

Glossary

academic feedback

See **corrective feedback**.

accuracy

A student's ability to recognize or decode words correctly when reading.

active listening

The act of alert intentional hearing, interpretation, and demonstrating an interest in what a person has to say through verbal signals and nonverbal gestures.

affix

A morpheme that is added to a base word to change its meaning and/or usage.

alliteration

Use of the same consonant of the beginning of each stressed syllable in a line of verse. The repetition of the initial sound(s) in neighboring words.
EXAMPLE: "Peter Piper picked a peck of pickled peppers."

alphabetic principle

The understanding that words are composed of letters that represent sounds, and use of the systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of known and unknown words.

analytic phonics

A whole-to-part approach to word study. Student is first taught a number of sight words and then relevant phonic generalizations which can be applied to other words.

anchor charts

Charts developed during lessons with the teacher and then posted for students, to guide their thinking during small group and independent work during reading.

articulation

Enunciating speech sounds clearly when speaking.

assisted reading

An instructional method providing support to students through the use of fluent reading models—teacher assisted, peer assisted, even audio-assisted.

author

The individual who writes the text—the story, the poem—found within a book.

automatic word calling

The accurate reading of words without full comprehension of what is read.

automatic word recognition

The ability to read a word without hesitation.

base word

A word to which one can add affixes.

blending

The ability to combine sounds represented by sounds/letters to pronounce a word.

cause and effect

Reasons or explanations for how or why something happens.

CBM

Curriculum-based measurement

choral reading

Reading aloud in unison, with a whole class or group of students.

climax

High point of story; may be referred to as the most exciting part.

closed syllable word

A word having only one vowel; the vowel has a consonant (or consonants) following it. In a closed syllable word, the vowel has the short sound.

EXAMPLES: *flap, men, sit, slip, it* and *send*

cloze reading

An assessment of reading comprehension in which the student supplies words that have been systematically deleted from the text.

cold read

New reading material—typically at grade level—given to students to read to check current levels of reading fluency. Accuracy, rate and retell should be assessed.

collaboration

The act of working together through effective conversation.

column word reading

Selected sentences—from a student’s current reading material—printed as a column of words for the student to read, rather than in typical sentence or paragraph format.

compare and contrast

To discuss two or more ideas and examine how they are alike and/or different.

compound word

Two or more words are joined together to make them one word.

EXAMPLE: *door, bell* → *doorbell*

concepts of print

An understanding that print carries meaning, and that books contain letters, words, sentence, spaces and often illustrations/photographs. Books have a purpose and parts: e.g., front cover, back cover. Using a book effectively requires an understanding of reading left to right from top to bottom.

consonant

A basic speech sound in which the breath is at least partly obstructed and which can be combined with a vowel to form a syllable.

consonant blend

A sequence of two or more distinguishable consonant sounds before or after a vowel sound (also known as a consonant cluster), such as /st/ in stop, /str/ in string. They are blended for faster decoding, however, maintain their separate sounds.

consonant digraph

A pair of consonant letters representing a **single** speech sound, such as /th/ in path, /sh/ in shop.

constructive feedback

We often confuse feedback with criticism – Constructive feedback provides encouragement, support, corrective measures and direction. The teacher interacts directly with the student, ensuring the student understands at what point their thinking/response was incorrect or needed further attention.

See also **corrective feedback**.

continuant

A speech sound, such as (l), (r), (f), or (s), in which the closure of the vocal tract is incomplete, allowing the continuous passage of the breath

cooperative principle

Linguistically speaking, how people interact with one another; describes how effective communication in conversation is achieved in common social situations.

corrective feedback

Feedback that gives the learner the opportunity to understand what something *is*—and *isn't*—within an academic setting. Corrective feedback includes offering clarification and guiding a student to greater understanding of what is being studied.

craft

Specific techniques the author uses to relay his or her message—choice of words, phrasing, or punctuation.

craft and structure

As defined in the Common Core Standards, students should be able to:

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by words in a text.

derivational suffix

Derivational suffixes change the meaning of the word, usually taking on a different part of speech. The new meaning is related to the old meaning – it is "derived" from the old meaning.

EXAMPLE: forget (verb) – forgetful (adjective)

description

Descriptive details that support the main idea.

differentiated instruction

Involves offering several different learning experiences in response to students' needs. Teachers may vary learning activities and materials by difficulty, so as to challenge students at different readiness levels; by topic, in response to students' interests; and by students' preferred ways of learning or expressing themselves.

echo reading

A teacher, more advanced reader, or trained volunteer reads aloud—a sentence, paragraph or even a phrase in the beginning. The student(s) “echo” what was read, repeating the material as they trace the words they are reading.

explicit instruction

Involves direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction. It involves explanation, demonstration, and practice with topics being taught in a logical order.

exposition

In literature, the exposition introduces the situation, characters, setting, and/or conflict.

finger tapping

Students tap one finger to their thumb for each sound they hear in a word.

