

# *Cliffside Park Public Schools*

## Brief Definition of Terms

(Routman, R., *Regie Routman in Residence: Reading/Writing Connections*, Heinemann: Portsmouth, NH 2008)

### **assessment**

Collecting data and gathering evidence regarding the appropriation of knowledge; not useful unless evaluation is included.

### **audience**

The person(s) to whom the writing is addressed.

### **author's chair**

Designated "chair" in which the author sits while reading his writing aloud to listeners/responders.

### **author's craft**

Embracing and shaping language in a manner that entices and engages the reader.

### **automaticity**

Accurate and rapid word recognition, including reading in meaningful phrases; allows reader to focus attention on meaning.

### **benchmark book**

A book that represents typical difficulty or quality; used as a guide for assessment and in leveling books in a collection.

### **book look**

Students look through the text and pictures of a self-chosen book, making meaning and enjoying the book alone or with friends; common practice for preschoolers and kindergartners.

### **continuum**

"A visual representation of literacy development using descriptors to depict the developmental stages of learning" (Hill 2001, p. 3).

### **culture**

"The acquired knowledge people use to interpret experience and generate behavior" (Ball and Farr 2003, p. 436, quoting J. Spradley, *Participant Observation* (New York: Holt, Rinehart, & Wilson, 1980), p. 6, italics in original).

### **cut-up sentence**

A sentence (often connected to a content area) written with students that students then cut apart into individual words in order to focus on features of print; used in word study and word sorts.

### **differentiated instruction**

Challenging and relevant instruction that is tailored to meet the needs and interests of each learner. In a heterogeneous group (often whole class), students receive scaffolded, multilevel instruction across content, processes, and product that enables each student to be successful.

### **draft**

A writer's first thinking and rethinking; getting ideas down without regard to final product.

### **English language learners**

Students who come from homes in which a language other than English is spoken and who need some assistance in both English and academics in order to progress well in school; also called second language learners.

### **evaluation**

Interpreting, analyzing, and reflecting on assessment data in order to make it meaningful; includes making wise instructional decisions based on careful

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examination of the evidence.

### **evidence-based research**

Another term for scientific research; both terms have political overtones, as the federal government defines scientific in extremely narrow terms referring to behavioral interventions that can be measured and monitored quantitatively.

### **fluency**

Deft, cohesive writing created quickly and easily.

### **formulaic writing**

Writing that must adhere to preset rules and structure.

### **freewriting**

A burst of stream-of-consciousness writing: the student writes without interruption for about five-to-ten minutes without concern for organization, grammar, and spelling; freewriting may be jumpstarted with a prompt; also called quickwriting.

### **genre**

The type or form of writing, such as poetry, literary analysis, or research report. Each type conforms to specific expected rules and, often, a unique format.

### **grammar**

The formal rules and conventional patterns of a language that speakers and writers elect to use.

### **graphic awareness**

awareness of symbols; letter names, shapes, sizes.

### **graphic organizer**

A visual—such as, a map, chart, diagram, or web—used to organize information so it can be more easily represented, recalled, and understood.

### **guided reading**

A teaching technique in which a student or students read—mostly silently—a carefully chosen book at their reading level, and the teacher supports, teaches, and evaluates as necessary.

### **high-poverty school**

A school in which the majority of students live in poverty (as defined by federal guidelines) and therefore are entitled to receive federally funded services such as free and reduced-cost lunch, Title 1 services, tutoring services, and extra instruction in reading and writing.

### **high-stakes assessment**

“Assessments that involve substantial consequences for good (high) or poor (low) performance” (International Reading Association 1999) for individual students, teachers, or schools.

### **independent writing**

On their own, writers choose topics to write about that they enjoy, understand, and/or want to explore in writing; usually, daily sustained silent writing in school together with careful teacher monitoring.

### **independent reading**

On their own, readers choose and read books they enjoy and understand; usually involves daily sustained silent reading in school along with careful teacher monitoring.

