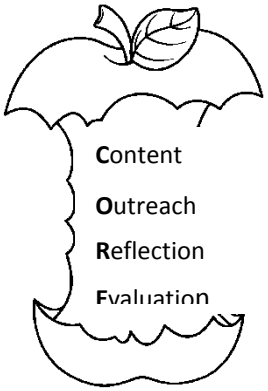
Eastern Illinois University
Early Childhood/Elementary/Middle Level Education Department
ELE 3280-001 Developmental Reading in the Elementary School



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Class Meetings: **8:00-9:40 T, R; BH 1302**
Semester: **Fall 2016**

Unit Theme: Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

Course Description: The instructional program in reading from kindergarten through grade six; goals, methods, and materials with emphasis on basal reader approaches. Field based activities will be provided in conjunction with ELE 3100; MLE 3110; MLE 40001. (3-0-3)

Prerequisites: ELE 3050. Concurrent enrollment in ELE 3100 or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

Course Purpose: This course is designed to provide learning experiences for teacher candidates to prepare them to teach pupils from kindergarten through grade eight, the attitudes, skills, and concepts needed to become competent readers. The nature of reading as a developmental process, planning for instruction, emergent literacy, and development of competence in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies will be stressed. Because a developmental reading methods course is required for state certification, this course is required for elementary education majors in the General Elementary and Middle Level options.

Course Textbooks:
Elementary Level: Reutzel, D.R. & Cooter, R.B., Jr. (2013). *The essentials of teaching children to read: The teacher makes the difference* (3rd Ed.). Columbus, OH: Pearson Prentice Hall.

Savage, J.F. (2011). *Sound it out: Phonics in a comprehensive reading program* (4th Ed.). New York: McGraw-Hill.

Middle Level*:* Gunning, T.G. (2012), *Creating literacy: Instruction for all students in grades 4-8* (3rd Ed.). New York: Allyn and Bacon.

Supplemental Materials:
LiveText - required for all Education Students at Eastern Illinois University

Teaching Model:
The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them (pp 10-13).

The Social Models

- When we work together, we generate a collective energy called synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, classroom management is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity (pp 13-15).

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/or Live Text requirements are rated by the instructor to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:

Course requirements and demonstrated competencies are aligned with the following standards

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children (NAEYC): http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx
- Association for Middle Level Education: http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx

Outcomes Specific to ELE 3280:

- Apply research-based criteria for selecting and designing instructional materials for literacy instruction.
- Demonstrate knowledge of the unique nature of individuals recognizing characteristics of culturally pluralistic and at-risk populations, and foster appreciation for those differences.
- Apply knowledge of classroom management to build interconnections among reading, writing, listening, and speaking to optimize children's engagement with and development of literacy.
- Build knowledge of reading processes and instruction by analyzing and synthesizing research, literary, and informational sources.
- Apply knowledge of literacy instruction to identify and evaluate cognitive processes pupils use in different contexts to comprehend more fully when reading, writing, listening, or speaking.
- Demonstrate knowledge of effective choices to achieve targeted learning outcomes in regard to alternative instructional methods with diverse student populations.
- Apply current technologies as a means to support literacy instruction in various domains.
- Become productive members of the educational community by effectively participating in a range of conversations, collaborating with diverse partners, and responding analytically to literary and informational sources.

Reading Teacher Standard 1:

Knowledge Indicators - The competent reading teacher:

1A. knows theoretical models and philosophies of reading education and their relevance to instruction.
1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
1C. knows the history of reading instruction and its relevance to current theory and practice.
1D. is aware of trends, controversies, and issues in reading education.
1E. understands the construction and psychometric properties of classroom reading tests, including the State assessment.
1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
1G. understands the differences between reading skills and strategies and the role each plays in reading development.
1H. knows a wide range of quality literature for students.

Performance Indicators - The competent reading teacher:

1I. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.
1J. locates, evaluates, and uses literature for readers of all abilities and ages.
1K. uses various tools to estimate the readability of texts.
1L. uses technology to support reading and writing instruction.

