

Literacy Glossary

Accountable talk: Talking to other people about ideas.

Accuracy: Ability to recognize words correctly.

Analysis: The process or result of identifying the part of a whole and their relationships to one another.

Automaticity: Ability to recognize individual words quickly and without much conscious attention.

Balanced Reading Program: Dual in emphasis, stress on both acquisition of skills and application of program skills. A balanced beginning reading program includes instruction in word identification skills as well as instruction in reading comprehension strategies. Components of a balanced program include reading to whole groups of students, guided reading activities with groups of students, shared with groups of students, and independent reading by individual students.

Book Talk: A discussion of one or more books by a teacher, librarian, or student to introduce books and to induce others to read them.

Carnegie Unit: Carnegie units are computed and awarded to each grade 9-12 student on a semester basis. One unit of credit signifies the successful completion of the study of any subject meeting five periods, or its equivalent, per week for two semesters, 18 weeks each (a minimum of 120 clock hours of instruction), one-half unit of credit signifies the successful completion of the study of any subject meeting an average of 2_times, or its equivalent, per week for one semester (18 weeks).

Chapter Book: A book long enough to be divided into chapters but not long or complex enough to be considered a novel.

Comprehension: The process by which readers create meaning for the texts they read, images they view, or language they speak. These meanings are built from the connections the readers make between the new material and his or her prior background knowledge, the ways the reader structures meaning, and decisions the reader makes about what is important or relevant.

Comprehension: Ability to understand written language.

Cues/Cueing Systems: Sources of information used by readers to construct meaning. The language cueing systems include the graphophonic system and the relationships between oral and written language (phonics); the syntactic system and the relationship among linguistic units such as prefixes, suffixes, words, phrases, clauses, and word order (grammar); and the semantic system and the meaning system of language.

Decodable Text: Text written for beginning readers to provide practice in specific phonics elements.

Decode: To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning.

Definition of Literacy: Literacy is a set of reading and writing practices governed by a conception of what, how, when and why to read and write.

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Emergent Literacy: Development of association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing.

Encode: To change a message in one set of symbols into another set of symbols.

Evaluation: The process of testing, appraising, and judging achievement, growth, product, process, or changes, frequently through the use of formal and informal test and techniques.

Exposition: One of the four traditional forms of composition in speech and writing, intended to set forth or explain.

Expressive Vocabulary: Words student uses on their own.

Flexible Grouping: A process for organizing students to work in differently mixed groups depending on the goal of the learning activity.

Fluency: Ability to read aloud with appropriate intonations and pauses indicating understanding meaning, with only occasional stops to figure out words or sentence structure.

Frustration Reading Level: A readability or grade level of material that is too difficult to be read successfully by student, even with normal classroom instruction and support.

Genre: A category used to classify literary and other works, usually by form, technique, or content, (e.g., fiction, nonfiction, drama, poetry).

Grade Level: A designated level of text difficulty determined by a readability formula.

Grammar: What one knows about the structure and use of one's own language that leads to its creative and communicative use.

Guided Reading: Reading instruction in which the teacher provides the structure and purpose for reading and for responding to the material read.

Guided Writing or Writing Workshop: Children engage in writing a variety of texts. Teacher guides the process and provides instruction through minilessons and conferences.

Independent Reading Level: The readability or grade level of material that is easy for a student to read with few word identification problems and high comprehension.

Independent Reading: The children read to themselves or with partners.

Independent Writing: Children write their own pieces, including (in addition to stories and informational pieces) retelling, labeling, speech balloons, lists, etc.

Inference: A judgment or conclusion derives from information.

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Instructional Reading Level: The reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support.

Interactive Writing: As in shared writing, teacher and children compose messages and stories that are written using a “shared pen” technique that involves children in the writing.

Learning Log: A subject journal that gives the students an opportunity to respond to new information presented in class, to explore their thoughts and feelings about class discussions and group work, and to react to reading assignments. Learners can evaluate their individual progress as they work on long-range projects and reports; can keep track of important facts, concepts, and vocabulary words; and can use their logs to review for major tests.