### **informal reading conference**

A one-on-one reading evaluation in which the teacher listens to a student read aloud and retell, or the teacher silently reads a portion of text along with the student and then asks the student to talk about what has been read; includes analyzing progress with the student and setting goals.

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### **interactive reading**

The teacher reads out loud and invites students to talk about the text during her reading, not just after she has finished.

### **interactive writing**

A shared-pen technique in which the teacher and child compose collaboratively, and the child writes the letters and elements of writing he is able to tackle on his own. (If the child makes an error, the teacher helps him fix it up so spelling and other conventions are correct.)

### **invented spelling**

Temporary spelling children use—based on their letter–sound and word knowledge and spontaneous linguistic analysis of the orthographic system—to approximate conventional spellings; sometimes called phonetic spelling. Invented spelling is not “spell it any way you wish,” but is rather the reasoned linguistic approximations that are appropriate for the child’s developmental knowledge of letters and sounds.

### **lead**

The opening to a piece of writing written with the intention of attracting the readers attention and interest.

### **literacy centers**

Specially designated classroom areas organized for independent, self-managed, student work while teacher is working with one student or a small group; not always meaningful or relevant to curriculum.

### **literature circles**

Small, heterogeneous, often student-directed literature conversations about an excellent text.

### **minilesson**

Explicit teaching; usually a short, focused demonstration based on what students need to become more proficient and independent as learners.

### **miscue**

Any departure from a written text a reader makes while reading; for example, omitting, reversing, or substituting a word, phrase, or punctuation. (Based on the research of Ken Goodman.)

### **modified running records**

As a student reads a portion of text out loud, the teacher notes the miscues by drawing a line and recording what the child says above the line and what the text says below the line. The quality of miscue, not the number of miscues, is emphasized. For example, a meaningful substitution may indicate comprehension.

### **morning message**

A brief written message constructed by the teacher (sometimes with student input) about daily activities, upcoming events, and curriculum. Students attempt to read the message, and the teacher makes a few important teaching points.

### **National Writing Project**

A K–12 school/university partnership that was started by James Gray in 1973 on the University of California campus at Berkeley to improve student writing through better teaching of writing; federally funded, national network of teacher-learning communities that rely on close examination of effective, innovative classroom practices.

### **oral cloze**

The teacher reads aloud (while students follow along visually), pausing periodically as a signal for students to say the upcoming word aloud.

### **onset/rime**

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See rime/onset.

### **optimal learning model**

A gradual-release-of-responsibility cyclical learning model that begins with demonstration (showing the learner how to do it), moves to guided practice of the specific strategy or activity, and eventually leads to independence. Depends on a safe, risk-taking, caring environment for success.

### **partner reading**

Taking turns reading aloud a text with a peer, supporting each other, and intermittently stopping to discuss the text; also called paired reading.

### **phonemic awareness**

sensitivity to and awareness of the fact that words are comprised of individual sounds; being able to discriminate between different consonants and sequence each small unit of sound (phoneme) in a word.

### **phonics**

Knowing the relationship between letters and their sounds, often called sound–symbol relationships.

### **portfolio**

A reflective selection of writing samples and records that demonstrates student writing development over time.

### **predict**

To make a smart prediction about an unknown word or phrase or idea based on what is already known about the text; the reader then confirms or disconfirms his prediction after reading on and acquiring additional information.

### **prewriting**

Deliberate activities that help the writer to think, talk, and plan for writing.

### **quickwrites**

See freewriting.

### **Readers Theatre**

Performing a text or part of a text orally for an audience from a script; often uses well-loved stories; few or no props; excellent for repeated reading.

### **reading aloud**

Teachers (or students) fluently read aloud excellent fiction and nonfiction to the class; hearing the material allows students to listen to ideas and vocabulary they may not yet be ready to read on their own and introduces them to new authors and genres; when it also involves discussion, it is called interactive reading aloud.