Reading Teacher Standard 3:

Knowledge Indicators - The competent reading teacher:

3A. knows State and national educational standards that are relevant to reading education.
3B. knows exemplary programs and practices in reading education.
3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.

Reading Teacher Standard 4:

Knowledge Indicators - The competent reading teacher:

4C. facilitates home-school connections and parental participation in school reading programs.

Reading Teacher Standard 5:

Knowledge Indicator - The competent reading teacher:

5B. reflects on teaching practices and conducts self-evaluation.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Literature Resources	Performance includes creating literature resources with Developmentally Appropriate Practices [DAP] & Culturally and Linguistically Diverse [CLD] activities using children's literature from various authors and genres aligned with NILS/CCSS.	ACEI 1, 2.1, 3.1, 3.2, 3.3, 3.4, 4, 5.2 NAEYC 1, 2, 4b, 4c, 4d AMLE: A1a; A1b, A1c, A1c, B2a, B2b, B2c, C4a, C4b, IPTS-1A,1C,1E,1G, 3A,3C,4E,5C,5E,6A, 6B,6G,6I,8A SEL 2A.5a, 2A.5b, 2B.5b Dispositions: PTSL, SDE
Directed Reading Activity [DRTA]	Design developmentally [DAP] and culturally [CLD] appropriate instruction following the DRTA (Directed Reading Thinking Activity) model while addressing the five core components of reading education and providing ongoing assessment. Teacher candidate selects appropriate learning activities and texts for reading with consideration of readability levels, appropriateness for ability levels, diverse prior experiences, grade level content, and student interests. The reading activities and reading processes integrate reading, writing, and oral communication to foster comprehension and critical thinking as stated in the NILS/CCSS.	ACEI 1, 2.1, 3.1, 3.2, 3.3, 3.4, 4, 5.2 NAEYC 1, 2, 4b, 4c, 4d AMLE: A1a; A1b, A1c, A1c, B2a, , C4a, C4b, C4c, C4d, D5b, IPTS-1A,1B,1C,1E, 1G,2A,2C,2F,2G,2H, 3A,3C,3E,3G,4A,4C,4E, 4G,5A,5B,5C,5E,5F,6A, 6B,6F,6I,7A,7C,8D,9A SEL 1C.5b, 3B.5b Dispositions: IWS, EC, PTSL, SDE
Test on Basic Phonics	Performance includes demonstration of knowledge through the completion of an exam addressing the core components of phonics instruction including letter-sound relationships, terminology, diverse instructional strategies and assessment practices derived from research and exemplary programs described in the Foundational Skills for grades K-3 in the NILS/CCSS.	ACEI 1, 2.1, 3.1, 3.2, 3.4, 4 NAEYC 3, 4b, 4c, 4d AMLE: A1a; A1b, A1c, A1c, C4c, IPTS-1A,1B,1C,1E,2A, 2B,2C,2E,2F,2G,2H,3A, 3C,3G,4A,5A,5B,5C,5E, 6C,6E,7D SEL 1C.5b, 2B.5a, 3B.5b Dispositions: EC
Core Reading Program (Basal) Review	Conduct a thoughtful evaluation of a Core Reading Program. An effective Core Reading Program uses evidence-based reading instruction and preferred instructional practices derived from research findings on the five core reading components and addresses the NILS/CCSS. An effective Core Reading Program includes developmentally appropriate and culturally linguistic and diverse practices.	ACEI 1, 2.1, 3.2, 3.4, 4 NAEYC 1, 2c, 3, 4b, 4c, 4d IPTS-1A,1B,1C,1E,1G, 2A,2B,2C,2D,2F,2G,2H, 3A,3C,3E,3G,4C,5A,5B,5C, 5F,6A,6B,6I,7A,7B,7D,9A SEL 1A.5b, 1C.5b, 2B.5a, 3B.5b

