

## Glossary

**A.P.A.** - American Psychological Association

**addition** (phoneme) – adding initial, medial, or final phonemes (smallest unit of sound) of a word.

**affix** - *n.* a bound (nonword) morpheme that changes the meaning or function of a root or stem to which it is attached, as a prefix *ad-* and the suffix *-ing* and *adjoining*. ✓

**alliteration** - *n.* the repetition of the initial sounds in neighboring words or stressed syllables, as "The fair breeze blew, the white foam flew / The furrow followed free" (Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"). *v.* alliterate. *adj.* alliterative. ✓

**allusion** - an indirect or passing reference to some event, person, place, or artistic work, the nature and relevance of which is not explained by the writer but relies on the reader's familiarity with what is thus mentioned. (Baldick, 1996, p.6) ✓

**analogy** - *n.* **1.** a partial similarity, *as the computer is like the brain.* **2.** a general comparability or likeness, as Your analogy of verbs as operators is useful. ✓

**anticipation guides** – pre-reading strategy used to identify prior knowledge about a topic.

**antonym** - a word opposite in meaning to another word. ✓

**antagonist** – a catalyst character that causes the initial conflict. This catalyst is not necessarily human.

**assisted reading** – instructor or tape assisted reading.

**audience** - *n.* the respondents to such media events as drama, television, visual arts, or written text.

**author's purpose** - the motive or reason for which an author writes, as to entertain, inform, or persuade. Also: **author's intent**. ✓

**author's style** - the characteristics of a work that reflect its author's distinctive way of writing. ✓

**bellwork activity** - posting of an activity for student to begin immediately upon the start of class (when the bell rings).  
Not teacher guided activities.

**bibliography** – list of references in alphabetical order, representing the sources used in the written document.

**biography** – a story about a person's life written by someone other than the subject.

**blending** (phoneme) - *v.* to combine the sounds represented by letters to pronounce a word; sound out. *n.* the joining of the sounds represented by two or more letters with minimal change in those sounds, as /gr/ in *grow*, /spl/ in *splash*: consonant cluster. ✓

**categorization** (phoneme) – sorting phonemes (smallest unit of sound) by attributes (e.g., recognizing in a sequence of sounds the word with the odd sound).

**Causal Chain** - see graphic organizers

**cause-effect** - a text structure with a stated or implied association between an outcome and the conditions which brought it about, often an organizing principle in narrative and expository text, as *TV violence causes crime*. ✓  
(*What* happens is the effect and *why* it happens is the cause.)

**Cause and Effect Tree** - see graphic organizers

**character** – a person, animal, or imaginary creature that plays a role in the story.

**protagonist** - *n.* the central figure in a drama or narrative: hero(ine). ✓

**antagonist** - *n.* a catalyst character that causes the initial conflict The catalyst is not necessarily human.

**round** – character with more complete description or detail than a flat character.

**flat** – character with less importance in the story. Not as clearly characterized or descriptive.

**static** – stay the same throughout the story, hardly ever change. Events happen to this character.

**dynamic** – change from the start of the story to the end of the story. They often learn as a result of an event in the story.

**Character Map** - see graphic organizers

**character's goal** - characters reactions to the initiating events which begins the chain of events or actions by the character. The character's reaction then is stated in a goal which may or may not be stated in the text. The goal may be inferred from the text.

**choral reading** – group reading aloud. Note: Choral reading may be used with a group to develop oral fluency or to make a presentation to an audience. It may also be used by two people, one of whom usually is a better reader and serves as a model during the reading. ✓

**circular thinking** – begin and end with the same idea. Beginning with the very point you are trying to prove (propaganda technique).

**CLOZE method** – an instructional technique that improves comprehension by deleting key words from a text.

**cloze reading** – the student employs the cuing system (syntactical and semantic clues) to determine the meaning in a cloze text.

**compare-contrast** - a text structure analyzing similarities and differences between or among characters, situations, concepts, or ideas.

**Comparison Chart** - see graphic organizers

**compound noun** - a group of two or more nouns treated as a meaning unit, as student teacher, tree farm. ✓

**comprehension** - the reconstruction of the intended meaning of a communication; accurately understanding what is written or said. ✓

**Concept Map** - see graphic organizers

**concepts of print** – book handling skills which include directionality, one-to-one match, hierarchical concepts and conventions of print.

**conflict** – the clash between opposing forces (e.g., character against character, character against self, character against society, character against nature).

