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# Glossary

The following terms are used in the preceding chapters and are closely related to the education of limited English proficient/English language learners in New York State.

## A

**Academic Language:** See **CALP: Cognitive Academic Language Proficiency.**

**Acquisition:** See **Language Acquisition.**

**Anecdotal Records:** Teacher-recorded observations that become part of the student's informal assessment portfolio. They may include both spontaneous anecdotes about a student's performance as well as systematic observations about the student's reading strategies, habits, interests, etc. (Weaver, C., 1994)

**Authentic Assessment:** A type of assessment that seeks to address widespread concerns about standardized, norm-referenced testing by representing "literacy behavior of the community and workplace" and reflecting "the actual learning and instructional activities of the classroom and out-of-school worlds" (Hiebert et al., 1994), e.g., portfolios. (Harris, T.L. and R.E. Hodges, 1995)

## B

**BE: Bilingual Education.** The use of two languages as the media of instruction in part or all of an instructional program. Several types of bilingual education programs exist, including: **a. transitional bilingual education programs**, in which the primary language of the students is used for instructional support until some prescribed level of proficiency in the second language is reached; **b. maintenance bilingual education programs**, in which the primary language of the students is first used, with a gradual transition toward the use of the primary language in some subjects and the use of the second language in others; **c. two-way bilingual programs**, also known as **dual language programs**, in which two languages are employed, one of which is English, for the purposes of instruction, and which involve students who are native speakers of each of these languages. Both groups of students, English language learners and native English speakers, have the opportunity to become bilingual and biliterate. They learn curricula through their native language and second language while continuing to develop skills and proficiency in both languages. (Harris, T.L. and R.E. Hodges, 1995; *Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

**Bilingual Education Program:** In New York State, this program involves instruction in English and in the native language which facilitates academic progress and oral language and literacy skills in two languages. It provides English language learners with content-area instruction in the native language and in English, native language arts instruction, instruction in English as a second language and in English language arts.

**BETAC: Bilingual/ESL Technical Assistance Center.** A regional organization supported through the auspices of the New York State Education Department Office of Bilingual Education. There are 12 centers located in Boards of Cooperative Educational Services centers and in large cities throughout the State to assist schools serving English language learners. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

**BICS: Basic Interpersonal Communicative Skills.** Also known as **Conversational** or **Social Language.** (Cummins, 1980, 1991) Everyday, straightforward communication skills that are helped by contextual support. (Baker, C. and S.P. Jones, 1998) Research indicates that students need approximately two to three years in order to be able to understand and talk in context-rich situations.

**Biliteracy:** Reading and writing in two languages. (Baker, C. and S.P. Jones, 1998)

## C

**CALP: Cognitive Academic Language Proficiency.** Also known as **Academic Language.** (Cummins, 1980, 1991) The level of second language proficiency needed by students to perform the more abstract and cognitively demanding tasks of a classroom. Such language is often abstract, without contextual supports such as gestures and the viewing of objects. (Baker, C. and S.P. Jones, 1998) Research indicates that students need approximately five to seven years to use the second language in order to learn, read, and write academic materials such as history and science.

**CR Part 100.11:** New York State Education Commissioner's Regulations governing the participation of parents on building-level planning teams as an integral part of the movement to raise standards.

**CR Part 117:** New York State Education Commissioner's Regulations establishing standards for the screening of every new entrant to the schools to determine which pupils are possibly gifted, have a handicapping condition, and/or possibly are limited English proficient.

**CR Part 154:** New York State Education Commissioner's Regulations for the education of pupils with limited English proficiency. These regulations define requirements for school districts in developing and implementing programs for limited English proficient/English language learners that are consistent with Education Law 3204 and CR Part 117.