		Dispositions: EC, PTSL, SDE
Journal Article Review	The teacher candidate will read and analyze an article from a professional reading journal and compose a written review that addresses and explains the NILS/CCSS over one of the Big Five Components in Reading.	IPTS – 3G, 3M, 5A, 5G, 6H ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2 NAEYC – 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e SEL 1C.5b, 2B.5a, 3B.5b Dispositions: EC, PEP, SDE
Exams	Performance includes demonstration of knowledge through the completion of exams addressing the five Core Components of reading instruction, theoretical models and philosophies, current issues in education, diverse instructional strategies, assessment instruments and developmentally [DAP] and culturally [CLD] appropriate practices aligned with NILS/CCSS.	ACEI 1, 2.1, 3.1, 3.2, , 4, NAEYC 1, 2a, 3, 4b, 4d AMLE: A1a; A1b, A1c, A1c, B2a, B2b, B2c, , C4b, C4c, C4d, IPTS-1A,1B,1C,1E,1G,3A, 3E,4A,4D,4E,4G,6A,6B,6C, 6H, 6I, 7A,7 B, 7G, 8D SEL 1C.5b, 2B.5a, 2C.5A, 3A.5b Dispositions: EC, PTSL, SDE
Participation	Performance includes presence, participation and preparation for group and whole class discussions, and working cooperatively with peers. Focus is on practices and behaviors that allow the learner to grow professionally. The teacher candidate will exhibit effective communication skills.	ACEI 1, 2.1, 3.1, 3.2, , 4, NAEYC 1, 2a, 3, 4b, 4d AMLE D5d IPTS-1A,1B,1C,1E,1F,2A, 2B,2C,2E,3C,3F,4C,8B,8F, 9A,9D,9E,9H SEL 1C.5b, 2B.5a, 2C.5A, 3A.5b Dispositions: PEP, EC, SDE
Optional Assignments/Projects	Other items/adjustment of percentages at teacher discretion and/or student needs	Varied

Course Core Assignments	**Brief Description**	**Points**
Literature Resources	Select children's books, review and summarize them; recommend methods for incorporating them during the teaching of reading	50 pts.

Directed Reading Activity [DRTA] Lesson	Design a directed reading/thinking lesson; model it in class; and submit the written lesson plan for recording in LiveText; Plan should include activities for before, during, and following the reading of text in manageable segment	50 pts.
Test on Basic Phonics	Terminology related to teaching of phonics and use of diacritical marks.	50 pts.
Basal Textbook or Reading Program Review	Examination of student text book and teacher guides from a recent basal series, and/or review of a reading program used within a school during the practicum experience.	15 pts.
Journal Article Review	The teacher candidate will read and analyze an article from a professional reading journal and compose a written review that addresses and explains the NILS/CCSS over one of the Big Five Components in Reading.	10 pts.
Exam(s)	Examination(s) based on relevant terminology, concepts, and applications	75 pts.
Participation	Class attendance and participation are expected in the course. The student will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.	20 pts.
Optional Assignments/Projects	Other items/adjustment of percents at teacher discretion and/or student needs: • Graphic Organizers • Technology assignment • Shared Reading Assignment • Language Experience Approach Assignment • In-class activities • Multi-cultural Literacy Assignment	5 pts.
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR		

Reading Assignments & Discussion Questions – It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.):

Grading Scale: A=100-93%; B=92-84%; C=83-75%; D=74-66%; F=below 66%

Optional Assignments:
Genre project report and/or bulletin board;
Skill Lesson from Children's Literature Book;
Extended responses to literature
Author Report
In class activities or short take home assignments based on individual or group needs
Language experience activity
Multicultural/diversity oriented literature experiences Differentiated Instruction assignment

COURSE OUTLINE

I. Nature of the Reading Process (One week)

- A. Reading as a language process
  - 1. Definition of terms
    - a. Describing the reading process
  - 2. Cue Systems
    - a. Graphophonic
    - b. Syntactic
    - c. Semantic
- B. Relationship of reading with the other language arts
- C. Historical perspective
  - 1. Early reading instruction
    - a. Synthetic Approaches
    - b. Analytic Approaches
  - 2. Current models of reading
    - a. Bottom-up
    - b. Top-down
    - c. Interactive
    - d. Transactional
- D. Developmental Philosophy
- E. Trends in Reading Education
  - 1. Phonics vs. Whole Language
  - 2. Balanced Literacy
  - 3. Comprehensive Reading
- F. Standards Based Instruction
  - 1. NILS/CCSS
- G. Report of the National Reading Panel—The Five Areas of Literacy Instruction (Scientifically Based Reading Research)
  - 1. Phonemic awareness
  - 2. Phonics
  - 3. Vocabulary
  - 4. Fluency
  - 5. Comprehension