**connotation** - the emotional association(s) suggested by the primary meaning of a lexical unit, which affects its interpretations; affective meaning; emotive meaning. Also **connotative meaning**. ✓

**consonant cluster** – in a syllable, a sequence of two or more distinguishable consonant sounds before or after a vowel sound, as /skr/ and /mz/ in screams. Also consonant blend. *Note:* The term refers only to sounds, not to letter representing sounds. ✓

**context clue** - information from the immediate textual setting that helps identify a word or word group, as by words, phrases, sentences, illustrations, syntax, typography, etc. ✓

**critical thinking** - **1.** the logical thought processes characteristic of the scientific method. **2.** the thought processes characteristic of creativity and criticism in literature and other arts; divergent thinking. *Note:* Heath (1991) observed, "Educators do not, in general, equate either inventive thinking or literary and other artistic criticisms with logical, reflective, critical thinking. Instead they tend to link critical thinking with problem-solving heuristics that characterize science."

**definition** – a context clue where the author gives a short sentence or phrase explanation immediately following an unfamiliar word (the unfamiliar word is often bolded).

**deletion** (phoneme) – removing phonemes (smallest unit of sound) and determining what sounds remain.

**denotation** - the relationship between a linguistic event and its referent, a book denotes the object "book"; referential meaning; **denotative meaning**; cognitive meaning. ✓

**description** – a context clue where the author gives a comprehensible written or picture/graph detail of an unfamiliar word (the unfamiliar word is often bolded).

**dialogue** - a literary work written as conversation, as Plato's *Dialogues*. ✓

**diaroma** – a 3-dimensional representation of a setting, scene, or event.

**digraph** - *n.* 1. two letters that represent one speech sound, as *ch* for /ch/ in chin or *ea* for /e/ in bread. Cp. **blend** (def. 2). 2. a grapheme resulting from the fusion of two letters into one, as *œ*, *Æ*; ligature. Cp. **Tiragraph** (def. 1). Adj. **digraphic**.

**Directed Reading Activity (DRA)** – a pre-reading and post-reading instruction format in which the teacher guides students to make connections through personal experiences, other texts, and the text they are reading to construct meaning.

**Directed Reading Thinking Activity (DRTA)** – a pre-reading, during-reading activity in which the teacher guides reading and stimulates thinking through questions, which prompt interpretation, clarification, and application to foster critical awareness.

**double-entry journal** – students reflect from a prompt (select words, short quotes, or passages) in a two-column format.

**drama** - a play; a story in dramatic form, typically emphasizing conflict in key characters and written to be performed by actors. ✓

**dyads** – pairs; two people working together.

**echo reading** – oral reading where the student imitates the reading of the teacher or partner.

**emergent reading** - the course of a child's early interaction with books and other print, as from pretend reading to genuine efforts to understand the nature and meaning of print. ✓

**epic** - a long narrative poem, usually about the great deed of a folk hero, state in lofty, elevated language, as Homer's *Iliad*. ✓

**essay** - a relatively brief literary composition, usually in prose, giving the author's views on a particular topic. ✓

**Evidence Organizer** - see graphic organizers

**examples** – a context clue where the author demonstrates word definition through the use of a concrete example that illustrates a concept, sometimes using signal words, (e.g., for instance, such as, including, for example, to illustrate) to let the reader know that information will be given to clarify a concept.

**fable** - a short tale in prose or verse that teaches a moral, usually with animals and inanimate objects as characters. ✓

**fact and opinion** - (facts) statements of information that can be verified as true as opposed to (opinions), statements of belief, judgments, or points of view that are based on personal preferences or biases.

**fairytale** - a folk story about real-life problems, usually with imaginary characters and magical events. ✓

**fiction** - imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is designed primarily to explain, argue, or merely describe; specifically a type of literature, especially prose, as novels and short stories, but also including plays and narrative poetry. ✓

**figurative language** - language enriched by word images and figures of speech. ✓

**Fishbone Graphic Organizer** - see graphic organizers

**flashback** - a technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information. ✓

**fluency** - freedom from word-identification problems that might hinder comprehension in silent reading of the expression of ideas in oral reading; automaticity. ✓

**folktale** - a narrative form, as an epic, legend, myth, fable, etc., that is or had been retold within a culture for generations and is well known through repeated storytelling, as an *Anansi tale*. Also folk tale, folk story. ✓

**foreshadowing** - the technique of giving clues to coming events in narrative. ✓

**Generative-Reciprocal Inference Procedure (GRIP)** – an instructional technique showing students how to make inferences, the teacher models the process while students, in pairs, write and exchange paragraphs which require an inference.

