

Components of Effective Literacy

Glossary

Writing

Module 7

Addition - adding a new phoneme to a word

Alphabetic Principle - written language involves a code, with clear, logical, and predictable relationships between written letters and spoken sounds (the sound in oral language can be represented by letters in written words)

Affixes - a group of letters added to the beginning or end of a word that can change the words meaning (known as prefixes and suffixes)

Assessment - systematic process of documenting and using empirical data on the knowledge or skill to refine programs and improve student learning

Base word - a word to which a prefix, suffix, or both are added (e.g. *heat*: *reheat*, *heating*, *reheated*)

Benchmark - a standard or point of reference against which things may be compared or assessed/ evaluate or check by comparison with a standard

Blending - combining phonemes to make a word

Curriculum Based Measurements (CBM) - a set of simple, short fluency measures designed to monitor student's growth in basic academic skills- such as reading, spelling, written expression & mathematics

Consonant Blends - two or more letters each representing a phoneme (e.g. *bl*, *tr*, *str*)

Concept Maps - visual representations of information; can be in the form of charts, graphic organizers, tables, flowcharts, Venn Diagrams, timelines, or T-charts.

Criterion reference - evaluates the learning of a student against a set or prespecified qualities of criteria without reference to the achievement of others (Brown, 1998; Harvey 2004). The criteria is determined before students begin the test. The student's score then shows the progress they have made toward the standard. Criterion referenced tests use cut scores to place students into categories such as basic, proficient and advanced or reported in grade-equivalents such as 3rd grade 4th month.

Deletion - removing a phoneme from a word

Diagnostic Assessments - formative assessments used to assess specific skills or components of reading such as phonemic awareness, phonics skills, and fluency. The results of diagnostic assessments inform instruction and intervention.

Digraphs - two letters represent one phoneme: usually neither letter represents their phoneme (e.g. *th, wh, ch, sh, ph, and ck*)

Diphthongs - pattern of vowels whose sounds glide together in the same syllable (e.g. *ou, oi, aw, oo, ow, oy*)

Etymology - the study of the origin of words and the way in which their meanings have changed throughout history

Explicit - lessons designed and delivered providing guided instruction making it clear by modeling, supporting, and providing practice to novice learners

Expository Text - text that provides facts in a way that is educational and purposeful (nonfiction)

Fluency - reading text with speed, accuracy, and proper expression

Formal Assessment - systematic, data-based tests that measure what and how well the students have learned. Formal assessments determine the students' proficiency or mastery of the content, and can be used for comparisons against certain standards

Formative Assessment - a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course

Graphemes - The letters that correspond to sounds (phonemes)

High frequency word - words that appear most often in written English, including nouns, prepositions, verbs and articles. Words considered high frequency will be seen across multiple texts and context/genre.

Identification - the ability to recognize the same sound in different words

Inferencing - a conclusion not directly stated by the author but can be figured out based on experience, reasoning, and evidence .

Inflectional endings - word part added to the ending of a base word that changes the number or tense (e.g. *s, ed, er, ing*)

Informal Assessment - spontaneous forms of assessment that can easily be incorporated in the day-to-day classroom activities and that measure the students' performance and progress. Informal assessments are content and performance driven.

Isolation - the ability to recognize individual sounds in words

Listening Vocabulary (also known as **Receptive Vocabulary**) - word meanings that are recognised by an individual when reading or listening to others speak

Metacognition - Metacognition is an awareness of one's own thought processes and an understanding of the patterns behind them. The term comes from the root word meta, meaning "beyond", or "on top of".