**Cognate:** **1.** A language with the same historical source as another language or languages, as the Romance languages, which are each derived from Latin. **2.** A word related in meaning and form to a word in another language or languages because the languages have the same ultimate source, as *mater* (Latin), *mother* (English), *madre* (Spanish), *Mutter* (German), *moeder* (Dutch), and *matr* (Sanskrit). (Harris, T.L. and R.E. Hodges, 1995)

**Cognitive Domain:** The psychological field of intellectual activity. (Harris, T.L. and R.E. Hodges, 1995)

**CUP: Common Underlying Proficiency.** Two or more languages contributing to the central, unified thinking system in a given individual. The manifestations of linguistic interdependence in language learning are the understandings common across languages which make possible the transfer of such skills. Thus, ideas, concepts, attitudes, knowledge, and skills can transfer into either language. (Cummins, J., 1989; Baker, C. and S.P. Jones, 1998)

**Communicative Competence:** The ability to use any form of language appropriate to the demands of social situations. The components of communicative competence include linguistic knowledge, cultural knowledge, and interaction skills. (Harris, T.L. and R.E. Hodges, 1995)

**Conditions of Learning:** The state, circumstances, and environment in which the process or result of change in students' behavior is accomplished through practice, instruction, or experience. (Harris, T.L. and R.E. Hodges, 1995)

**Content Standards:** Specify what students should know, understand, and be able to do. They indicate the knowledge and skills — the ways of thinking, working, communicating, reasoning, and investigating, and the most important and enduring ideas, concepts, issues, dilemmas, and knowledge essential to an academic discipline — that should be taught and learned in school. (National Education Goals Panel, 1993)

**Conversational Language:** See **BICS: Basic Interpersonal Communicative Skills.**

**Critical Thinking:** **1.** The logical thought processes characteristic of the scientific method. **2.** The thought processes characteristic of creativity and criticism in literature and other arts. *Compare to* **Divergent Thinking.** (Harris, T.L. and R.E. Hodges, 1995)

**Critical Lens:** **1.** On the Comprehensive Regents Examination in English, a term used to describe a statement that expresses a viewpoint from which literature can be judged or interpreted. (Shepherd, R.D., 1999). **2.** A statement that provides a particular perspective on literature or some aspect of literature that establishes the criteria for analyzing particular works. (*New York State Testing Program, Revised Regents Comprehensive Examination in English, Test Sampler Draft*, Spring 1998)

## D

**Decoding:** In learning to read, decoding is the deciphering of the sounds and meanings of letters, combinations of letters, whole words, and sentences of text. Sometimes decoding refers only to being able to read a text without necessarily understanding the meaning of that text. (Baker, C. and S.P. Jones, 1998)

**Descriptive Text:** Also referred to as **Description.** One of the four traditional forms of composition in speech and writing that gives a verbal picture of character and event, including the setting in which they occur. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Expository Text; Narrative Text; Persuasive Text.**

**Divergent Thinking:** The process of elaborating on ideas in order to generate new ideas or alternative interpretations of given information. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Critical Thinking.**

## E

**ELA: English Language Arts.** Instruction which focuses on the development of the English language: reading, writing, spelling, as well as oral communication. (Harris, T.L. and R.E. Hodges, 1995)

**ELL: English Language Learner.** An alternate term that is used to describe a limited English proficient (LEP) student, which focuses positively on the development of the English language, rather than viewing the native language as a deficit. (Baker, C. and S.P. Jones, 1998) *In New York State, the term limited English proficient and its acronym LEP have been combined with the term English language learner and its acronym ELL. Compare to* **Limited English Proficient (LEP).**

**ESL: English as a Second Language.** Also referred to as **English for Speakers of Other Languages (ESOL).** A specific discipline which uses an approach allowing students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. A quality English as a second language program is sensitive to the student's first language and culture and also incorporates contrastive analyses and multicultural education to facilitate the student's integration into the culturally pluralistic mainstream. Furthermore, the program must address the four language skill areas of understanding, speaking, reading, and writing English as well as content-area instruction. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

**Essential Elements of Effective Programs:** Characteristics of programs found to be necessary in order to provide quality bilingual and ESL instruction that allows LEP students to meet the NYS learning standards and graduation requirements. (Report to the Board of Regents from the New York State Education Department Office for Elementary, Middle, Secondary and Continuing Education, 1998)

**Expository Text:** Also known as **Exposition.** One of the four traditional forms of composition in speech and writing that is intended to set forth or explain. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Descriptive Text; Narrative Text; Persuasive Text.**



**Extensive Reading:** Extensive reading of material of many kinds, both in school and outside, which results in substantial growth in the vocabulary, comprehension abilities, and information base of students. (*NYS English Language Arts Resource Guide*, 1997)

## F

**Figurative Language:** Also known as **Figures of Speech**. Expressions with a meaning other than or beyond the literal. Figurative language includes: hyperbole, irony, metaphor, simile, personification, symbol, synesthesia, and understatement. (Shepherd, R.D., 1999)

**Formal Assessment:** The collection of data, using standardized tests or procedures under controlled conditions. (Harris, T.L. and R.E. Hodges, 1995)

**Freestanding English as a Second Language Program:** In New York State, this program of instruction is comprised of three components: instruction in English as a second language; instruction in English language arts; and content-area instruction in English supported by ESL methodologies. Such instruction takes into account the first language and culture of the English language learners.