Leveled Books: Books grouped and graded for difficulty based on specific text characteristics.

Lexile Framework: A system that matches the reading level of students with the difficulty level of the materials they read. By placing readers and text on a common scale, the Lexile framework ensures that students are reading the most appropriate materials for their skill levels.

Lexile Measures: A number indicating the reading demand of the text in terms of the semantic difficulty (vocabulary) and syntactic complexity (sentence structure). The Lexile scale ranges from 200 to 1700 Lexiles, although actual Lexile measures can range from below zero to above 2000 Lexiles.

Lexile: A Lexile is a unit measurement that is used to determine the difficulty of text and the reading level of readers. It is an equal interval scale and can be used to measure growth.

Literature Circle: That part of a literature-based reading program in which students meet to discuss books they are reading independently.

Literature: Print and non-print texts that provide a deeply engaging aesthetic experience.

Literature Based Reading: Reading that uses literature as primary material in reading programs and as health, science, and social studies and to other media such as newspapers, magazines, and catalogs.

Narrative: A narrative is any type of writing that is primarily concerned with relating an event or a series of events.

Novel: A novel is an extended work of fiction.

Onset: That part of a syllable preceding the syllable peak or nucleus; normally, the consonants preceding the vowels of a syllable, as str in strip.

Oral Reading Record (DoDEA uses DRA for Grade 3) /Running Record: A coding system used to assess students’ accuracy in word recognition when they read.

Phonemic Awareness: Ability to perceive that streams of speech are made up of separate sounds, called *phonemes*.

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Phonics: The system of sound-letter relationships used in reading and writing. The study of the relationship between the letters in written words and the sounds in spoken words.

Picture Book: A book in which the illustrations are as important as the text, and the telling of the story. *Note:* Picture books are often among the first books introduced to children and are usually intended to be read aloud or told to children.

Please check the list for Read Aloud and if not there then add:

Read Aloud: The teacher selects and reads a book or other text to the children. Texts rich in meaning or language and class favorites are read again and again, and are used as a base for other activities.

Reading: The process of *understanding* written language.

Receptive Vocabulary: Words student understands if someone else uses them.

Reflection: In Rosenblatt's (1978) transactional theory of reading, a late or final phase of the reader's evocation of the text is reviewed and evaluated.

Response Journal: A notebook or folder in which students record their reactions to, questions about, and reflections on what they read, view, listen to, and discuss in addition to how they actually go about reading, writing, viewing, listening, and discussing.

Retelling: 1. Restating a story or information in one's own words. 2. A measure of reading comprehension.

Rime: A vowel and any following consonants of a syllable as /ook/ in book or brook, /ik/ in strike, and /a/ in play.

Scaffolding: The support a teacher initially gives to students by assisting and supporting aspects of the learning tasks until students can function independently.

Shared Reading: An early childhood instructional strategy in which the teacher involves a group of young children in the reading of a particular big book in order to help them learn aspects of beginning literacy, as print conventions and the concepts of word, and develop reading strategies, as in decoding or the use of prediction. The teacher introduces and reads an enlarged text or a small text or a small text of which each child has a copy. On refrains and in multiple readings, children join in, reading in unison.

Shared Writing: Teacher and children work together to compose messages and stories; teacher supports process as scribe.

Short Vowels: Represent the sound of the *a* in *apple*, *e* in *end*, the *i* in *igloo*, and the *u* in *bus*. Though other combinations may also be classified as short, these five are typically considered when teachers and learners explore short vowels.

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SQ3R (survey, question, read recite, review): A study technique through which students survey the text to be read, generate questions based on headings and illustrations, read the material, record major points for later reference, recite what they have learned, and then review the material and their notes.

Text Levels (Gradient of Text): The level of difficulty of texts.

Trade Book: 1. Fiction and nonfiction books other than literature anthologies and basal readers. 2. In the United States and Canada, for example, a book published for sale to the general public.

Usage: The way in which the native language or dialect of a speech community is actually used by its members.

Vocabulary: Learning what words mean and how to use them.

Writing: The process of *communicating* with written language.