**genre** - *n.* 1. a category used to classify literary works, usually by form, technique, or content. Note: Classic literary genres are tragedy, comedy, epic, lyric, and pastoral. "Today, the novel, essay, short story, television play, and motion picture scenario are also considered genres" (Holman and Harmon, 1992). ✓

**goals** - see character's goal

**grapheme** - *n.* a written or printed representation of a phoneme, as *b* for /b/ and *oy* for /oi/ in boy. Note: In English, a grapheme may be a single letter or a group of letters. It includes all the ways in which the phoneme may be written or printed. ✓

**graphic organizer(s)** – a visual representation that organizes the important ideas and illustrates relationships to help learners comprehend and retain information in a variety of texts (N-Narrative Text, E-Expository Text, T-Technical Text, P-Persuasive Text).

- Causal Chain – (N, E) used to show how one event leads to another event in a sequential order.
- Cause and Effect Tree – (N, E, T, P) used to show multiple cause/effect relationships. (*What* happens is the effect and *why* it happens is the cause.)
- Character Map – (N) used to illustrate the connection between the character's actions, description, speech, thoughts or feelings, and other characters' thoughts or feelings about that character.
- Comparison Chart – (N, E, T, P) classification chart that organizes information with concepts and characteristics to determine similarities and differences.
- Concept Map – (N, E, T, P) an organizer (web or map) that shows the relationship of a word or concept to other words or concepts. Helps to keep track of what a reader knows about an idea.
- Evidence Organizer - (P) states support for a viewpoint in persuasive writing. Helps to analyze if the supporting details are convincing.
- Fishbone Graphic Organizer - (N, E, T, P) a representation, typically in the form of a fish skeleton, of the main idea and supporting details or cause/effect relationships.

- Inquiry Chart (I-Chart) - (N, E, T, P) uses clues from the text to determine the writer's purpose.
- KWL Chart - (N, E, T, P) technique used to direct student learning of content area text by linking prior knowledge, questions, and what they have learned.
- KWRL (Know, Want to know, Research, Learned) - (N, E, T, P) technique used to direct student learning of content area text by linking prior knowledge, questions, how they will answer questions, and what they have learned.
- Main Idea Organizer – (N, E, T, P) helps differentiate between the main idea(s) and details.
- Matrix – (N, E, T, P) classification chart that organizes information with concepts along the top and characteristics on the left to determine similarities and differences.
- Mind Map - (N, E, T) form of a web that uses pictures instead of words to illustrate ideas and concepts.
- Plot Chart – (N) helps to illustrate how fiction is organized and to analyze the parts of a plot.
- Question-Answer Relationship QAR Organizer - (N, E, T, P) a technique used to identify the relationship between a question and the answer to the question (e.g., literal or inferred).
- Rising Action Story Map – (N) showing the events leading to the climax of the story.
- Semantic Web - (N, E, T, P) web that illustrates the meaning of a word or idea.
- Spider Graphic Organizer – see Web Graphic Organizer
- Story Frames (graphic organizer) - (N, E) used to help students identify how the author used text structures to organize the text.
- Story Map – (N, E) a representation of the logical sequence of events in narrative text, including setting, problem, goal, events, and resolution. In expository text, a logical organization of main points and supporting details.
- Story Organizer – see story map

- Sunburst Graphic Organizer – see Web Graphic Organizer
- T-Chart - (N, E, T, P) a two-column chart that compares two aspects related to the text.
- Theme Diagram – (N) an alternate form of a web graphic organizer that connects the theme to details from the text.
- Thinking Tree – (N, E) an alternate form of a web graphic organizer in the shape of a tree that connects a main idea to the details.
- Timeline Graphic Organizer – (N, E, T) puts events in chronological order.
- Two-Column Graphic Organizer – see T-Chart
- Venn Diagram/ Three-Circle Venn Diagram - (N, E, T, P) two intersecting circles to show similarities and differences. A three or more circle Venn Diagram shows the relationship of three or more things, ideas, or concepts.
- Web Graphic Organizer - (N, E, T, P) a visual map to organize or brainstorm ideas about a character, event, word, or idea by placing the target idea in the center of the web and related details around it.

**guided reading** – reading instruction in which the teacher provides the structure and purpose for reading and for responding to the material read. *Note:* Most basal reading programs have guided reading lessons. ✓

**historical fiction** - a long narrative of past events and characters, partly historical but largely imaginative , as *The Three Musketeers* by Alexandre Dumas (père). ✓

**homograph** - n. a word with the same spelling as another word, whether or not pronounced alike, as *pen* (a writing instrument) vs. *pen* (an enclosure), or *bow* (and arrow) vs. *bow* (of a ship). ✓

**homonym** - a word with the same pronunciation and spelling as another word but with different meaning, as bay (a body of water, vs. bay (part of a window). ✓

**homophone** - a word with different origin and meaning but the same pronunciation as another word, whether or not spelled alike, as *hare* and *hair*, or *scale* (of a fish) and *scale* (a ladder). ✓