**Freewriting:** Writing that is unrestricted in form, style, content, and purpose. Like brainstorming, freewriting as a teaching technique is designed to help the student writer find a personal voice through uninhibited expression. (Harris, T.L. and R.E. Hodges, 1995)

## G

**Genre: 1.** A category used to classify literary works, usually by form, technique, or content. **2.** Any type of discourse that possesses typified, distinguishable conventions of form, style, or content in recurring contexts. (Harris, T.L. and R.E. Hodges, 1995)

**Goals 2000: Educate America Act.** Federal legislation which supports state efforts to develop clear and rigorous standards for what every child should know and be able to do, and supports comprehensive state- and district-wide planning and implementation of school improvement efforts focused on improving student achievement of those standards. (*Goals 2000: Educate America Act*, H.R. 1804, enacted January 25, 1994)

## H

**Higher-Order Thinking Skills:** A form of complex thinking, especially of a logical or abstract type. (Harris, T.L. and R.E. Hodges, 1995)

**Holistic Approach: 1.** Teaching in which subject matter is kept intact rather than separated into parts for instructional purposes, as the integration of speaking, listening, reading, and writing into a unified approach to literacy instruction. **2.** Whole-part-whole teaching: providing an overview before details are covered, then recapitulating how the parts fit into the whole. **3.** Instruction that attempts to make connections between the student's emotional and personal life and the materials being presented. (Harris, T.L. and R.E. Hodges, 1995)

**Holistic Scoring:** In writing assessment, the assignment of a single score to writing samples on the basis of the adequacy of the overall coverage and presentation. Holistic scoring applies criterion-referenced measurement in the use of "anchor" papers selected from the entire population sample to represent a range of performance levels. (Harris, T.L. and R.E. Hodges, 1995)

## I

**IASA: Improving America's Schools Act.** Federal legislation which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). The act established the core principle that disadvantaged children should achieve the same challenging academic standards as their more fortunate peers, by helping states, districts, schools, and teachers use these standards to guide classroom instruction and assessment for all students. (*Improving America's Schools Act of 1994*, H.R. 6, enacted January 25, 1994)

**Informal Assessment:** A holistic appraisal of a student's performance, using a broad sample of subject matter performances, through observation and other non-standardized procedures. (Harris, T.L. and R.E. Hodges, 1995)

**Integrated Activities:** Organizing instruction into broad, theme-based clusters of work through which reading, writing, and speaking activities are interrelated in order to promote understanding among activities and ideas. (*NYS English Language Arts Resource Guide*, 1997)

**Integrated Approach:** The integration of listening, speaking, reading, and writing in language teaching and language assessment. (Baker, C. and S.P. Jones, 1998)

**Integrated Instruction:** The organization of instruction to bring into close relationship the concepts, skills, and values of separately taught subjects to make them mutually reinforcing. (Harris, T.L. and R.E. Hodges, 1995)

**Interactive Learning:** Learning in which children and young people are involved in thinking about, writing about, and talking about their learning; this practice produces more effective growth than instruction in which they are passive. (*NYS English Language Arts Resource Guide*, 1997)

## L

**L1: First Language.** The first or initial language learned by a child. See also **Native Language; Mother Tongue**. (Baker, C. and S.P. Jones, 1998)

**L2: Second Language.** This term is used in different, overlapping ways, and can mean: (1) the second language learned (chronologically); (2) the weaker language; (3) a language that is not the "mother tongue"; (4) the less used language. The term is sometimes used to describe third and further languages. (Harris, T.L. and R.E. Hodges, 1995)

**Language:** The systematic, conventional use of sounds, signs, or written symbols in a human society for communication and self-expression. (Crystal, 1992, in Harris, T.L. and R.E. Hodges, 1995)

