency. Unlike a fixed, “one size fits all” set of routine supports, scaffolding starts with high expectations for all students and provides them with high support so they can rise to that challenge and perform tasks independently over time (WIDA 257).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Section 504 (504 Plan)	<p>Section 504 of the Rehabilitation Act of 1973 is a statute that prohibits discrimination against individuals with disabilities. A 504 plan is an individual education plan for a special-needs student. The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met (“Protecting Students”).</p> <p>United States Department of Education. <i>Protecting Students With Disabilities</i>. Office of Civil Rights. www2.ed.gov/about/offices/list/ocr/504faq.html. Accessed 18 August 2021.</p>
Sentence Types	<p>There are three sentence types: simple, compound, and complex.</p> <ul style="list-style-type: none"> • simple sentences: a simple sentence contains a single independent clause. Simple sentences are not necessarily short (e.g., <i>Pooh always liked a little something at eleven o’clock in the morning.</i>) nor are they always simple (e.g., <i>On Earth (and elsewhere), trace amounts of various elements continue to be produced from other elements as products of nuclear transmutation processes.</i>).

	<ul style="list-style-type: none"> • compound sentences: a compound sentence contains two or more independent clauses, often linked with connectives such as <i>and, so, but, yet, either ... or</i>. • complex sentences: containing multiple clauses, a complex sentence is useful for conveying intricate and detailed relationships among ideas. The relationships among the clauses are not equal in that one of the clauses is independent and the others are dependent. Clauses in complex sentences are often joined by connectives such as <i>after, before, as long as</i> (for time); <i>as if, like</i> (for comparison); <i>because, since, in case, as a result of</i> (for reason); <i>as long as, unless</i> (for condition); <i>although, even if, despite</i> (for concession); <i>besides, as well as</i> (for addition), <i>except for, and instead of</i> (for replacing) (Derewianka, 2013). See also Clause. <p>(WIDA 257)</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Sheltered Instruction</p>	<p>Sheltered instruction is an instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects (“Developing ELL Programs”).</p> <p>United States Department of Education. “Developing ELL Programs: Glossary.” Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleVI. Accessed 18 August 2021.</p>
<p>Sheltered Instruction Observation Protocol (SIOP)</p>	<p>Sheltered Instruction Observation Protocol (SIOP) is a scientifically validated model of sheltered instruction designed to make grade-level academic content understandable for English Learners while at the same time developing their English language. The protocol and lesson planning guide ensure that teachers are consistently implementing practices known to be effective for English Learners (Echevarria 246).</p> <p>Echevarria, Jana, et al. <i>Making Content Comprehensible for English Learners. The SIOP Model</i>. 3rd ed., Pearson, 2008.</p>

<p>Social Language</p>	<p>Social language is the basic language proficiency associated with fluency in day-to-day situations, including the classroom. Also referred to as conversational language (Echevarria 330). See also Basic Interpersonal Communicative Skills.</p> <p>Echevarria, Jana, et al. <i>Making Content Comprehensible for English Learners. The SIOP Model</i>. 3rd ed., Pearson, 2008.</p>
<p>Sociocultural Context</p>	<p>The sociocultural context is the social and cultural environment in which people live and interact, or in which something happens or develops. In reference to language use in schools, sociocultural context refers to the interaction between students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant's identities and social roles, audience). For example, the purpose of the communicative activity might be: to persuade someone to <i>stop using plastic straws</i>, to warn someone of the <i>impending storm</i>, or to write a <i>science explanation</i>. The topic might be <i>force and motion in science</i>, or the <i>Industrial Revolution in history</i>. The identities and social roles of the language users, as well as their relationship, might be <i>friend to friend</i> or <i>boss to employee</i> (WIDA 258).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Speaking</p>	<p>Speaking is an expressive mode of communication used to create meanings orally through spoken language (WIDA 258). See also Language Domains.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Student with (Limited or) Interrupted Formal Education (SIFE/SLIFE).</p>	<p>Student with (Limited or) Interrupted Formal Education (SIFE/SLIFE) are students in grades four through 12 who have experienced disruptions in their education in their native countries and/or the United States, and/or are unfamiliar with the culture of schooling ("Newcomer Toolkit" 11).</p> <p>United States Department of Education. <i>Newcomer Toolkit</i>. National Center for English Language Acquisition (NCELA), September 2017. www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf. Accessed</p>