**hyperbole** - an intentionally exaggerated figure of speech, as *I have told you a million times*. ✓

**hypothesis** – an informed guess based on prior knowledge.

**identification** (phoneme) – recognition of the common sound associated with a letter or letter combinations.

**idiom** - an expression that does not mean what it literally says, as *to have the upper hand* has nothing to do with hands. Note: Idioms are peculiar to a given language and usually cannot be translated literally. For this reason, languages especially rich in idioms, as English, French, German, and Russian are difficult to translate. ✓

**imagery** - n. **1.** the process or result of forming mental images while reading or listening to a story, perceiving, etc. **2.** the use of language to create sensory impressions as the imagery of the phrase such sweet sorrow. **3.** collectively, the figurative language in a work. **4.** the study of image patterns in literature for clues to the author's deeper meaning.

**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. Note: Although suggested criteria vary, better than 99 percent word-identification accuracy and better than 90 percent comprehension are often used as standards in judging if a reader is reading at this level. Also: **individual reading level** ✓

**Inquiry Chart (I-Chart)** - see graphic organizers

**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. Note: Although suggested criteria vary, better than 95 percent word-identification accuracy and better than 75 percent comprehension are often used as standards at this level. ✓

**inferences** – a statement created from using information from the text and a reader's prior knowledge.

**inferential** - an item, the answer, to which is implied or suggested rather than directly stated in the text.

**intonation** - the distinctive patterns of pitch that contribute to the meanings of spoken phrases and sentences, as between commands and questions such as "Go now!" and "Go now?": intonation pattern. ✓

**irony** - a figure of speech in which the literal meaning of the words is the opposite of their intended meaning, as in *I could care less*. See also **satire**. ✓

**KWL Chart** - see graphic organizers

**KWL Graphic Organizer** - see graphic organizers

**KWRL (Know, Want to know, Research, Learned)** - see graphic organizers

**legend** - a traditional, historical tale of a people, handed down first in oral and later in written form. ✓

**literal** - the explicit sense that is clearly stated in the text.

**literature circle** – method of encouraging students to select books by theme or interest and then engage in discussion as part of groups to extend comprehension.

**loaded words** – used in persuasive text to elicit emotion from the reader.

**lyric** - a short poem of personal feelings and emotions, intended to make a single impression on the reader. ✓

**M.L.A.** - The Modern Language Association

**main idea** - **1.** the gist of a passage, central thought. **2.** the chief topic of a passage expressed or implied in a word or phrase. **3.** the topic sentence of a paragraph. **4.** " a statement in sentence form which gives the stated or implied major topic or a passage and the specific ways in which the passage is limited in content or reference". (Harris, 1981). Also **main topic**. ✓

**Main Idea Organizer** - see graphic organizers

**Matrix**- see graphic organizers

**media** - means of communication, especially of mass communication, as books, newspapers, magazines, radio, television, motion pictures, recordings, etc. ✓

**metaphor** - a figure of speech in which a comparison is implied by analogy but is not stated, as "*death is slumber*" (Percy Blysshe Shelly, "Mont Blanc"). ✓

**Mind Map** - see graphic organizers

**mood** - the emotional state of mind expressed by an author or artist in his or her work. ✓

**myth** – a story based on a culture trait, moral, religious belief, or scientific information which is designed to explain or to entertain, generally using larger-than-life characters.

**neurological impress method (NIM)** – an approach to teaching reading in which the teacher and learner read together while tracking the words. The teacher and learner usually sit so that the learner is on the right and slightly in front. The teacher's voice should be close to the learner's ear.

**non-fiction** - prose designed primarily to explain, argue, or describe rather than to entertain; specifically, a type of prose other than fiction but including biography and autobiography. ✓

**one-to-one match** – the relationship of a phoneme with one unique grapheme or a single spoken word with a single written word.

**onomatopoeia** – words of which the sound suggests meaning, such as the words *pow* or *clank*.

**onset** - that part of a syllable preceding the syllable peak or nucleus; normally, the consonants preceding the vowel of a syllable, as *str* in *strip*. ✓

**orthographic patterns** – sequence of visual letters, characters, or symbols in the written language.

**orthography** – the study of the nature and use of symbols in a writing system. ✓

**overstatement** – an exaggeration to make a point.

**pacing** - *n.* **1.** using a pacer to control rate of reading in connected discourse either mechanically or manually, as by running one's fingers below and across each line of text. **2.** the rate at which material to be learned or read is presented by a teaching machine or through computer-assisted instruction. **3.** setting one's own pace in reading or learning. Note: By using a pacing pattern appropriate for the reading task, the reader can be helped to develop a more flexible reading rate. **4.** adjusting the rate at which instruction and instructional materials are provided in order to accommodate differences in learning behavior. ✓

