

# VOCABULARY AND PHRASES

## Subtest IV and Subtest V

These are the most important terms to learn to prepare to pass Subtests  
IV and V of the CSET LOTE Spanish Test

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The terminology is listed in the order it is presented in the descriptions of each subdomain.

# Subtest IV.001 [page 1 of 2]

- Bilingual Education
- Bilingualism
- Research based program models
- Dual-language instruction
- One-way immersion
- Two-way immersion
- Transitional bilingual education
- Maintenance bilingual education
- Heritage language education
- Elementary and Secondary Education Act [ESEA]
- Lau v. Nichols
- Castaneda v. Pickard
- Mendez v. Westminster

# Subtest IV.001 [page 2 of 2]

- Proposition 227
- Williams v. State of California
- Subtractive [deficit] bilingual education
- Primary language as an obstacle
- Limiting use of primary language
- Assimilation
- Additive [enrichment] bilingual education
- Primary language as a right
- Primary language as an asset
- Development of bilingualism
- Biculturalism
- Acculturation
- Target culture

# Subtest IV.002 [page 1 of 2]

- Metacognitive processes
- Metalinguistic processes
- Appropriate language for a given situation
- Similarities between languages
- Differences between languages
- Transferring linguistic knowledge
- Developmental processes
- Biliteracy
- Cognitive effects of bilingualism
- Cognitive effects of biliteracy
- Storage and retrieval of information in the brain
- Experiential knowledge
- Research for instruction
- Research for assessment
- Bilingual education settings
- Code-switching
- Language mixing
- Interlanguage

# Subtest IV.002 [page 2 of 2]

- Language use and usage
- Translation
- Language allocation by program model
- Developmental stages of bilingualism
- Developmental stages of biliteracy
- Transferability of language and literacy skills
- Target language
- Compatibility between primary and target languages
- Contrastive analysis
- Similarities and differences
- Nonexistent features
- Phonology
- Morphology
- Syntax
- Lexicon
- Language usage
- Listening skills
- Speaking skills
- Reading skills
- Writing skills

# Subtest IV.003 [page 1 of 3]

- Intercultural communication
- Cultural differences
- Nonverbal communication
- Distance between speakers
- Eye contact
- Oral discourse
- Overlapping
- Turn-taking
- Volume of voice
- Use/role of silence
- Written discourse
- Level of formality
- Organizational structure
- Interaction
- School/community climate
- Student motivation
- Student participation
- Student achievement
- Origins of dialectal variation
- Origins of tonal variation

# Subtest IV.003 [page 2 of 3]

- Geographic location
- Gender
- Socioeconomic background
- Student learning
- Cultural influences
- Cooperation values
- Competition values
- Teacher-student interaction
- Student-student interaction
- Conformity
- Individuality
- Learning and teaching in bilingual education settings
- Cultural understanding
- Student motivation
- Student achievement
- Infusing multicultural perspectives
- Interaction among students of different backgrounds



## Subtest IV.003 [page 3 of 3]

- Respect for cultural diversity
- Respect for linguistic diversity
- Linguistically inclusive
- Culturally inclusive
- Literacy instruction in bilingual education
- Content instruction in bilingual education
- Role-playing intercultural encounters
- Current events in a variety of cultures
- Respect primary language/dialect
- Use students' primary language/culture
- Language and literacy development
- Content-área learning

# Subtest IV.004 [page 1 of 2]

- Role of families as primary language resources
- Role of families as primary cultural resources
- Strong school-home partnerships
- Information to families about educational goals
- Information to families about characteristics of bilingual programs
- Children's placement and education
- Families' notification rights
- Program options
- Waiver process
- Bilingual telephone calls
- Home visits
- Videos
- Primary-language materials
- Communicate assessment results
- Support children's achievement at home
- Support children's achievement in bilingual education settings

## Subtest IV.004 [page 2 of 2]

- Funds of knowledge
- Family expertise
- School community
- School forums
- School organizations
- Community resources
- Culturally inclusive bilingual instruction
- Communicate and collaborate with teachers/educators
- Methods of bilingual education
- Models of bilingual education
- Culturally diverse students
- Linguistically diverse students

