

Literacy Glossary

Accuracy: ability to recognize words correctly.

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

Balanced Literacy: A research-based framework of classroom literacy instruction that provides a continuum of learning activities from teacher modeling through interactive and guided practice to independent student reading and writing. The Eight components provide the framework for reading and writing instruction.

Balanced Reading Program: Dual in emphasis, stress on both acquisition of skills and application of program skills. A beginning 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.

Comprehension: The process by which readers create meaning for the texts they read, images they view, or languages 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.

Cues/Cueing Systems: Sources of information used by readers to construct meaning. When using spoken language, it includes 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.

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

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

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 a student even with normal classroom instruction and support.

Guided Reading: An instructional process in which the teacher provides the structure and purpose for reading and for responding to the material read. Up to six students per group, they read a text matched to their particular need while the teacher facilitates the instruction of the text.

Guided Writing or Writing Workshop: A teacher-guided process which provides instruction through mini-lessons and conferences on a variety of texts or topics.

Independent Reading: Based on teacher instruction, students choose an appropriate text to read at their own rate for their own purpose.

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

Independent Writing: Based on the teacher's instruction, students choose an appropriate topic and write at their own pace for their own purpose.

Interactive Writing: The process of composing messages and stories that utilize the "shared pen" technique that involves students in the writing. Teachers may scribe the writing, too.

Leveled Books: Materials 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 texts on a common scale, this ensures 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 scale has a diverse range and can be used to measure growth.

Lexile: A unit of measurement that is used to determine the difficulty of text and the reading level of readers.

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

Oral Reading Record/Running Record: A coding system used to assess students' accuracy in word recognition when they read.

Program: A set of materials designed to teach literacy skills.

Reading: The process of understanding written language.

Read Aloud: A variety of texts and materials are orally read by the teacher to the students.

Shared Writing: Teacher scripts own ideas or ideas suggested by students while modeling appropriate writing instruction such as word choice/figurative language, voice, conventions, sentence/paragraph, and organization.

Writer's Workshop:

Through the use of writing samples to identify student needs, teacher provides small (mini-lessons and conferencing) or whole group instruction in the writing process. Student choice of topic is the basis of writing in writers' workshop.

Word Work:

Teachers provide appropriate daily instruction within the eight components of balanced literacy, through a variety of strategies designed to teach knowledge about words and word parts to develop proficient strategic readers.