**pair-share reading** – joint reading aloud between two individuals who read a story simultaneously.

**paradox** - *n.* **1.** an apparently contradictory statement that suggests a truth, as *Life is but a dream*. **2.** a self-contradictory, illogical statement, as *Include me out* (attributed to Samuel Goldwyn). ✓

**paraphrase** - the act or result of restating the meaning of something spoken or written in another form. ✓

**personification** - a metaphorical figure of speech in which animals, ideas, things, etc., are represented as having human qualities ✓

**phoneme** - a minimal sound unit of speech that, when contracted with another phoneme, affects the meaning of words in a language, as /b/ in *book* contrasts with /t/ in *took*, /k/ in *cook*, /h/ in *hook*. Note: The phoneme is an abstract concept manifested in actual speech as a phonemic variant, as the allophones of the phoneme /t/ in *top*, *stop*, *pot*. ✓

**phoneme blending** - *v.* to combine the sounds represented by letters to pronounce a word; sound out. *n.* the joining of the sounds represented by two or more letters with minimal change in those sounds, as /gr/ in *grow*, /spl/ in *splash*: consonant cluster. ✓

**phoneme isolation** – the act of recognizing individual sounds in a word.

**phoneme segmentation** - the act of dividing the spoken word into the smallest units of sound.

**phonemic awareness** - the awareness of the sounds (phonemes) that make up spoken words. ✓

**phonics** - a way of teaching reading and spelling that stresses symbol-sound relationships, used especially in beginning instruction. ✓

**phonological awareness** - awareness of the constituent sounds of words in learning to read and spell. Note: the constituents of words can be distinguished in three ways: **a.** by syllables, as /bōčk/. **b.** by onsets and rimes, as /b/ and /ōčk/. **c.** by phonemes, as /b/ and /ōč/ and /k/.

**phrasing** - *n.* **1.** the way in which words are chosen and grouped in speaking or writing. **2.** reading in thought units. **3.** using slashes or extra spaces to mark thought units into material to be read, as *The man walked // into the room.* ✓

**pitch** - the rise and fall of the voice when speaking. ✓

**plagiarism** – using another’s ideas or words as your own without giving credit to the author.

**plot** - **1.** the structure of the action of a story. Note: In conventional stories, plot has three main parts: rising action, climax, and falling action leading to a resolution or denouement. **2.** *v.* to so structure the action of a story. **3.** *n.* a pattern of related episodes. ✓

**conflict** – the clash between opposing forces (e.g., character against character, character against self, character against society, character against nature).

**crisis/turning point** – understanding(s) or event(s) that drive(s) the character’s actions.

**climax** – the most intense or crucial moment or event when the tension reaches a peak.

**resolution** – how the story’s central problem is resolved; bringing the conflict to an end.

**rising action** – a series of crises or turning points building tension toward the climax.

**falling action** – the story examines the consequences of the climax and the tension fades.

**subplot** – stories within the story that expands some aspect of the main plot, such as character, setting, or theme.

**parallel episodes** – events that are happening at the same time, often without the main character’s awareness.

**Plot Chart** - see graphic organizers

**Plot Map** - see graphic organizers

**point of view** - the technique or choice of words the author uses to reveal his or her voice, as in characters (1<sup>st</sup> person, 2<sup>nd</sup> person, 3<sup>rd</sup> person), events, and ideas in telling a story. ✓

**prediction strategy** - a person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech, as if one read *prag-* at the end of a line, one prediction strategy might be to expect the word pragmatic. ✓ Also prediction.

**prefix** - n. an affix attached before a base word or root, as *re-* in *reprint*. ✓

**prior knowledge** - knowing that stems from previous experience. ✓

**problem-solution** – a text structure in which the author identifies a problem and offers a solution(s).

**propaganda** - an extreme form of written or spoken persuasion intended to influence the reader or listener strongly, though sometimes subtly, and usually by one-sided rather than objective arguments. ✓

**protagonist** - n. the central figure in a drama or narrative; hero(ine). ✓

**Punctuation Carousel** - activity for reinforcing punctuation.

**punctuation mark** - one of the set of graphic marks used in written phrases and sentences to clarify meaning or to give speech characteristics to written material; **punctuation**. ✓

**Question-Answer Relationship (QAR)** - a technique used to identify the relationship between a question and the answer to the question (e.g., literal or inferred).

**Question-Answer Relationship QAR Organizer** – see graphic organizers

**Reader's Theatre** – a performance of literature read aloud by one or more individuals to practice expressive reading and fluent reading.