# Subtest IV.005 [page 1 of 4]

- Develop, plan, and implement
  - Language instruction
  - Language assessments
  - Literacy instruction
  - Literacy assessments
  - Select and use
- Pedagogical practices
  - Language development
  - Literacy development
  - Comprehensible input
  - Access prior knowledge
  - Language-rich environment
  - Scaffolding literacy activities
  - Literacy activities

# Subtest IV.005 [page 2 of 4]

- Differentiated language instruction
- Differentiated literacy instrucción
- Student primary language proficiency level
- Student target language proficiency level
- Four domains of language
- Listening, speaking, reading, and writing
- Development of biliteracy
- Integrating language domains
- Bilingual instruction
- Bilingual assessment
- Language structures
- Word roots

## Subtest IV.005 [page 3 of 4]

- Prefixes
- Suffixes
- Forms
- Registers
- Functions
- Informing
- Describing
- Persuading
- Student life experiences
- Immigration experiences
- Refugee experiences
- Prior educational experiences
- Oral traditions
- Student's educational achievements
- Student's language development
- Dialectal/tonal differences
- Use of vernacular forms

# Subtest IV.005 [page 4 of 4]

- Social language
- Academic language
- Standardized primary language assessments
- Non-standardized primary language assessments
- Standardized target language assessments
- Non-standardized target language assessments
- Variety of language assessments
- Variety of literacy assessments
- Social language proficiency assessments
- Academic language proficiency assessments
- Interpret results of primary and target language assessments
- Use assessment results to plan, organize, modify, and differentiate instruction

# Subtest IV.006 [page 1 of 4]

- Applications, appropriateness and limitations
- Developing, planning, and implementing
- Content area instruction
- Content area assessments
- Select and use
- Content area knowledge
- Content area skills
- Grade level language objectives
- Grade level content objectives
- Activating background knowledge and experiences



# Subtest IV.006 [page 2 of 4]

- Linguistic scaffolding
- Aligning instruction
- California K-12 student academic content standards
- California K-12 student academic content frameworks
- Grade level expectations
- Student primary language proficiency
- Student target language proficiency
- Interrelated nature of language and literacy development
- Content area learning
- Integration of language and content area development and learning
- Development of academic language in primary language
- Development of academic language in target language
- Language modification without simplification of content

## Subtest IV.006 [page 3 of 4]

- Cultural/multicultural perspectives
- Higher order thinking skills
- Analysis
- Inference
- Synthesis
- Evaluation
- Content specific language functions
- Analyzing
- Comparing and contrasting
- Persuading
- Citing evidence
- Making hypothesis
- Oral forms of primary and target languages
- Written forms of primary and target languages

# Subtest IV.006 [page 4 of 4]

- Students' life experiences
- Students' language development
- Students' language variations
- Foster content learning in primary language
- Foster content learning in target language
- Participation structures
- Negotiate meaning in order to understand content
- Roles, purposes, and uses
- Standardized/nonstandardized primary language content assessments
- Standardized/nonstandardized target language content assessments
- Interpreting results of primary/target language assessments
- Plan, organize, differentiate instruction in content areas

# Subtest IV.007 [page 1 of 3]

- Strategies for evaluating alignment
- Primary language materials
- Target language materials
- Primary content standards
- Target content standards
- Primary curriculum frameworks
- Target curriculum frameworks
- Evaluating and selecting
- State adopted textbooks
- State approved textbooks
- Supplementary material for bilingual education settings
- Variety of criteria
- Appropriateness for instructional purpose
- Alignment with curriculum
- Local community and student needs

# Subtest IV.007 [page 2 of 3]

- Level of academic language
- Developing, adapting, and extending instructional materials
- Diverse learners in bilingual education settings
- Primary language materials
- Target language materials
- Multicultural literatura
- Nontext materials
- Potential áreas of offense or bias
- Race
- Class
- Gender
- Religion
- Country of origin
- Appropriate representation of linguistic diversity
- Approriate representation of cultural diversity

