Glossary

Adjusting reading	Reading in different ways as appropriate to purpose for reading and type of text
Analyzing	Examining elements of a text to know more about how it is constructed
Authentic Assessment	Realistic, relevant and connected assessments that are meaningful literacy tasks in the daily life of the classroom. They are fair to the learner and show the learners true strengths as well as weaknesses
Background or Prior Knowledge	Knowing that stems from previous experience
Conferring	Teacher and student meet and discuss one or two instructional areas in which the student shows competency or need for improvement
Connections	The reader uses what he/she knows to understand a text (text to self, text to text, text to world)
Conventions	An accepted practice in a spoken or written language (standardized spelling, grammar, punctuation, and usage)
Critiquing	Evaluating a text based on the reader's personal, world, or text knowledge
Determining Importance	The reader decides what is important (main idea) in a text to highlight essential ideas, to isolate supporting details, and to read for specific information
Explicit instruction	A structured, systematic, and effective methodology for teaching academic skills (i.e. modeling, demonstration, guided practice)

Flexible Grouping	Grouping students together with similar reading behaviors; as students learn and grow as readers they are regrouped based on systematic, ongoing assessment
Fluency	The smoothness, accuracy, and ease with which an individual speaks, writes, or reads a particular language
Formative Assessment	The act or process of gathering data in order to better understand the strengths and weaknesses of student learning, as by observation, testing or conferences
Frustration/Hard Level	The reading level at which a student can read and understand less than 90% of the words in a pre-selected text
Genre	The type or category of written work that exists on the basis of certain distinguishing characteristics of form, structure, method, and content
Gradual Release of Responsibility	An instructional method which includes four sequential components: teacher modeling, guided practice, independent practice, and application of the strategy in authentic situations
Guided Reading	An instructional setting that enables the teacher to work with a small group of students to help them learn effective strategies for processing text with understanding
Guided Writing	Small, temporary groups of writers pulled together for explicit teaching based on the writers' needs at a particular point in time
High-Frequency Words	Words that appear many more times than most other words in spoken or written language
Independent Reading	A systematic way of supporting and guiding students as they read books of their own choosing

Inferring	Going beyond the literal meaning of a text to think about what is not there but is implied by the writer
Instructional/Easy Reading Level	The Instructional Reading level is the level at which the student reads with 90 to 94% accuracy. Students need some guidance and instruction in order to be successful with a new text
Interactive Read Aloud	Teacher reads a text to the students and stops two or three times during the reading to pose questions that encourage deep thinking
Interactive Writing	A teacher-guided group activity designed to teach children about the process of writing and how written language works. During interactive writing, children and their teacher "share the pen" to create meaningful text
Literature Circles	Small, heterogeneous literature conversations about a text
Maintaining fluency	Integrating sources of information in a smoothly operating process that results in expressive, phrased reading

Making Connections
   - Personal
   - Text
   - World
	Searching for and using connections to knowledge that readers have gained through their personal experiences, learning about the world, and reading other texts

Mini-Lesson	A short lesson focused on a specific principle or procedure in reading or writing
Miscue	Any unexpected response a reader makes while reading a text (for example, omission, insertion or substitution)
Model	The teacher shows students exactly how to complete a task or use a strategy by actually performing the task or strategy and explaining the steps to the student

Monitoring and Correcting	Checking on whether reading makes sense, sounds right, and looks right
Morning Message	A written message to the class informing them of daily activities, curriculum, or upcoming events
Organization	The internal structure of a written piece
Onset	The consonants preceding the vowel of a syllable
Predicting	Thinking about what will follow while reading continuous text
Questioning	A comprehension strategy that requires the reader to make inquiries, speculate possibilities, and seek answers to enhance understanding of the text before, during, and after reading
Read Aloud	Teacher reads a variety of texts aloud to students modeling strategies efficient readers use and what fluent, expressive reading sounds like
Reader's Theater	A performance of literature, as a story, play, poetry, etc. read aloud (rather than acted) expressively by one or more persons
Reading Workshop	An organized set of language and literacy experiences designed to help students become more effective readers
Retelling	The process in which the reader, having read the a story, describes what happened in it
Rime/Rhyme	Identical recurring final sounds in words
Round Robin Reading	The outmoded practice of calling on students to read orally one after the other
Rubric	A set of performance criteria identified by the teacher and shared with the student prior to engaging in activities. These criteria should identify the qualities that are expected and should be set along a continuum or scale

Running Record	A cumulative account of reading behaviors used as an assessment of text reading
Scaffolding	Support activities which provide assistance for learning. These activities can be gradually released and removed as learners are able to demonstrate strategic behaviors in their own learning activities
Searching for and Using Information	Searching for and using all kinds of information in a text
Shared Reading	Teacher models the reading of a text while students follow along
Shared Writing	Teacher and students work together to compose texts with the teacher serving as scribe
Sight Words	Words that are intended to be learned visually
Skills	Automatic procedures that do not require thought, interpretation, or choice
Solving Words	Using a range of strategies to take words apart and understand what words mean while reading continuous text
Sources of Information	Information from the text for a reader in the form of either semantic (cues about the meaning of the text), syntactical (cues about the structure of language) or graphophonetic (cues concerning letters and sounds). A successful reader integrates all sources of information as he/she reads fluently and expressively with a focus on meaning.
Story Structure	The order or arrangement of the parts of a piece of writing to form a coherent, unified whole (i.e. characters, setting, events, problem, solution, etc.)
Strategies	A conscious plan under the control of the reader, who must make decisions about what strategies to use and when to use them; strategies are the step-by-step how-tos for internalizing skills

Summarizing	Putting together and carrying important information while reading and disregarding irrelevant information
Summative Assessment	A culminating assessment, usually quantitative in practice, to measure the degree in which goals and objectives have been attained, such as an end of unit test
Synthesizing	Putting together information from texts and from the reader's own background knowledge in order to create new understandings
Systems of Strategic Actions	The simultaneous actions used by readers to process print. *Solving Words, Monitoring and Correcting, Searching for and Using Information, Summarizing, Maintaining Fluency, Adjusting, Predicting, Making Connections, Synthesizing, Inferring, Analyzing, and Critiquing*
Text structure	The way the text is organized. The structure of most fiction and biographical texts is narrative. Factual texts are organized categorically or topically and may have sections with headings. Writers use a variety of structural patterns to provide information to readers. (description; chronological sequence; comparison and contrast; cause and effect; and problem and solution)
Thinking About the Text	Readers analyze and critique the author's craft
Thinking Beyond the Text	Requires making inferences and putting text ideas together in different ways to construct the text's meaning
Thinking Within the Text	Involves efficiently and effectively understanding what's on the page, the author's literal message
Visualizing	The process of mentally picturing objects or events that are normally experienced directly
Voice	The distinctive style or manner of expression used in writing

Ways of Thinking about a text	Three ways of thinking about a text while reading Within the text Beyond the text About the text
Word Choice	The effective use of words to enhance style, tone, or clarity in writing or speaking
Word work	Any aspect of word analysis-letter sound relationships, using analogy, or breaking words apart
Work Stations	An area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy
Writer's craft	Term used to describe the devices an author uses to skillfully tell a story (point of view, word choice, onomatopoeia, personification, imagery, simile, metaphors)
Writing Workshop	An organized set of language and literacy experiences designed to help students become more effective writers
Zone of Proximal Development	The distance between a student's actual developmental level as determined through independent problem solving and his/her potential development as determined through problem solving under adult or more capable peer guidance