II. Reading Readiness/Emergent Literacy (Two weeks)

- A. Definitions of reading readiness
- B. Nature of reading readiness/emergent literacy/Language Acquisition (Chomsky, 1975; Vygotsky, 1962; Vygotsky, 1978)
  - 1. Neurological, physiological and physical factors
  - 2. Cognitive factors
  - 3. Linguistic factors
  - 4. Sociocultural, social and emotional factors
- C. Activities and materials for reading readiness/Emergent Literacy (Clay, 1985; Clay, 2000a; Clay, 2000b; Ehri,1991)
  - 1. Rationale for an oral-language program
  - 2. Developing basic prerequisites
    - a. Environmental print
    - b. Phonological awareness (Lane, Pullen, Eisele, & Jordan, 2002)
    - c. Phonemic Awareness (Griffith, & Olson, 1992; Yopp, 1988; Yopp, 1992; Yopp, & Yopp, 2000)
    - d. Alphabetic Principle
    - e. Concepts about print
    - f. Story sense
- B. Fostering Emerging Readers
  - 1. Shared Book Experience (Big Books)
  - 2. Interactive Read Alouds
  - 3. Language Experience Approach
  - 4. Morning Message

III. Planning for Instruction (Three weeks)

- A. Planning with the basal reader
  - 5. Historical background of basal readers
  - 6. Elements of a basal program

a. Program components
b. Organization/levels
c. Scope and sequence*

7. Strengths and limitations of basal readers

B. Explicit (Direct) Strategy Instruction
1. Direct Explanation
2. Modeling
3. Guided Practice
4. Application

C. Implementing a Guided Reading Lesson that addresses the NILS/CCSS (i.e., DRTA) - (Fountas & Pinnell, 1996, 1999, 2001)
1. **Before Reading** ~ Introducing the text
    a. Build background/Activate prior knowledge
    b. Introduce key vocabulary
        1. Tier 1, Tier 2, Tier 3 Vocabulary
    c. Survey the text (e.g., picture walk) - Predict
    d. Motivate the students
2. **During Reading** ~ Guided Silent Reading
    a. Set-Purpose-Read-Discuss
    b. Predict-Read-Prove
3. **After Reading** ~ Follow-up/Extension activities
    a. Text Dependent Questions/Check for Comprehension [Fisher, D. & Frey, N. (2012). Text dependent questions. *Principal Leadership 13*(1), 70-73.] Shift Kit: PPT-Text Dependent Questions: Professional Development-Module 4
        1. react to text, confirm, revise
    b. Opportunities for rereading
    c. Extension activities
4. Key Components for Effective Guided Reading Lessons
    a. Developmentally Appropriate Leveled Texts
    b. Flexible Grouping Patterns

D. Readers & Writers Workshop (Atwell, 1998; Graves, 1982)

E. Using Assessment Data to Inform Instruction
1. Informal assessment procedures
    a. Running Records (Analysis of Miscues)
    b. Informal Reading Inventories (Brief Introduction)
2. Standardized assessments
    a. PARCC
3. Adjusting reading instruction to meet the needs of diverse learners
4. MTSS (Multi-tiered System of Support) Struggling/At Risk Readers (Allington 2009; Allington 2012; Dole, Brown & Trathen, 1996; Fuchs, Fuchs & Vaughn, 2008)

F. Other approaches/programs
1. Reading Workshop
2. The Daily Five/CAFE
3. Individualized reading programs
4. Linguistic readers
5. Eclectic reading programs