fluency

The ability to read text with accuracy, appropriate rate, and good expression (NICHD, 2000) National Reading Panel. Reading fluency is the ability to read with sufficient accuracy and rate to support comprehension. Reading fluency applies to accurately reading on-level fiction, prose, and poetry with expression through repeated reading. Non-fiction and technical reading passages generally requires a slower, more thoughtful level of reading rate to support comprehension. Reading fluency can also be the rate at which young students demonstrate and name their conceptual understanding of letter-sound correspondence, alphabetic knowledge, and reading nonsense words, sight words, sentences, and texts.

genre

A genre is a specific type of music, film, or writing. For our purposes, genre refers to two broad categories of writing: fiction and nonfiction.

grapheme

A written representation of a phoneme.

homonyms

See **multi-meaning words**.

illustrator

The individual/artist who illustrates a book.

inflectional suffix

Inflectional suffixes do not change the basic meaning of the original word.

EXAMPLES: dog – dogs, swim – swimming

informational text

Text that provides factual information and explains, argues, or describes a particular topic or event.

informative/explanatory writing

Writing that informs the reader through facts, information, and explanations.

interactive writing

An activity in which the teacher and children jointly compose and write text.

inventive spelling

The practice of spelling unfamiliar words based on the writer's existing phonetic knowledge. Students spell words based on the sounds they hear. These spellings may not follow English orthographic patterns if the patterns have not yet been taught.

EXAMPLE: “iz” for “is”

letters

In English, 26 letters, each being represented by an upper and lower case letter; e.g., A (upper case) a (lower case).

lexicon

One's working mental dictionary.

Lexile

A measure of the difficulty of a text.

manipulatives

Any object that allows students to explore an idea in an active, hands-on approach. Manipulatives may be blocks, shapes, small toys, letters, or even paper that is cut and folded for use in manipulating the learning process.

metacognitive

Higher-order thinking that enables understanding, analysis, and control of one's cognitive processes, during learning.

metalinguistics

A branch of linguistics dealing with the relation between language and other cultural factors in a society.

monosyllabic

A word consisting of one syllable, such as *small*.

morpheme

The smallest meaningful part of a word, which cannot be divided into smaller independent grammatical parts.

EXAMPLES: 'by', 'walk', or the -ed of 'waited'.

morphology

The study of patterns and meaningful units of word formation within a language.

multi-meaning words

Words that have the same spelling and pronunciation, but have different meanings and may represent different parts of speech.

EXAMPLE: A bat flew through the barn door. The batter dropped the bat on the way to first base.

multi-sensory

Multi-sensory teaching and learning is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual, auditory, and kinesthetic-tactile pathways in learning.

narrative hook

In literature, this is where the action begins—inciting incident, the part that grabs the reader’s attention.

narrative writing

Writing that entertains the reader, tells a story, and can be real or imaginary. Contains a plot, characters, and shares events in a chronological order, often includes dialogue.

nasal sound

A speech sound made as air passes through the nose. The nasal cavity acts as a resonator.

onset and rime

Academic terms used to describe phonological units of a spoken syllable. A single syllable – or a monosyllabic word – can be divided into two parts:

- the **onset** (initial consonant or consonant blend), and
- the **rime** (vowel and any final consonants).

EXAMPLES: **sh**ot / **lot**, **mat** / **flat**

opinion writing

Writing that aims to convince others to share the writer’s point of view.

oral reading fluency (ORF)

Total words read – errors = ORF.

orthography

The understanding of a given language's writing system—the correct spelling of words.

partner reading

Students reading aloud with a partner. This is often used as a motivational fluency-building technique for students who need more continued support than reading alone provides.

phoneme blending

The ability to blend individual sounds into a word.

phoneme-grapheme correspondence

The relationship between a phoneme (speech sound) and its graphemic (letter) representation(s).

EXAMPLE: /sh/ /i/ /p/ is spelled *ship* (3 phonemes and 4 graphemes)

phoneme isolation

The ability to isolate a single sound from within a word.

phoneme manipulation

The ability to modify, change, or move the individual sounds in a word.

phoneme matching

The ability to identify words that begin with the same sound.

phoneme segmentation

The ability to break a word into individual sounds.

phonemic awareness

The ability to hear, think about, and manipulate the individual sounds (phonemes) in words.

phonics

Refers to a systematic approach of teaching letters (and combinations of letters) and their corresponding speech sounds. Phonics begins with the alphabetic principle: language is comprised of words made up of letters that represent sounds.

phonics screener

An assessment used to determine a student's level of proficiency in phonics.

phonological awareness

A broad skill that includes identifying and manipulating units of oral language—parts such as words, syllables, and onsets and rimes.

phonology

The study of the patterning of speech sounds in a language and the rules governing pronunciation.

phrase-cued reading

Phrase boundaries are clearly marked in a passage for the student to read.

pragmatic conventions

A subfield of linguistics—how individuals comprehend and produce a communicative speech act specific to the social situation.

print awareness

Growing recognition of conventions and characteristic of written language: punctuation, capitalization, directionality in reading (left to right, top to bottom in English), the spaces between words marking word boundaries, how print in the form of words corresponds to speech.

problem and solution

A text may identify a particular issue or problems; this is followed in the text by a discussion of a solution.