**reciprocal teaching** – a teaching strategy in which “students are involved in summarizing, question-generating, clarifying, and predicting as they read texts and observe phenomena ... [and] both teacher and students share responsibility for the conduct of the discussion: (Palincsar & Brown, 1985). ✓

**resolution** - the story's central problem is resolved; bringing the conflict to an end.

**restatement** – a context clue in which the writer uses difficult words or phrases and repeats them in familiar ways to clarify meaning.

**retelling** - *n.* 1. in discourse analysis, a measure of comprehension. 2. in misuse analysis, the process in which the reader, having orally read a story, describes what happened in it. *Note:* The purpose of including retelling in miscue analysis is to gain insight into the reader's ability to interact with, interpret, and draw conclusions from the text. *v.* **retell.** ✓

**return sweep** - the diagonal eye-movements, or saccade, from the end of one line of print to the start of the next. ✓

**rhyme** - 1. *n.* identical or very similar recurring final sounds in word within or, more often, at the ends of lines of verse. 2. *n.* verse or recurring words that represent such sounds. 3. *v.* to write words or lines of verse with such recurring sounds. ✓

**rimes** - a vowel and any following consonants of a syllable, as /ook/ in *book* or /rook/ in *brook*, /ik/ in *strike*, and /al/ in *play*. ✓

**Rising Action Story Map** - see graphic organizers

**root** (words) - *n.* 1. the basic part of a word that usually carries the main component of meaning and that cannot be further analyzed without loss of identity. 2. in a complex word, the meaningful base form after all affixes are removed. *Note:* a root may be independent, or free, as *read* in *unreadable*, or may be independent, or bound, as *-liter-* (from Greek for letter in illiterate).

**rhythm of speech** – using a speaking voice with appropriate intonation and inflection.

**satire** - the use of ridicule or scorn, often in a humorous or witty way, to expose vices and follies. ✓

**segmentation** (phoneme) - the act of dividing the spoken word into the smallest units of sound.

**self-correction** – a conscious correction of a reading error by a student.

**self-monitoring** – the student consciously uses strategies in all stages of reading to support comprehension.

**semantic clues** – evidence from the general sense or meaning of a written or spoken communication that aids in the identification of an unknown word. √

**Semantic Web** - see graphic organizers

**sequence** - *n.* organizing information (e.g., character actions, events or happenings, directions in technical text) from the text in logical order to reveal or express the order in which they occurred. The arrangement or ordering of subject matter content for presentation and study over a selected period, as a unit, semester, year, etc. Common approaches to sequencing are chronological, developmental, simple to complex, part to whole, whole to part, and thematic.

*Note: In its fullest sense, sequencing of content is not merely a linear arrangement, but involves provision for revisiting key concepts and skills so that each successive encounter deepens students' understanding or proficiency.*

**setting** - *n.* **1.** the physical and psychological background against which the action in a story takes place. **2.** the time and place in which a narrative occurs. **3.** the scenery and stage effects for a drama, motion picture, etc.: set. √

**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 concept of *word*, and develop reading strategies, as in decoding or the use of prediction. √

**short stories** - a brief fictional prose narrative designed to create a unified impression quickly and forcefully, as in Edgar Allan Poe's "The-Tell-Tale Heart" or Guy de Maupassant's "The Necklace". √

**sight word** - **1.** a word that is immediately recognized as a whole and does not require word analysis for identification. **2.** a word that is taught as a whole. √

**simile** - a comparison two unlike objects or concepts, generally using words such as "*like*" or "*as*".

**Six Trait Reading** – a framework for critical reading using these six-traits; conventions, comprehension, context, interpretation, synthesis, evaluation. See Northwest Regional Educational Lab (NWREL).

**Somebody/Something Wanted But So (SWBS)** - “Somebody” is the character or subject, “wanted” is the goal, “but” is the problem and “so” is the solution. Example: Goldilocks (Somebody) wanted some food (Wanted) but the porridge was too hot (But) so she tried the other bowl.

**Spider Graphic Organizer** - see graphic organizers

**sponge activity** – a short activity that requires students to briefly review previous content. It’s called a sponge activity because it “soaks-up” those few spare moments in the school day that might not be instructional such as standing in line to transition to another activity.

**stereotype** – to categorize an individual or group of individuals based on generalizations.

**Story Frames** - see graphic organizers

**Story Map** - see graphic organizers

**Story Organizer** - see graphic organizers

**structural analysis** - the identification of word-meaning elements, as *re* and *read* in *reread*, to help understand the meaning of a word as a whole; morphemic analysis. *Note:* Structural analysis commonly involves the identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and, in some cases, syllabication. √

**stylistic elements** – techniques a writer uses to enhance a text, such as word choice, sentence structure, and literary devices (e.g., figurative language, imagery, repetition, symbolism, dialogue).