- - - - MIDTERM - - - -

<u>IV. Developing Reading Skills/Strategies (Five weeks)</u>

A. Word recognition skills
1. Whole word recognition
    a. Sight vocabulary
    b. Picture clues
    c. Configuration

B. Word-Attack Skills
   1. Context clues: content and teaching strategies
   2. Structural analysis: content and teaching strategies (Cunningham, 1978; Pachecko, & Goodwin, 2013)
   3. Phonics: content and teaching strategies (Cunningham, 2005; Ehri, 2005)

C. Fluency (Kelleher, 1997; Kozub, 2000; Rasinski, Homan & Biggs, 2009; Young & Rasinski, 2009)
   1. Automaticity
   2. Expression
   3. Rate
   4. Phrasing

D. Vocabulary development (meaning vocabulary) - (August, Carlo, Dressler & Snow, 2005; Beck, McKeown & Kucan, 2002; Bintz, 2011; Ganske, 2000; Marzano & Simms, 2013)
   1. Academic Vocabulary (Academic Vocabulary Shift Kit (http://education.illinoisstate.edu/casei/ela/vocabulary/)
      a. Tier 1/Tier 2/Tier 3 Vocabulary
         - Shift Kit: PPT-Vocabulary Instruction and the Common Core
         - Reading Rockets: Choosing Words to Teach (Beck, McKeown, Kucan) http://www.readingrockets.org/article/choosing-words-teach
         - Wasik, B. A. & Iannone-Campbell, C. (2013/2013). Developing vocabulary through purposeful, strategic conversations. *The Reading Teacher*, *66*(4), 321-332.
   2. Preview in context
   3. Cloze/Maze
   4. Categorization
   5. Semantic Feature Analysis
   6. Semantic Maps

E. Text Comprehension (Dennis-Shaw, 2006; Fisher, Frey & Lapp, 2009; Gunning, 2010; Harvey & Goudvis, 2007; Kelley & Clausen-Grace, 2007; Langer, 1984; Ogle, 1986; Oczkus, 2003; Palinscar, & Brown, 1984; Presley, 2006; Silver, Dewing & Perini, 2012; Vaughn & Linan-Thompson, 2004)
   1. Dimensions of comprehension
      a. Literal recognition and recall
      b. Inferential comprehension
      c. Evaluation
      d. Appreciation
   2. Factors affecting comprehension
      a. Decoding ability
      b. Vocabulary knowledge
      c. Syntactic knowledge
      d. Discourse knowledge
   3. Comprehension Strategies
      a. Monitoring Comprehension (Metacognition)
      b. Using graphic and semantic organizers
      c. Answering/Generating questions
      d. Recognizing story structure
      e. Summarizing
      f. Close reading (Frey & Fisher, 2013; Ehrenworth, 2013)
   4. Questioning strategies
      a. Phrasing comprehension questions
      b. Question-answer relationships (QAR)
   5. Critical reading skills

V. Selecting and Using Appropriate Materials (Two weeks)

A. Criteria for selection of materials—Text Complexity as explained in the NILS/CCSS
   1. Quantitative
      i. Readability and other scores of text complexity
   2. Qualitative
      i. Levels of meaning, structures, language conventionality and clarity, and knowledge demands
   3. Matching reader to text (motivation, knowledge, experiences) and task (purpose, task assigned, and questions posed)

B. Matching students and reading materials
   1. Decodable Text
   2. Predictable Text
   3. Leveled Books
      a. Independent

b. Instructional
c. Frustration

C. Available commercial materials
1. Core materials (review basal)
2. Workbook and practice materials
3. Trade books
a. Graphic texts
b. Informational texts
c. Stories
d. Drama
e. Poetry
f. High interest/low vocabulary
4. News publications
a. Weekly Reader
b. National Geographic for Kids
c. Sports Illustrated for Kids
d. Time for Kids
e. Zoo Books
5. Technology
a. E-readers
b. Online text
c. Reading Apps

D. Teacher-made materials
1. Teaching aids
2. Drill/Practice
3. Application

VI. Communicating Student Progress (Two weeks)

A. Reporting to parents
1. Progress reports
2. Written reports and letters
3. Parent conferences

VII. Concluding Component

A. Effective teachers of reading
1. Generalizations about effective teachers
2. Organizational factors
3. Instructional time
4. Importance of expectations

