

## Glossary of Terms and Expressions

**academic content standards:** the skills and knowledge descriptive of student expectations in the core content areas for each grade

**academic language:** the language required to succeed in school that includes deep understandings of content and communication of that language in the classroom environment. These understandings revolve around specific criteria related to discourse, sentence, and word/phrase levels of language

**amplified matrix:** the format for representing the WIDA English language development standards that includes the additional elements of the three performance criteria used in the Defining Features of Academic Language (Linguistic Complexity, Language Forms and Conventions, Vocabulary Usage)

**cognitive functions:** the mental processes involved in learning

**Common Core State Standards:** the skills and knowledge descriptive of student expectations in English language arts, mathematics, K-12, and literacy in history/social studies, science, and technical subjects, 6-12, adopted by the vast majority of states in the U.S.

**complementary strand:** the use of the standards matrix to illustrate how critical areas of schooling outside the English language development standards, such as technology and visual arts, are presented through the five levels of language proficiency

**content stem:** the element of Model Performance Indicators, derived from state and national content standards, that provides a standards-reference example for contextualizing language development

**Context for Language Use:** situating the representation of the English language development standards within a socio-cultural setting that considers the register, genre/text type, topic, and task

**discourse:** the form in which written or oral language is communicated; the text type or genre associated with extended communication

**Discourse Complexity:** the organization, cohesion and relationship between ideas expressed in the variety and kinds of sentences that make up different genres and text types in oral or written language

**English language learners (ELLs):** linguistically and culturally diverse students who have been identified (by the W-APT or MODEL, local placement criteria, and perhaps other measures) as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade level content in English

**features of academic language:** the performance criteria associated with discourse, sentence, and word/phrase levels of oral and written communication; namely, linguistic complexity, language forms and conventions, and vocabulary usage

**genre:** tasks and text types of and within different disciplines

**instructional supports:** available sensory, graphic, and interactive resources to assist students in constructing meaning from language and content

**language development standards:** descriptions of the language expectations for students that are marked by specified progressions or levels across the language development continuum

**language domains:** the modalities of language; listening, speaking, reading, and writing

**language functions:** linguistic processes required in conveying a message; the first of the three elements in Model Performance Indicators that indicates how ELLs are to process or use language to demonstrate their English language proficiency

**language proficiency:** a person's competence in processing (through listening and reading) and using (through speaking and writing) language

**Language Forms and Conventions:** the grammatical structures, patterns, syntax, and mechanics associated with the sentence level meaning

**language development standards:** the language expectations for each grade level that scaffold across five levels of language proficiency

**levels of language proficiency:** the arbitrary division of the second language acquisition continuum into stages of language development; the WIDA ELD standards have 6 levels of language proficiency- Entering, Emerging, Developing, Expanding, Bridging, and Reaching

**model performance indicator (MPI):** a single cell within the standards matrix that is descriptive of a specific level of English language development for a language domain

## The English Language Development Standards, Kindergarten through Grade 12



**register:** features of language that vary according to the context and purpose of the communication (e.g., the speech used when students talk to their peers versus their principal)

**social language:** the everyday and instructional registers used in interactions outside and inside school

**standards matrix:** the basic format in which the English language development standards are represented with language proficiency levels expressed along the horizontal axis and the language domains of listening, speaking, reading, and writing expressed along the vertical axis

**strands of model performance indicators (MPIs):** the five sequential or scaffolded levels of English language development for a given topic and language domain within the standards matrix

**text types:** the genres associated with each English language development standard

**Topical Vocabulary:** grade-level words and expressions that typify the example topic within the standards matrix

**Vocabulary Usage:** the specificity of words or phrases for a given context