	18 August 2021.
Substitution or Omission	<p>With substitution or omission, words may be substituted or omitted as a text unfolds to avoid unnecessary repetition. Any element of a clause or even an entire clause can be substituted or omitted.</p> <ul style="list-style-type: none"> • common noun substitutions: ones, some, other, another one, same one, else, more (e.g., <i>There were two rocks, and I chose the smooth one.</i>) • common verb substitutions: do, does, did, have, will (e.g., <i>Some rocks break easily, but others don't.</i>) • other substitutions: so (e.g., <i>Water can pass through rock. To do so, it has to find air spaces that are connected.</i>), none (e.g., <i>If there are none, the water won't pass through the rock.</i>); possessive pronouns: <i>mine, yours, theirs, hers</i> (e.g., <i>My rock is permeable but hers isn't.</i>) • omission: <i>don't, does, didn't, haven't, won't</i> (e.g., <i>Water will pass through rock only if the air spaces are connected. Otherwise, it won't.</i>) <p>(WIDA 258)</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Teaching English as a Foreign Language (TEFL)	<p>Teaching English as a foreign language (TEFL) are programs in countries where English is not the primary language and is not a lingua franca (Witol).</p> <p>Witol, Sarah. "TEFL, TESL and TESOL: What's the Difference?", March 27, 2017. University of Toronto, Woodsworth College. tesol.wdw.utoronto.ca/tefl-tesl-and-tesol-whats-the-difference/. Accessed 17 August 2021.</p>
Teaching English as a Second Language (TESL)	<p>Teaching English as a second language (TESL) are programs in English-speaking countries for students whose first language is other than English (Witol).</p> <p>Witol, Sarah. "TEFL, TESL and TESOL: What's the Difference?", March 27, 2017. University of Toronto, Woodsworth College. tesol.wdw.utoronto.ca/tefl-tesl-and-tesol-whats-the-difference/. Accessed 17 August 2021.</p>

<p>Teaching English to Speakers of Other Languages (TESOL)</p>	<p>Teaching English to speakers of other languages (TESOL) is a general name for the field of teaching that includes both TESL and TEFL (Witol).</p> <p>Witol, Sarah. "TEFL, TESL and TESOL: What's the Difference?", March 27, 2017. University of Toronto, Woodsworth College. tesol.wdw.utoronto.ca/tefl-tesl-and-tesol-whats-the-difference/. Accessed 17 August 2021.</p>
<p>Technical Language</p>	<p>Technical language is specialized language that is central to building knowledge and conceptual understanding within a specific field of study; language associated with a content area like science (e.g., <i>geothermal</i>) and math (e.g., <i>polynomials</i>) or with fields like video games or sports (WIDA 258). See also Everyday Language and Discipline-Specific Language.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Text</p>	<p>Text is a unit of meaning with a purpose in a particular context. Meaning can be created with different meaning-making systems: art, words, sound, symbols, color, movement. Texts can be written, oral (conversations or presentations), digital (websites or news broadcasts), visual (diagrams, art, posters, advertisements), or a combination of all these types. This document defines texts as multimodal; they can contain symbols, maps, timelines, drawings, and other modalities (WIDA 258).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Text Complexity</p>	<p>Text complexity refers to how challenging a text is to process and interpret. Different features contribute to text complexity, including (and see also) lexical density, nominalization, passive voice, and grammatical complexity (WIDA 258). Educators should consider the three measures of text complexity when choosing texts. Quantitative measures are used to assign a text to a grade band based on computer-generated readability measures and the expected reading ranges for college and career readiness. Qualitative measures are used to locate a text within the specific grade band and are used to determine whether a text is appropriate for a specific group of students in relation to text structure, language conventions, knowledge</p>

	<p>demands, and layers of meaning within the text itself. Reader and task considerations involve the use of professional judgment by the teacher when determining if the text is appropriate for the instructional purpose with a particular set of students. All three measures should be taken into consideration when selecting texts for classroom use (NCDPI ELA Team 2).</p> <p>North Carolina Department of Public Instruction. "Text Selection Guide." ELA Virtual Implementation Kit. NCDPI ELA Team. 2018. drive.google.com/file/d/19tt9ualucLn92VOpc9sr-Ch21crNz9O_/view. Accessed 30 August 2021.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
<p>Title III Part A</p>	<p>Title III Part A is English Language Acquisition, Language Enhancement, and Academic Achievement Act. The purposes of Title III Part A are:</p> <ol style="list-style-type: none"> 1. to help ensure that English Learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English; 2. to assist all English Learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English Learners can meet the same challenging State academic standards that all children are expected to meet; 3. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English Learners, including immigrant children and youth; 4. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English Learners, including immigrant children and youth, to enter all-English instructional settings; and 5. to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English Learners.