**Language Acquisition:** The process of acquiring a first or second language. Some linguists distinguish between “language acquisition” and “language learning” of a second language, using the former to describe the informal development of a person’s second language, and the latter to describe the process of formal study of a second language. Other linguists maintain that no clear distinction can be made between informal acquisition and formal learning. (Baker, C. and S.P. Jones, 1998) *Compare to Language Learning.*

**Language Learning:** The process by which a first or second language is internalized. Some authors restrict the use of the term to formal learning, e.g., in the classroom. Others include informal learning, e.g., acquisition in the home. *Compare to Language Acquisition.* (Baker, C. and S.P. Jones, 1998)

**Language Minority: 1.** A language community (or person) whose first or native language is different from the dominant language of the country. A group who speaks a language of low prestige, or who is low in power, or whose numbers in a society are low. (Baker, C. and S.P. Jones, 1998) **2.** Individuals from homes or ancestries in which languages other than English are spoken. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

**Language Proficiency:** An “umbrella” term, sometimes used synonymously with “language competence,” at other times as a specific, measurable outcome of language testing. Language proficiency is viewed as the product of a variety of mechanisms, formal learning, informal uncontrived language acquisition, and individual characteristics such as “intelligence.” (Baker, C. and S.P. Jones, 1998)

**Language Transfer:** The effect of one language on the learning of another. There can be both *negative transfer*, sometimes called interference, and more often *positive transfer*, particularly in understandings and meanings of concepts. (Baker, C. and S.P. Jones, 1998)

**Learning Standards:** Statements about educational expectations in a given academic discipline, and descriptions of what is considered quality work. In New York State, the learning standards are defined by the content standards and performance standards in each of seven disciplines. These disciplines are: mathematics, science and technology; English language arts; social studies; the arts; languages other than English; health, physical education and home economics; and career development and occupational studies. The learning standards form the basis of New York’s assessment system. (*The Strategy for Raising Standards*, NYSED, 1996)

**LEP: Limited English Proficient.** Individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either understand and speak little or no English, or score below the statewide reference point or its equivalent on an English language assessment instrument approved by the Commissioner of Education. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989) *Compare to English Language Learner.*

**Literacy:** The capacity of an individual to develop and use a continuum of a complex set of skills and abilities, including both reading and writing, and to apply these skills in a social context. (Harris, T.L. and R.E. Hodges, 1995)

**Literary Element: 1.** A part of a literary work, such as plot, image, setting, mood, subject, theme, character, suspense, tone, style, voice, flashback, and foreshadowing. (Shepherd, R.D., 1999) **2.** The essential components of a literary work, commonly including theme, plot, setting, characterization, structure, and language. (*New York State Testing Program, Revised Regents Comprehensive Examination in English, Test Sampler Draft*, Spring 1998)

**Literary Technique: 1.** A special device used in a literary work. There are literary techniques related to meaning, such as metaphors and similes; literary techniques related to sound, such as alliteration and onomatopoeia; and literary techniques related to structure, such as the surprise ending. (Shepherd, R.D., 1999) **2.** The devices the writer uses to develop literary elements, for example, irony, symbolism, or figurative language. (*New York State Testing Program, Revised Regents Comprehensive Examination in English, Test Sampler Draft*, Spring 1998)

## M

**Majority Language:** A high-status language usually (but not always) spoken by the majority of the population of a country. (Baker, C. and S.P. Jones, 1998)

**Manipulatives:** In education, these are concrete objects that can be used by the teacher and students to enhance understanding of an academic topic or concept. For example, manipulatives in mathematics may include tangrams, shapes, coins, etc.

**Meta-Analysis:** Any of several methods, usually statistical, for combining the results from a collection of program evaluations to reach an overall conclusion about program effects, usually expressed as effect size or the average magnitude of the program in standard deviation units. (Harris, T.L. and R.E. Hodges, 1995)

**Metacognition:** Awareness and knowledge of one’s mental processes such that one can monitor, regulate, and direct them to a desired end; self-mediation. (Harris, T.L. and R.E. Hodges, 1995)

**Metalinguistic Awareness:** A conscious understanding on the part of the language user of the form and structure of language arrived at through reflection and analyzing one’s own communication. (Baker, C. and S.P. Jones, 1998)

**Minority Language:** A language of low prestige and low power, also used to mean a language spoken by a minority of the population in a country. (Baker, C. and S.P. Jones, 1998)