**subtopic** – a main topic that has been narrowed down to a smaller topics (e.g., main topic=transportation, subtopics=automobile, bus, train)

**suffix** - *n.* an affix attached to the end of a base, root, or stem that changes meaning or grammatical function of the word, as *-en* added to *ox-* to form *oxen*. √

**Sunburst Graphic Organizer** - see graphic organizers

**Survey, Question, Read, Recite, Review (SQ3R)** – a five-step method for active elaboration of material that is read. First, the student surveys all of the headings and subheadings to get a sense of what the material is about. Next, the student poses the question “What is this material about?”, then, reads the material. As the student reads, they recite or write down what they are learning and after reading they review what they have learned.

**symbolism** - the use of one thing to suggest something else; specifically, the use of symbols to represent abstract ideas in concrete ways. ✓

**synonym** - one of two or more words in a language that have highly similar meanings, as *sadness, grief, sorrow, etc.* ✓

**syntactic clues** – evidence from knowledge of the rules and patterns of language that aids in the identification of an unknown word from the way it is used in a grammatical construction. ✓

**substitution** (phoneme) – the replacement of the initial, medial, or final sound with a new sound.

**summary** - a brief statement that contains the essential ideas of a longer passage or selection. ✓ v. **summarize**.

**supporting details** – facts, examples, details, statistics, expert opinions, or quotations used to confirm or prove the author’s message.

**T-Chart** - see graphic organizers

**text organizers** - an organizer used for reading that is organized around one or more of the following: graphics, hierarchy or sequence (outline), or key words/phrases. The organizer is used to keep track of main ideas and supporting details.

**text types:**

**narrative text** – often fiction in which the values are used to describe and/or to explain human behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal; with society). Theme may be directly stated or implied. The piece makes sense when read from beginning to end.

Narrative Characteristics:

Tells a story.

Contains well-developed characters.

Contains a setting describing where or when the story takes place.

Contains a carefully fashioned plot with a problem and resolution.

Contains a theme that explains the meaning of the story.

Contains vocabulary used to enrich understanding of the story.

May be written in first, second, or third person.

Traditional Narrative Structure:

Beginning: Contains a setting, characters, problem(s)/conflict(s), initiating events,

Middle: Turning points, crisis, rising action, climax, subplot, parallel episodes.

End: Resolution, falling action, ending.

Narrative Text Types Include:

Biographies (depending on text structure), drama, diaries, excerpts from novels, fables, fantasies, folk tales, historical fiction, legends, mysteries, myths, novels, personal narratives, plays, poetry, mysteries, science fiction, short stories, sitcoms, tall tales, etc.

**expository text** - nonfiction in which the author seeks to explain or inform. The information can be verified as true. Common structures within expository text include description, comparison/contrast, cause/effect, problem/solution, sequence, or a combination of such structures.

Expository Characteristics:

To inform, explain, describe, enumerate, discuss, compare/contrast, and problem-solve.

Subject orientated; is focused on a specific topic.

Multiple organizational patterns, such as context clues or text features.

Difficult to predict based on content.

Various text patterns are signaled by different headings, subheadings, and signal words.

Contains facts and information using clear and precise dialogue.

Expository Structure:

Includes definition, description, process (collection, time order, or listing) classification, comparison, analysis, and persuasion.

Expository Text Types Include:

ABC books, autobiographies, biographies, essays, book reports, brochures, cartoons, catalogs, comics, complaints, definitions, government reports, graphs and charts, interviews, invitations, journals, lists, memoirs (depends on purpose and text structure), newspaper/magazine articles, recounts of an event, research papers, speeches, etc.

**technical text** - nonfiction text in which the author gives information to the reader that may be used to perform a task, including planning and decision making. The material to be read may include explicit steps to follow or the steps may be implied in a graphic.

Technical Characteristics:

Sentences are commonly shortened or fragmented.

Numbered or bulleted lists are commonly used.

Employs dictionary meaning of words.

Focused on an identified topic.

Is organized in a logical and orderly way.

Hierarchical organization in which information may be accessed at random.

Domain-specific terminology.

Avoidance of humor, vague terms, figurative language, and interrogative and imperative sentences.

Often employs subordination suggesting cause and effect.

There is a balance of white space and text.

Technical Text Types Include:

Brochures, classified ads, consumer information, directions, floor plans, forms, graphs and charts, how-to guides, instructions, job preparation manuals, job related materials, maps, menus, questionnaires, recipes, regulations, schedules, school forms, syllabi, transcripts, warranties, etc.