- - - - FINAL EXAM - - - -

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE 3280 References
***Denotes Unit Conceptual Framework References**
****Denotes References for Course Specific Theorists/Researchers**

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Course Specific Glossary:

1. **Alphabetic principle** – The principle that the written language system of English (and other languages) is based on the relationship between spoken sounds and written symbols and that each speech sound has its own graphic counterpart.
2. **Auditory discrimination** – Ability to distinguish differences and similarities between sound symbols.
3. **Automaticity –** The rapid, effortless, accurate decoding of words.
4. **Base –** A word to which affixes are added to create new words.
5. **Bottom-up reading models –** Models which consider the reading process as one of grapheme-phoneme correspondences; code emphasis or subskill models.
6. **Closed syllable –** Syllable that ends in a consonant sound, such as the second syllable in **ho-tel.**
7. **Close reading –** The mindful, disciplined reading of a text with a view to deeper understanding of its meaning.
8. **Cloze procedure –** A technique that helps teachers gain information about a variety of language facility and comprehension ability skills.
9. **Comprehension –** Understanding; the ability to get the meaning of something.
10. **Context clues –** Information found in the surrounding text that enables a reader to determine the meaning (and sometimes the pronunciation) of a word.
11. **Decoding –** The process of deriving pronunciation or identifying words by attaching the appropriate sound or sound sequences to the corresponding letter or letter sequences.
12. **Diagnosis –** The act of identifying difficulties and strengths from their signs and symptoms, as well as the investigation or analysis of the cause or causes of a condition, situation, or problem.
13. **Direct instruction –** Instruction guided by a teacher, who uses various strategies to help students understand what they are reading.
14. **Divergent thinking –** The many different ways to solve problems or to look at things.
15. **Emergent literacy –** That stage in literacy which is concerned with the young child's involvement in language and his or her attempts at reading and writing before coming to school or before conventional or formal reading and writing begin.
16. **English language learners (ELL) –** Teaching that concentrates on helping children who speak a language other than English or who speak nonstandard English to learn Standard English as a language.
17. **Experience story/chart –** A basic teaching technique in reading founded on experiences of students.
18. **Fluency –** The ability to read connected text accurately, quickly, and with expression.
19. **Frustration reading level –** The child reads with many word recognition and comprehension errors. It is to be avoided.
20. **Grapheme-phoneme correspondences –** Letter-sound relationships.
21. **Graphemes –** The written representation of phonemes.
22. **Graphic organizer –** A graphic representation used to illustrate concepts and relationships among concepts such as classes, properties, and examples.
23. **Implicit phonics instruction –** Does not present sounds associated with letters in isolation. Children listen to words that begin with a particular sound; then they state another word that begins with the same sound; analytic phonics.
24. **Independent reading level –** Level at which the child reads on his or her own without any difficulty.

25. **Inference –** Understanding that is not derived from a direct statement but from an indirect suggestion in what is stated; understanding that is implied.

26. **Instructional reading level –** The level at which a student should be receiving reading instruction.

27. **Interactive reading models –** The construction of meaning through the interaction of the reader and text.

28. **Language-experience approach –** A non-structured emerging reading program based on students' experiences, which incorporates all aspects of the language arts into reading.

29. **Literacy –** The process of reading and writing.

30. **Literal comprehension –** The ability to obtain a low-level type of understanding by using only information that is explicitly stated.

31. **Metacognition –** Thinking critically about thinking; refers to individuals' knowledge about their thinking processes and ability to control them.

32. **Miscue –** Unexpected response to print.

33. **Miscue analysis –** A process that helps teachers learn how readers get meaning from language.

34. **Morpheme –** The smallest individually meaningful element in the utterances of a language.

35. **Observation –** A technique that helps teachers collect data about students' behavior.

36. **Onset –** The part of the syllable that precedes the vowel, for example, **str**um.

37. **Open syllable –** A syllable having a single vowel and ending in a vowel. The vowel is usually long, for example, *go*.

