

Glossary

academic content standards: statements that define what students are expected to know and be able to do in order to attain competency in core subject matter including language arts, math, sciences, social studies, and languages.

academic language: language used in the learning of academic content in formal schooling contexts. Aspects of language strongly associated with literacy and academic achievement, including specialized academic terms or technical language, speech registers, and discourse related to each field of study and formal schooling. Also, general academic vocabulary as defined by Averil Coxhead, “Academic vocabulary is that critical vocabulary that students meet again and again in their reading and classroom work across all content areas”. Examples include words such as compare, occurrence, structure, sequential, symbolize, and inference.

academic language functions: purposes of language in classroom activities including questioning, defining, organizing, making comparisons, etc.

adequate vocabulary: students have sufficient command of vocabulary for most academic activities and begin to incorporate more detail, specificity and sophistication in their use of vocabulary. For example, “she went” vs. “she drove”; “she ran” vs. “she jogged”; and use of prepositional phrases such as “on the corner.”

adverbial phrase: a group of two or more words that work together as an adverb. For example, “in an hour”, “in front”, “at the gym”.

affixes: in English, these are prefixes and suffixes.

appositive: a noun or noun phrase that re-names another noun, usually appearing right after the noun that is re-named. In the example “My son John”, “John” is the appositive.

basic vocabulary: Students will have a fundamental grasp of words and phrases, some familiar and some new. Students will begin to understand some simple affixes that may change meaning or grammatical function of a word. For example, walk →walks; give, giver, giving; look up vs. look out; white cat; open door. Students will begin to incorporate other words such as occasional use of articles or modifiers.

cognates: words in different languages that have the same ancestry and therefore, similar spellings and meanings.

communicative competence: the ability to communicate a message effectively in addition to knowing the correct words to say. One knows the proper way to begin and end a conversation, how to enter conversation without interruption, proper use of slang and formal register, hidden rules of language, and inferences that can be made through body language, intonation, etc.

comparative: an adjective or adverb describing the qualitative properties by which something is judged against another. For example, “better”, “easier”, “more beautiful”, “less expensive”, etc.

comprehensive vocabulary: Students have command of sophisticated, grade-appropriate vocabulary. Students will use vocabulary that is specific, detailed, and appropriate to context. For example, “to table a bill” vs. “a table of contents.”

Kansas Curricular Standards for English for Speakers of Other Languages

conditional clauses: clauses used to express a hypothetical situation or that something is likely or unlikely to occur. The 'if...' clause in 'if...then' statements are one of the most frequently used forms of conditional clauses.

conditional mood: verb structures frequently used to express probability, possibility, wonder or conjecture. Examples include "would", "could", "must have" or "probably."

c-v-c: consonant-vowel-consonant.

decoding: deciphering text based upon the sounds and meanings of letters, combinations of letters, whole words, and sentences. Sometimes decoding refers only to the ability to read text, regardless of comprehension of the text.

dependent clause: a group of words that has both a subject and predicate but cannot stand alone as a sentence.

determiner: a word which is used at the beginning of a noun group to indicate, for example, which thing you are referring to or whether you are referring to one thing or several. Examples include articles (a/the), possessives and possessive pronouns (his/her), number, indefinite pronouns (it, they), demonstrative pronouns (that/those).

digraph: a group of two successive letters that together make a single sound (as *ea* in *bread* or *ng* in *sing*) or make a new sound that is different than the sound represented by either letter alone (as *ch* in *chin* or *th* in *think*).

extensive vocabulary: Students have command of ample complexity and number of vocabulary items for full participation in more advanced academic work. Students begin to demonstrate understanding of how the context and syntax can change the meaning of words. For example, walked, strolled, sauntered; on the corner, across from the grocery store; etc.

figurative language: expressions with a meaning other than or beyond the literal; this includes hyperbole, irony, metaphor, simile, personification, symbolism, idioms, and understatement.

fluency: encompasses the rate or pace of reading, as well as the ability to read materials with expression (use of pitch, stress, juncture, and smoothness) and to automatically recognize words.

genre: category used to classify literary and artistic works, usually by form, technique, or content.

graphic organizers: visual depictions of information; examples include Venn diagrams, cause-effect charts, idea webs, and attribute charts.

idiomatic expressions: common phrases or expressions whose meanings cannot be understood by the individual words, but are understood by native speakers. For example, "in a pickle", "made of money", "save face."

independent clause: a group of words that includes a subject and predicate and can stand alone as a sentence.

indicator: the measurement for demonstrating that a student has reached a benchmark .