# Subtest IV.007 [page 3 of 3]

- Language groups
- Cultural groups
- Primary language specific technology
- Target language specific technology
- Web based media
- Educational software

# Subtest V.001

- Demographic
- Geographic
- Country of origin
- Language variations
- Culture of emphasis
- Immigration patterns
- Migration patterns
- Push/pull factors
- Refugee/immigration issues
- Legal status of immigrants
- Settlement patterns
- Resettlement patterns
- Historical demographics
- Contemporary demographics

# Subtest V.002 [page 1 of 2]

- Historical eras
- Historical movements
- Historical developments
- Rise and decline of indigenous civilizations
- Periods of vigorous artistic activity
- Periods of vigorous intellectual activity
- Colonization by foreign nations
- War
- Struggles for Independence
- Effects on different groups
- Culture of emphasis
- Social structures
- Political structures
- Contributions of various groups
- Contributions of indigenous populations



# Subtest V.002 [page 2 of 2]

- Beliefs of various groups
- Values of various groups
- Indigenous groups
- Historical factors
- Economic factors
- Political factors
- Educational factors
- Social factors
- Effects on language and culture
- Contemporary influences in the United States
- Historical developments
- Immigration patterns
- Civil rights movements
- Contemporary features of US society
- Youth culture
- Marriage laws
- Immigration legislation

# Subtest V.003 [page 1 of 3]

- Governmental systems
- Democratic
- Totalitarian
- Theocratic
- Legal systems
- Judicial systems
- Civil liberties
- Due process rights
- Distribution of political power
- Nature of citizen participation
- Political tradition
- Involvement of members of culture of emphasis
- U. S. civic life
- Sociopolitical context
- Interacts and affects
- Demographics
- Roles
- status

# Subtest V.003 [page 2 of 3]

- Influence of [sociopolitical] factors on members of the culture of emphasis
- Transnationalism
- Dual citizenship
- Repatriation
- Economic systems
- Agrarian
- industrial
- Capitalist
- Socialist
- Workforce composition
- Class structure
- Access to economic opportunities
- Religious traditions
- Religious institutions
- Immigrant communities

# Subtest V.003 [page 3 of 3]

- Ethnic communities
- Educational system
- School structures
- Compulsory education laws
- Access
- Availability
- Oral tradition
- Rote learning

## Section V.004 [page 1 of 3]

- Demonstrate and apply
- Verbal elements of communication
- Non verbal elements of communication
- Communicative competence
- Register
- Discourse patterns
- Forms of address
- Respect
- Greetings
- Turn taking
- Eye contact
- Kinesthetic cues
- Proxemics
- Communication maintained in U.S
- Communication modified in U.S.

## Section V.004 [page 2 of 3]

- Roles and status of individuals
- Economic
- Racial
- Gender
- Ethnic
- Social class
- Age
- Educational level
- Social relationships
- Process of acculturation
- Daily life in US
- Daily life in country of origin
- Shelter
- Work
- Food
- Marriage and family life
- Leisure activities

## Section V.004 [page 3 of 3]

- Rites and celebrations
- Health and medical practices
- Practices preserved
- Practices modified
- Humanities and arts
- Literature
- Visual/performing arts
- Folk traditions
- Oral traditions
- Popular culture
- Arts and popular culture in the US

# Subtest V. 005 [page 1 of 2]

- Knowledge of diversity
- Language
- Social class
- Education
- Traditions
- Crosscultural interactions
- Intercultural interactions
- Intracultural interactions
- Conflict
- Harmony
- Interdependence
- Sociopolitical factors
- Sociocultural factors
- Nationalism
- Legislation
- Ethnic pride



# Subtest V.005 [page 2 of 2]

- Physical characteristics
- Stereotypes
- Xenophobia
- Marginalizations
- Contributions of the culture of emphasis
- Social life
- Economic life
- Artistic life
- Intellectual life
- Political life