**persuasive text** - is nonfiction in which the author intends to convince the reader to adopt a particular opinion or to perform a certain action.

Persuasive Characteristics:

To take an informed stand on an issue using persuasive reasons and elaborating on those reasons.

The author considers the state of the reader's emotion, beliefs, desires, commitments.

Attempts to solve a problem by invoking change.

Written to convince the reader to adopt the writer's point of view.

Focuses on a central purpose and sometimes relies on propaganda and sarcasm.

Author uses appeal to reason, emotional appeal, and endorsement by an influential figure (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion),

Persuasive Text Includes:

Introduction to the problem

Background to the problem

Proposal to remedy the problem

Argument for the proposal

Refutation of opposing sides

Call to action

Text types include:

Advertisements, book reviews, brochures, business letters, charitable campaign appeals, commercials, debates (written), editorials, essays, letters to the editor, movie critiques, political campaign literature, position papers, posters, single editorials or letters, speeches, etc.

**theme** - *n.* 1. a topic of discussion, writing, etc. 2. a major idea or proposition broad enough to cover the entire scope of literacy or other work of art. *Note:* A theme may be stated or implicit, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work. ✓

**Theme Diagram** - see graphic organizers

**thesis** – the summary statement of the research topic.

**Timeline Graphic Organizer** - see graphic organizers

**think-aloud** – *n.* 1. oral verbalization. 2. in literacy instruction, “a metacognitive technique or strategy in which the teacher verbalizes aloud while reading a selection orally, thus modeling the process of comprehension” (Davey, 1983). ✓

**Think-Pair-Share** – a cooperative learning strategy, where after a question is posed, the learner first reflects independently about the answer and then with a partner they discuss their ideas related to the question. Finally, the ideas generated in pairs, are shared with the whole class.

“**Think Trix**” -- a visual cueing system that signals students of different levels or types of questions. For example, the evaluation question card has a balance scale as it’s symbol and the recall card has a large R as it’s symbol. These cards can be used as a guide for teachers to construct questions at different Blooms levels.

**Thinking Tree** - see graphic organizers

**tone** - any sound of well-defined pitch, quality, and duration. ✓ *Note: This definition is related to fluency, not literature.*

**topic** - the general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong; theme. ✓

**Two-Column Graphic Organizer** - see graphic organizers

**Two or Three-Circle Venn Diagram** - see graphic organizers

**Venn Diagram** - see graphic organizers

**visual clue(s)** – a distinctive sight feature that triggers a response; especially, a distinctive shape that aids in identification of a letter, letter group, or word. ✓

**vocabulary** - those words known or used by a person or group. ✓

**Vocabulary Self-Correction Strategy (VSS)** – a vocabulary self-correction strategy where the class selects words they would like to study from a selected text. Students discuss and record both denotative and connotative meanings of selected words in relation to the text.

**Web Graphic Organizer** - see graphic organizers

**webbing** – n. in planning writing, the use of diagrams or maps, to show the relationship among the ideas to be included. ✓

**word family** - **1.** a group of words sharing a particular or common phonic element, as /īt/ spelled *ite* in *bite*, *kite*, *despite*.  
**2.** a group of words sharing the same root or base, as *phon-* in *phonetic*, *phonation*, and telephone. ✓

**word journal** – a record students keep of words they are unfamiliar with in a notebook. Students determine the meaning of words through context, dictionary use, or class discussion.

**word recognition** - **1.** the process of determining the pronunciation and some degree of meaning of a word in written or printed form. **2.** the quick and easy identification of the form, pronunciation, and appropriate meaning of a word previously met in print or writing. ✓

**word sort(s)** - a vocabulary-development and word-study activity in which words on cards are grouped according to designated categories, as by spelling patterns, vowel sounds, shared meaning, etc. ✓

**word storm** – a strategy for defining a word, then, “storming” ideas related to the word such as, writing a sentence from the text where the word is used, thinking of words that are thought of when you hear the word, examining different forms of the word, identifying what people might use the word regularly, and thinking of other ways to say the same thing.

**word wall** – a visual display of words that is used to demonstrate a skill or concept that is being taught in the classroom.

**word ladders** – a technique where you change one word into another word by changing only one letter at a time. For example: we can change “boy” into “toy” by changing the letter “b” to the letter “t”. But to change the word “boy” into the word “toe”, we need to two steps: 1) boy >>toy (b>t); 2) toy>>toe (y>e). Note: you cannot change the order of the letters.

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**References**

√: Harris, T. L. & Hodges, R.E., Eds. The Literacy Dictionary: The Vocabulary of Reading and Writing. Newark, DE: International Reading Association. 1995