38. **Overlearning –** Helps persons retain information over a long period of time; occurs when individuals continue to practice even after they think they have learned the material.

39. **Paired reading –** The child reads aloud simultaneously with another person.

40. **Phoneme –** The basic, minimal, indivisible unit of sound; **pin** has three phonemes /p/ /i/ /n/.

41. **Phonemic awareness –** A knowledge that spoken words are made up of sequences of discrete sounds and the ability to manipulate these sounds.

42. **Phonics –** The study of the relationships between letter symbols of a written language and the sounds they represent.

43. **Phonological awareness –** Awareness of sound features of spoken language, such as rhyme, syllables, and other speech features.

44. **Prefix –** An affix; a letter or a sequence of letters added to the beginning of a word that changes its meaning, for example, *re* plus *play* = *replay*.

45. **Pre-reading –** Activities that are conducted before reading actually begins to scaffold instruction (e.g., activate prior knowledge, survey the text, introduce/practice vocabulary).

46. **Reading –** A dynamic, complex act that involves the bringing of meaning to and the getting of meaning from the written page.

47. **Reading comprehension –** A complex intellectual process involving a number of abilities. The two major abilities involve word meanings and reasoning with verbal concepts.

48. **Reading process –** Concerned with the affective, perceptual, and cognitive domains.

49. **Reading readiness –** Preparing students for the reading lesson by taking into account their maturation, past experiences, and desire to learn.

50. **Recreational reading –** Reading primarily for enjoyment, entertainment, and appreciation.

51. **Repeated reading –** Child re-reads a passage until he/she gains confidence & fluency.

52. **Rime –** The vowel and any consonants that follow it in a syllable, for example, b**ook**; also called *phonogram* or *word pattern*.

53. **Root –** A bound morpheme that if of Greek or Latin origin (i.e., *bio* ~ life).

54. **Running record –** Documentation of a child's reading performance by recording miscues or deviations from the text.

55. **Schemata –** These structured designs are the cognitive arrangements by which the mind is able to categorize incoming stimuli.

56. **Schema theory –** Deals with relations between prior knowledge and comprehension.

57. **Segmentation –** The process of breaking words into their component phonetic elements; recognizing that the word **mat** consists of three phonemes /m/ /a/ /t/.

58. **Semantic clue –** Meaning clue.

59. **Sight words –** Words that readers recognize instantaneously without needing to analyze them.

60. **Structural analysis –** The process of determining the pronunciation and meaning of words by analyzing the structural elements of bases, roots and affixes.

61. **Suffix –** An affix added to the end of a base word to change the form and/or the meaning of the word – for example, walk**ed**, teach**er**.

62. **Sustained Silent Reading (SSR) –** Practice in independent silent reading.

63. **Syntax –** Refers to word order or position of the word in a sentence.

64. **Text complexity –** the inherent difficulty of reading and comprehending a text combined with a consideration of reader variables (qualitative components, quantitative components, reader-task components)

65. **Think aloud -** Modeling strategy involving "thinking out loud"; verbalizing one's thoughts to help students gain understanding.

66. **Tier 1 – Academic Vocabulary** Basic, concrete, encountered in conversation/ oral vocabulary; words most student will know at a particular grade level E.g., clock, baby,

67. **Tier 2 – Academic Vocabulary** Abstract**, general academic** (across content areas); encountered in written language; high utility across instructional areas E.g., *vary, relative, innovation, accumulate, surface, layer*

68. **Tier 3 – Academic Vocabulary** Highly specialized, subject-specific; low occurrences in texts; lacking generalization E.g., *lava, aorta, legislature, circumference*

69. **Top-down reading models –** These models depend on the reader's background of experiences and language ability in constructing meaning from the text.

70. **Visual discrimination –** The ability to distinguish differences and similarities between written symbols.

71. **Whole word method –** An approach to teaching reading that involves having children memorize entire words.

72. **Word recognition –** A twofold process that includes both the identification of printed symbols by some method so that the word can be pronounced and the association of meaning to the word after it has been properly pronounced.