Mental Image - see Visualization

Monitoring Progress - process/practice teachers do daily to determine next steps in instruction such as quick checks through questioning as an instructional tool

Morpheme - the smallest meaningful unit (e.g. *incoming* has three morphemes: *in* – *come* – *ing*)

Morphology - the study of meaningful units of language and how the units are used in word formation

Multisyllable /multisyllabic - a unit of pronunciation having more than one vowel sound (every syllable has only one vowel sound)

NAEP (The National Assessment of Educational Progress) - the largest nationally representative & continuing assessment of what America's students know and can do in various subjects

Narrative Text - a text which includes story structures such as setting, characters, problem/solutions, or climax/resolutions (Fiction)

Norm Referenced - the student is compared to his or her peers, whether test taker performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam

Onset - all consonant sounds in a word that are before the first vowel sound (e.g. *strong*: onset is *str*)

Oral Reading Fluency - readers who can “read text with speed, accuracy, and proper expression”

Phonemic Awareness - the ability to recognize the individual sounds/phonemes in words and be able to manipulate those sounds

Phonemes- individual speech sound; smallest unit of spoken language

Phonics - knowledge of attaching letters to sounds and the ability to apply that knowledge in decoding unfamiliar words

Phonological Awareness (PA) - the sound structures of speech. It is the ability to manipulate sounds from whole words, to syllables and then into individual sounds

Prefix - a group of letters added to the beginning of a word which alters the meaning of the word (e.g. *dis, re, pre, un*)

Progress Monitoring - a scientifically based practice used to assess a child's academic gains and evaluate the effectiveness of instruction. Progress monitoring tells the teacher what a child has learned and what still needs to be taught.

Reading Comprehension = Word recognition/Decoding x Language comprehension

Reliability - the degree to which a test is consistent and stable in measuring what it is intended to measure; a test is reliable if it is consistent/yields the same results on repeated trials across time. Reliability is about the consistency of a measure.

Retell - involves having students orally reconstruct a story in which they have read or has been read to them

Rime - the first vowel sound in a word plus all the letters/sounds that follow (e.g. strong: rime is *-ong*)

Rhyme - a word that has the same final sounds as another word

Root word - a morpheme (smallest unit of meaning) that cannot stand alone, it needs a prefix, suffix, or both to become a recognizable word (e.g. **sect** – meaning cut apart: **dissect**, **sectional**, **transect**)

Screening - Fast and efficient way to detect potential deficits in an individual's foundational skills. Screenings are not considered diagnostic, but are used to identify a subset of the population who should have additional testing to determine who may require supplemental intervention.

Schwa - the vowel sound that is sometimes heard in an unstressed syllable and which most often sounds like /uh/ or the short /u/ in cup or short /i/ in hit

Segmentation - orally breaking words into individual sounds or break words with multiple syllables into chunks

Sight word - any word a child knows instantly and automatically by sight (this will be unique for each individual)

Speaking Vocabulary (also known as **Expressive Vocabulary**) - words individual use in their speaking and writing

Substitution - swapping one phoneme for another in a word

Suffix - a group of letters added to the end of a words (e.g. *s, er, est, able, ish, less*)

Summarize - the act of expressing the most important facts or ideas in a short and clear form

Summative Assessments - are used to evaluate student learning, skill acquisition, and academic achievement. They are given at the end of a designated instructional period; usually at the end of a unit, project, course, semester or school year.

Syllable - a unit of pronunciation having one vowel sound; (e.g. one drop of your jaw/ opening of the mouth represents a syllable)

Systematic - having and showing a methodical procedure; formulated planned approach

Trigraphs- combination of three letters that represent one phoneme (e.g. *tch, dge*)

Validity - the degree to which the test actually measures what it claims to measure. Test validity is also the extent to which inferences, conclusions, and decisions made on the basis of test scores are appropriate and meaningful. Validity is about the accuracy of a measure.

Visualization - creating mental images from all five senses as well as the emotions during and after reading; images are anchored in a reader's background knowledge.

Vocabulary - Memory for and knowledge of word meaning

Vowel teams - two adjacent vowels in the same syllable that create one vowel sound; combination of two -four letters that represent one vowel sound (e.g. *ai, ee, ei, ough, igh*)