	<p>("Title III Language Instruction for English Learners and Immigrant Students")</p> <p>United States Department of Education. <i>Title III Language Instruction for English Learners and Immigrant Students</i>. Office of Elementary and Secondary Education. oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-iii-part-a/. Accessed 20 August 2021.</p>
Title VI of The Civil Rights Act of 1964	<p>Title VI of The Civil Rights Act of 1964 prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English ("Developing ELL Programs").</p> <p>United States Department of Education. "Developing ELL Programs: Glossary." Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleVI. Accessed 18 August 2021.</p>
Title VII of The Elementary and Secondary Education Act	<p>The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA), recognizes the unique educational disadvantages faced by non-English speaking students. Enacted in 1968, the Bilingual Education Act established a federal policy to assist educational agencies to serve students with limited-English-proficiency by authorizing funding to support those efforts. In addition to providing funds to support services to limited-English-proficient students, Title VII also supports professional development and research activities. Reauthorized in 1994 as part of the Improving America's Schools Act, Title VII was restructured to provide for an increased state role and give priority to applicants seeking to develop bilingual proficiency ("Developing ELL Programs").</p> <p>United States Department of Education. "Developing ELL Programs: Glossary." Office of Civil Rights, 16 Jan. 2020, www2.ed.gov/about/offices/list/ocr/ell/glossary.html#titleVII. Accessed 18 August 2021.</p>
Translanguaging	<p>Translanguaging refers to how multilingual learners access and use their full linguistic repertoires in communication and learning, including by using more than one language (WIDA 258).</p>

	<p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
Two-Way Immersion	<p>Two-way immersion programs, also known as two-way Bilingual, are similar to one-way immersion programs except that the student group includes native speakers of the target language as well as native speakers of English. Thus, all students learn subject matter through their native language as well as through the second language, and both language groups have the benefit of interaction with peers who are native speakers of the language they are learning. The ideal student population of such programs is a 50/50 combination of majority and minority speakers. In most programs, native English speakers make up anywhere from one-half to two-thirds of the population. The ideal goals of two-way immersion, in addition to subject content mastery, are that the English-speaking students become functionally proficient in the second language and that the second-language speakers become functionally proficient in English. At the same time, all students continue to develop skills and proficiency in their native language (Curtain and Dahlberg 311).</p> <p>Curtain, Helena, and Dahlberg, Carol A. <i>Languages and Children. Making the Match: New Languages for Young Learners, Grades K-8</i>. 4th ed., Pearson, 2010.</p>
Verbs	<p>Verbs are words or a combination of words that indicate action, a state of being, a condition, or a relationship among ideas. For example:</p> <ul style="list-style-type: none"> • doing verbs represent actions: <i>pull, attract, pollinate, added, subjugate</i>. • relating verbs show relationships between ideas: <i>is, belongs to, consists of, has</i>. • thinking verbs represent thought: <i>consider, imagine, wonder</i>. • feeling verbs represent feelings: <i>admire, detest, respect, love</i>. • saying verbs indicate what someone or something has said: <i>confirm, ask, whisper, challenge, yell, contradict</i>. <p>(WIDA 259)</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>

Viewing	<p>Viewing is an interpretive mode of communication used in interpreting meanings created through images, movement, video, graphics, etc. (WIDA 259).</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
WIDA Consortium	<p>The WIDA Consortium is a member-based organization made up of U.S. states, territories, and federal agencies dedicated to the research, design, and implementation of a high-quality, standards-based system for K-12 multilingual learners (WIDA 2).</p> <p>North Carolina joined the WIDA Consortium and adopted the WIDA standards and assessment in June 2008.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>
WIDA Screener	<p>WIDA Screener is an online English language proficiency assessment administered to all students in grade 1 (second semester) through grade 12 who identify a language other than English during the Home Language Survey process (“North Carolina State Specific” 3).</p> <p>North Carolina Department of Public Instruction. <i>North Carolina State Specific Guidance for Published 2021 WIDA™ Assessments</i>. Testing and School Accountability Division, 2021. www.dpi.nc.gov/media/9193/open. Accessed 31 August 2021.</p>
Writing	<p>Writing is an expressive mode of communication used to create meanings using symbols (e.g., letters of the alphabet, punctuation, numbers) to communicate ideas in a readable form (WIDA 259). See also Language Domains.</p> <p>WIDA. <i>WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12</i>. Board of Regents of the University of Wisconsin System, 2020.</p>

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