**Monoliterate:** The ability of an individual to read and write in only one language. (Baker, C. and S.P. Jones, 1998)

**Mother Tongue:** The term is used ambiguously. It variously means: (a) the language learned from the mother; (b) the first language learned irrespective of “from whom”; (c) the stronger language at any time of life; (d) the “mother tongue” of the area or country, e.g., Irish in Ireland; (e) the language most used by a person; (f) the language to which a person has the more positive attitude and affection. *Compare to First Language; Native Language.*

## N

**Narrative Text:** Also known as **Narration**. One of the four traditional forms of composition in speech and writing that tells a story or gives an account of something, dealing with sequences or events and experiences, though not necessarily in strict order. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Descriptive Text; Expository Text; Persuasive Text**.

**NL: Native Language.** Language which a person acquires first in life, or identifies with as a member of an ethnic group (Baker, C. and S.P. Jones, 1998) *Compare to* **First Language; Mother Tongue**.

**NLA: Native Language Arts.** Instruction in a language other than English, designed to develop the communication skills, including those of listening, speaking, reading, and writing, in a student's native language as well as an appreciation of the history and culture of the United States and the country of origin, through the study of literature. (CR Part 154.2)

**Nonverbal Communication:** Communication without words; for example, via gestures, eye contact, position and posture when talking, body movements and contact, tone of voice. (Baker, C. and S.P. Jones, 1998)

**Nonverbal Period:** See **Silent Period**.

## O

**Oracy:** Fluency in speaking and listening. (Harris, T.L. and R.E. Hodges, 1995)

## P

**Performance Indicators:** See **Performance Standards**.

**Performance Standards:** Refers to the indices of quality that specify how adept or competent a student demonstration must be. They relate to issues of assessment that gauge the degree to which content standards have been attained. A performance standard indicates both the nature of the evidence required to demonstrate that the content standard has been met and the quality of student performance that will be deemed acceptable. (National Education Goals Panel, 1993)

**Persuasive Text:** Also known as **Argumentation**. One of the four traditional forms of composition in speech and writing that develops or debates a topic in a logical and persuasive way. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Descriptive Text; Expository Text; Narrative Text**.

**Phonics:** A method of teaching reading based on recognizing the sounds of letters and combinations of letters. (Baker, C. and S.P. Jones, 1998)

**Portfolio:** A collection of a student's work that may be used to evaluate learning progress. Portfolios may contain both exemplary pieces of work and works in progress. Exemplary pieces of work may be selected by the student independently of the student and teacher together. Portfolios may also contain the teacher's observations and student self-evaluations. (Harris, T.L. and R.E. Hodges, 1995)

**Portfolio Assessment:** An informal measure of student progress by periodically evaluating a collection of student work in a collaborative, complex, multidimensional, and contextualized manner. (Weaver, C., 1994)

**Primary Language:** The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language learned first in life. (Baker, C. and S.P. Jones, 1998) *Compare to* **Native Language; First Language; Mother Tongue**.

**Productive Skills:** The ability to produce a wide range of language forms in communication, as in speaking and writing. (Harris, T.L. and R.E. Hodges, 1995)

**Proficiency:** See **Language Proficiency**.

## R

**Realia:** In education, this term refers to concrete objects or referents that can be seen, heard, or touched during a lesson.

**Receptive Skills:** The ability to understand a message aurally or visually, as in listening, seeing, or hearing in reading. (Harris, T.L. and R.E. Hodges, 1995)

## S

**Scaffolding:** In learning, the gradual withdrawal of adult (e.g., teacher) support, as through instruction, modeling, questioning, feedback, etc., for a child's performance across successive engagements, thus transferring more and more autonomy to the child. This concept is based on Vygotsky's (1978) emphasis on the importance of learning assistance that is adjusted to the learner's potential development. (Harris, T.L. and R.E. Hodges, 1995)

**Schema;** pl., **schemata**. **1.** A generalized description, plan, or structure. **2.** A system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships in the world. (Harris, T.L. and R.E. Hodges, 1995)

**Schema Theory:** A view that comprehension depends on integrating new knowledge with a network of prior knowledge. (Harris, T.L. and R.E. Hodges, 1995)