Kansas Curricular Standards for English for Speakers of Other Languages

inflections/inflectional endings: an affix added to a word in order to change a particular grammatical feature. For example, an –s may be added to a noun to indicate it is plural. Inflections can be placed in a paradigm and follow a pattern; they don't necessarily change the semantic meaning of the word or the grammatical category. Examples: he →they, or cat →cats.

intonation: changes in fundamental frequency during the course of an utterance. This change may tell the listener whether the sentence is a question or a statement, or that more information will follow. Intonation may also signal differences in meaning or in attitude.

irregular plurals: nouns that do not follow the regular pattern of adding -s or -es. Ex: child → children; man →men, etc.

L1: the first or native language of a person.

L2: a second or additional language learned after the native language. Within this standards document, it refers to English.

limited vocabulary: students will have a narrow range of simple vocabulary, mostly of concrete words or familiar phrases. For example, “walk”, “sit”, “run”, “house”, “big”, “fast.”

manipulatives: concrete objects used to demonstrate learning concepts. For example, rulers, thermometers, letter tiles, etc.

metaphor: A figure of speech in which an implied comparison is made between two unlike things that actually have something in common. It expresses the unfamiliar in terms of the familiar. For example, "love is a rose," "time is money."

modified text: any text that has been changed from its original form which in some way changes the content. Content concepts may be changed to be more easily understood, or technical/academic language may be changed to a lower level. Another technique for modifying text content is to provide support in the form of hyperlinks that explain difficult vocabulary or text structures.

narrative or literary text: also known as story schema; the patterns of organization that characterize a particular type of story, usually in simplified terms such as setting, characters, problem, goal, action, and outcome.

organizational structure: The internal organizational pattern the author uses to convey concepts and ideas to the reader. For example cause/effect, compare/ contrast, sequence, etc.

perfect tense: the three verb tenses (present perfect, past perfect, future perfect) that indicate an action is already completed. For example, “I have finished” (present perfect), “I had finished” (past perfect), “I will have finished” (future perfect).

phrasal verbs: verb + verb particle that together make a single grammatical unit. For example, “look up”, “put on”, etc.

primary language: first or native language spoken by an individual; also known as L1.

proficiency: competence in using a language for basic communication and for academic purposes. May be categorized as stages of language acquisition.

Kansas Curricular Standards for English for Speakers of Other Languages

progressive tense: the tenses of verbs (present progressive, present perfect progressive, past progressive, future progressive) used to describe action that is on-going. For example, “I am going” (present progressive), “I have been going” (present perfect progressive), “I was going” (past progressive), “I will be going” (future progressive).

quantifiers: words or word phrases that indicate an amount or comparison. For example, much, many, more, few, etc.

realia: actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. Examples include bringing foods in the classroom for a lesson on nutrition, using collected leaves for lessons on classifications or tree identification, etc.

regular plural: nouns that follow the pattern of adding -s, -es to indicate more than one. Ex: door →doors, essay → essays, dress → dresses.

relative clause: a subordinate clause (phrase that cannot stand alone as a sentence) that gives more information about a noun or noun phrase. For example, man *who was wearing the brown hat*, the woman *with the French accent*.

rime: the part of a syllable which consists of its vowel and any consonant sounds that come after it. For example, -an in “can” and “fan”, -it in “fit” and “sit.”

scaffolding: providing support during instruction via instructional strategies (e.g., modeling, feedback, questioning techniques), contextual support (e.g., pictures, diagrams, lists), or classroom arrangements and processes (e.g., working in groups, pairs, activating previous knowledge); using one level of language proficiency as the foundation for developing the next level.

simile: a figure of speech in which two unlike things are explicitly compared, as in “she is like a rose” or “he was quiet as a mouse.”

simplified text: text content has been simplified by rewriting the text for readability -- such as shortening sentences, substituting simpler words for more difficult words, or providing more supports and explanations within the text. Content concepts and academic vocabulary are not changed or simplified.

sentence frame: a partial sentence, also referred to as a sentence starter, that students then complete. For example, “I like ____ best,” “I think ____ is the best choice because ____.”

superlative: adjective used to compare at least three things or three groups. For example, “most”, “least”, “highest.”

syntax: grammatical rules that govern the formation of sentences; the pattern of word order in sentences, clauses, and phrases.

text structure: the various patterns of ideas that are embedded in the organization of text. Common patterns are expository, cause-effect, compare-contrast, problem-solution, description, and sequence.

visual supports: accompanying pictures, illustrations, photographs, charts, tables, graphs, graphic organizers, or reproductions offered to English learners as opportunities to access meaning from multiple sources.