

NEWPORT PUBLIC SCHOOLS
GLOSSARY
A Common Vocabulary for Literacy

Background Knowledge	The knowledge and understanding of the world that students have acquired through their everyday experiences.
Constructing Meaning	A process of making sense of text; by connecting one's knowledge with the print, the reader builds an understanding of what the text is about.
Context/Context Clues	Information from the surrounding text that helps identify or gives meaning to a specific word or phrase.
Cueing System	Any of the various sources of information that may aid identification of a word.
Decoding	Analyzing text in order to identify and understand individual words.
Genres	Different types of texts including: fiction, fantasy, poetry, historical fiction, biography, realistic fiction and informational books.
Grapho-phonics	Referring to the relationship between letters and the letter sounds of language.
Guided Reading	A method by which an experienced reader provides structure and purpose and models strategies in order to move readers towards independence.
Independent reading	Students read on their own. They choose their own books to read.
Inference	Drawing meaning from a combination of clues in the text (and from prior knowledge) without explicit reference to the text.
Informational Text	A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text.
KWL	A pre-reading strategy or during reading activity to support understanding in which the teacher and child develop a chart organized in 3 columns: (1) what the reader KNOWS about the topic, (2) what the reader LEARNS about the topic, (3) what the reader WANTS to know about the topic.
Literal	Accessing explicit information from text.

Miscue	Any substitution of a word in a text that a reader makes.
Miscue Analysis	An examination of reading errors or substitutions (miscues) as the basis for determining the strengths and weaknesses of the student's reading skills.
Modeling Reading	An experienced reader's oral reading of a text to aid students in learning strategies, understanding, intonation, and expression.
Narrative	A story, actual or fictional, expressed orally or in writing; a text that tells about a sequence of events.
Phonological Awareness	Awareness of the sound structure of language. It includes skills such as breaking sentences into words, breaking words into syllables, recognizing and producing rhyming words, and blending, segmenting and manipulating phonemes in spoken words.
Phonics	Teaching reading and spelling in a way that stresses the connection between letters and the sounds they represent-teaches the dissection of words into parts and then blending the sounds together again.
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.
Pre-reading Strategies	Activities that take place just before reading-these activities prepare the student for reading.
Read Aloud	The teacher reads a book to the children. Often this book is more difficult than the child can read on his/her own and includes picture books, stories, poems, non-fiction texts, etc.
Reader response journal	Provides an opportunity for student to write about what they are reading. The student may comment on the story, write about their favorite part, illustrate a part of the text, respond to open ended questions, relate the text to his/her own life, relate the book to their books, develop questions for discussion.
Reading Rate	The speed at which a person reads; generally measured as words per minute or

	words correct per minute.
Retell	Students tell in their own words what they have just read or heard.
Self-monitor	Metacognitive awareness and processes whereby the reader realizes that what is being read is or is not making sense, and adjusts reading strategies to improve comprehension.
Semantics	The study of the meaning in language-the analysis of the meanings of words, phrases, and sentences.
Shared reading	An interactive process in which the teacher and the students share in the reading and rereading of a range of literature including rhymes, songs, charts, and stories.
Shared writing	The teacher and the students work together to produce a piece of writing on a chart, overhead or chalkboard.
Sight Words	A word that is immediately recognized as a whole and does not require word analysis.
Summarize	To synthesize the important ideas in a text-identify and connect main ideas, eliminate unnecessary information, remember what they read.
Text Structure	A set of conventions that govern different kinds of texts such as character, plot, setting in fiction-comparison/contrast, cause/effect in non-fiction.
THINK-ALLOUD	Teachers demonstrating their thinking processes when reading
Syntax	The pattern or structure of word order in sentences, clauses and phrases-the grammatical rules that govern language.
Structural Analysis	The process of using strategies to figure out or to decode unfamiliar words.
Word Families	A group of words that share a common feature or pattern.