**Second Language Acquisition:** The process of acquiring a second language, emphasizing its informal development. "Acquisition" occurs subconsciously as a result of participating in natural communication in which the focus is on meaning. (Krashen, S.D., 1981)

**Second Language Learning:** The formal process of acquiring a second language, emphasizing its formal development. "Learning" occurs as a result of conscious study of the formal properties of language. (Krashen, S.D., 1981)

**Silent Period:** Also known as **Nonverbal Period**. An interval of time, usually from one to five months, in which the learner of a second language concentrates on comprehension of the new language and opts for one-way or partial two-way communication. Second language learners naturally begin by listening, then they respond nonverbally or in their own language, and finally they start producing the new language. (Burt, M.K., and H.C. Dulay, 1981)

**Social Language:** See **BICS: Basic Interpersonal Communicative Skills.**

**Standardized Test: 1.** A test with specified tasks and procedures so that comparable measurements may be made by testers working in different geographical areas. **2.** A test for which norms on a reference group, ordinarily drawn from many schools or communities, are provided. (Harris, T.L. and R.E. Hodges, 1995)

**Story Structure:** Also known as **Story Grammar; Story Schema.** The pattern of organization in narration that characterizes a particular type of story, usually in simplified terms such as problem, action, goal, setting, and outcome. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Text Structure.**

**Strategy Instruction:** A systematic plan of instruction, consciously adapted and monitored, to improve a student's performance in learning. (Harris, T.L. and R.E. Hodges, 1995)

**Study Skills:** A general term used for those techniques and strategies that help a person read or listen for specific purposes with the intent to remember; commonly, following directions, locating, selecting, organizing and retaining information, interpreting typographic and graphic aids, and reading flexibly. (Harris, T.L. and R.E. Hodges, 1995)

**Syntax: 1.** The study of how sentences are formed and of the grammatical rules that govern their formation. **2.** The pattern or structure of word order in sentences, clauses, and phrases. (Harris, T.L. and R.E. Hodges, 1995)

## T

**Target Language:** A second or foreign language being learned or taught. (Baker, C. and S.P. Jones, 1998)

**TESOL:** Teachers of English to Speakers of Other Languages.

**Test-Taking Skills:** A general term used for specific skills students need in order to demonstrate ability and knowledge on tests and assessments. *Compare to* **Study Skills.** (Harris, T.L. and R.E. Hodges, 1995)

**Text Structure:** The various patterns of ideas that are embedded in the organization of text. Common patterns of text structure are expository, cause-effect, compare-contrast, problem-solution, description, and sequence. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Story Structure.**

**Threshold Hypothesis:** Asserts that first language literacy transfers to a second language only when a person has reached a critical level of language competence in the native language in order to gain cognitive benefits from owning two languages. (Baker, C. and S.P. Jones, 1998)

**Transfer of Language Skills:** See **Language Transfer.**

**Transitional:** Level of English proficiency that refers to that stage of English language development in which ELLs have acquired the highest levels of English language skills before reaching the 40th percentile, which is the cutoff score on a standardized test of English reading. Students at the transitional level are close to moving into an English mainstream instructional program. (*Guidelines for Programs under Part 154 of the Commissioner's Regulations for Pupils with Limited English Proficiency*, 1990)

**Twelve Action Steps:** A strategic plan developed by the New York State Education Department for implementing ways to enable English language learners to attain the NYS learning standards and complete the requirements for graduation. (Report to the Board of Regents from the New York State Education Department Office for Elementary, Middle, Secondary and Continuing Education, 1998)

## U-Z

**Universal Aspects of Literacy:** Those characteristics of literacy that are similar for all languages and once learned in the first language, can be transferred to learning a second language. (Harris, T.L. and R.E. Hodges, 1995)

**Whole Language:** A professional movement and theoretical perspective that embodies a set of applied beliefs governing learning and teaching, language development, curriculum, and the social community. This instructional approach makes use of the implications drawn from language research, including studies of the writing process, sociolinguistics, psycholinguistics, and emergent literacy. (Strickland, D., in Harris, T.L. and R.E. Hodges, 1995)

**Word Attack:** See **Decoding.**

**Writing Process:** The many aspects of the complex act of producing a written communication; specifically, planning or prewriting, drafting, revising, editing, and publishing. (Harris, T.L. and R.E. Hodges, 1995)