### **reading record**

A place in which to record titles and authors of books read; what is included in the record may be negotiated with students' daily, weekly, or monthly entries; genre; rating for quality, enjoyment, difficulty; date finished; and so on.

### **reciprocal teaching**

Interactive, scaffolded instruction for strengthening reading comprehension; the teacher (or peer, older student, parent) leads a group of students through a text to understand it; involves an emphasis on four strategies—generating a question, clarifying, predicting, and summarizing. (Developed by Annemarie Sullivan Palinscar and Ann L. Brown.)

### **retelling**

A detailed oral or written recounting of a story that includes major and minor events, setting, characters, problems, and resolution; easier to do than a summary, which involves deleting less important information.

### **rime/onset**

The rime is the part of the syllable that begins with the vowel and comes after

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the onset. The onset is the part of the syllable that comes before the vowel; it consists of one or more consonants. For example, in the word clay, cl is the onset and ay is the rime. Nearly five hundred words can be derived from only thirty-seven rimes.

### **round-robin reading**

Students take turns reading a teacher-chosen text aloud; the teacher interrupts the reading as she deems necessary to supply difficult words and to ask questions.

### **rubric**

A list of criteria (such as organized paragraphs, interesting word choice) for determining the quality of specific writing products. Rubrics are also used to determine what's to be included in the writing (for example, an introduction and at least three important facts); rubrics are sometimes employed as scoring guides.

### **running records**

Sitting right next to a student, the teacher listens to the student read a new or familiar text out loud and makes notations for every word, indicating the student's accurate reading as well as the errors and corrections; mostly used for developing readers in K–2 or with older students still learning to read.

### **scaffolding**

Temporary support from a teacher, parent, or accomplished peer that enables the learner to take on and understand new material and tasks they are not quite ready to do independently. "Scaffolding is a process that enables students to use resources they have already mastered through cultural experiences in order to understand and undertake new and more advanced academic tasks" (Ball and Farr 2003, p. 440).

### **scaffolded conversation**

Instructional conversation in which the learner is led by an expert—through specific questioning, encouragement, and modeling—to expand and clarify her thinking about story, text, concept, and so on.

### **self-monitoring**

The reader is aware of her own word reading and comprehension or the limits of her comprehension and is able to "fix" gaps in meaning or answer her own questions about a text that arise as she reads.

### **shared reading**

Students and teacher read a text together, the teacher taking the lead and the students following along and actively participating; in the early grades, mostly involves lots of repeated reading of poems, stories, enlarged texts; with younger and older students, shared reading may also involve introduction to and demonstration of new genres and strategies.

### **shared writing**

Students and teacher compose a coherent text collaboratively, the teacher doing the writing while scaffolding children's language and ideas; often these texts become shared reading texts as well as published texts for guided and personal reading.

### **six traits**

Writing traits that many writers agree make up quality writing: content and ideas, organization, word choice, sentence fluency, voice, and conventions. Also the name of a published program that details the characteristics of each trait and trains teachers in using and evaluating each of the traits in students' writing.

### **skills**

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Automatic, learned responses that are the same for each situation; for example, knowing that a letter makes a particular sound.

### **strategies**

In-the-head mental thinking that learners construct for each unique learning situation in order to read, write, problem solve, and so on.

### **transitions**

In writing, coherent phrases or sentences that help the reader move seamlessly to another idea; comes from the Latin word transire, which means “to pass from one place to another.”

### **word sort**

Grouping words into different categories based on some criterion or characteristic; for example, finding all the words that begin with ‘p’.

### **word wall**

a place where frequently encountered words that the students are learning to read and write are posted; each word is listed under the corresponding letter of the alphabet that coincides with the beginning letter of the word; the words are often movable.

### **writing aloud**

Thinking out loud and speaking the words while composing text.

### **writing workshop/writers workshop**

A process approach to writing that includes planning, drafting, revising, editing, and publishing. The approach is not a rigid set of procedures but rather a flexible, problem-solving process that is greatly influenced by the audience and purpose for the writing.