prosody

The expressiveness with which one reads. It is the intonation, rhythm and emphasis given to words and sentences when reading out loud—the reader’s voice takes on the character of the material being read. Prosody is a key component in reading fluency.

purposeful talk

A means through which individuals build and develop their thinking through talk.

qualitative

Measurement of characteristics that cannot be assigned a numeric value. Qualitative measures related to range of reading and text complexity include: layers of meaning, levels of purpose, sentence structure and organization, language conventionality and clarity, prior knowledge demands, cultural demands and overall vocabulary.

quantitative

Measurement of characteristics that can be assigned a numeric value. Quantitative measures related to range of reading and text complexity include: word length, frequency, difficulty, sentence length, text length and text cohesion.

question and answer

Specific questions are posed by the teacher or students, followed by specific answers from the text.

rate

How quickly and accurately one reads connected text.

Readers' Theater

A dramatic reading from a text. Children are involved in oral reading through parts in a script. The emphasis is on oral expression. A small group of students rehearses and then performs a script, reading the text rather than memorizing it. These readings do not need to be costumed or staged. Such performances provide authentic reasons for rereading until fluency is achieved.

reciprocal teaching

Instructional procedures to enhance students' reading comprehension. Engages students with summarizing, questioning, clarifying, and predicting practice.

repeated oral reading

Students read and re-read a text until a desired level of fluency is attained. The teacher monitors the student's practice and provides immediate corrective feedback.

resolution

In literature, the part of a story in which conflict is resolved.

response cards

Reusable signs or cards students use in the classroom to answer questions in small or large group settings. They are a quick, easy tool for student assessment.

rime

See **onset and rime**.

rising action

The part of a story in which action is building, suspense grows.

rhyme

Identical or very similar recurring final sounds in words.

EXAMPLES: **cat/hat, strike/bike, done/bun**

rhyme identification

When given two or more spoken words, the listener can identify words that rhyme.

EXAMPLES: *hat, rug, flat (hat/flat rhyme)*
small, ball (yes, small/ball rhyme)

rhyme production

When given a word, the student can reply with a rhyming word from their lexicon. Nonsense (pseudowords) should be accepted.

rubric

A scoring tool used by teachers and/or students, to assess student learning/performance in any subject for a variety of products or presentations.

scaffolded instruction

Support provided during the learning process which targets the needs of students with the focus being on helping the students achieve current learning goals. Scaffolding is also referred to as is a learning process designed to promote a deeper learning.

sentence segmentation

The identification of individual words within a sentence. Phonological skill involving the ability to segment (separate) words within an oral sentence. Ability to segment words within sentences can be evaluated by having a student clap as each word is spoken or better yet, move a block as each word is spoken. When print is added, a student can use a pointer to point to each word as it is read aloud.

sequence

The order in which events in the text occur.

Socratic seminar

Discussion among students in which opinions are shared, proven, refuted, and refined through ongoing dialogue and collaboration with other students.

sound boxes

Boxes used by students to represent how many sounds (phonemes) are in a given word

EXAMPLE: It takes three sound boxes to represent the sounds in *mat*.

stops

A consonant speech sound made by stopping the air flow and then suddenly releasing it through the mouth.

EXAMPLES: /p/, /b/, /d/, /t/, /k/, and /g/

stretching words

The teacher helps students stretch the pronunciation of words in order to hear more of the letter sounds when they are writing.

syllable

One or more letters (or phonemes) representing a unit of spoken language, consisting of a single uninterrupted sound.

EXAMPLE: 'pro' 'blem'

syllable segmentation

The dividing of spoken words into individual syllables or parts. Phonological skill involving the ability to segment (separate) syllables within spoken words.

synthetic phonics

A part-to-whole phonics approach to reading instruction. Students learn the sounds represented by letters and letter combinations, and blend these sounds to pronounce words.

text complexity

Defined as qualitative characteristics, quantitative characteristics, reader characteristics, and task characteristics in the Common Core State Standards for ELA.

text dependent questions

Questions that can be answered only by referring back to the text being read.

text features

Parts of text, such as diagrams, table of contents, indexes, headings, glossaries, captions, labels, photographs, etc., that help make it more accessible to the reader.

text structures

How information is organized to communicate meaning and content. Informational text structures may include cause and effect, sequence, description, compare and contrast, problem and solution, and question and answer.

title page

The page at the beginning of a book that indicates the title, author's or editor's name, and the publication information.

voiced sounds (voicing)

Sounds produced when the vocal chords vibrate during speech.

EXAMPLES: /b/, /d/, /g/, /v/, /z/

WCPM

Words correct per minute. Used as part of assessing fluency.

Total words read – errors = ORF

EXAMPLE: 97 words read – 5 errors = 92 WCPM

word play

In early literacy, a child's manipulation of sounds, words, and word forms for the purpose of language experimentation and practice.

word segmentation (syllable segmentation)

Phonological skill involving the ability to segment words into its individual syllables. Begin with compound words moving to other familiar words. Students can clap or move a block for each syllable as the word is repeated aloud.