



Genesee County Literacy Dictionary

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Literacy Dictionary

Term

Definition

Accommodation

Service or support provided to help a student access the subject matter/instruction. Changes in a course, standard, or test's presentation, location timing/scheduling, expectations, student response, and/or other attributes necessary to enable a student with a disability to participate. Does not fundamentally alter or lower the standards or expectations of the course, standard or test.

Alphabetic Principle

The principle that letters are used to represent individual phonemes in the spoken word; critical insight for beginning reading and spelling. (LETRS Module 7)

Anchor Chart

Anchor charts provide a record of our instruction. They are co-constructed and record students' thinking about a text, lesson, or strategy so that we can return to it to remember the process. Anchor charts make both the teacher's and the students' thinking visible and concrete. These charts connect past teaching and learning to future teaching and learning. They can be added to and elaborated upon. (Strategies That Work by Harvey and Goudvis)

Assessment Wall

A visual tool to help chart the progress of students in guided reading/writing groups throughout the year. It is a problem-solving tool for supporting children in their progression of reading/writing development. (Shaping Literate Minds by Dorn and Soffos)

Audience

Audience for the piece of writing--reminds the writer that he/she must communicate ideas to someone else; helps the writer determine content and style. (6 + 1 Traits of Writing: The Complete Guide Grades 3 and Up by Culham)

Term***Definition***

Author's Chair

A special place where students share their written pieces with others. This usually lasts about 5-10 minutes. (Scaffolding Young Writers by Dorn and Soffos)

Author's Purpose

An author writes for many reasons. An author may give you facts or true information about a subject. Some authors write fiction stories or stories that are not true. They write these stories to entertain you. Other authors may write to persuade or to try to get you to do something.

Automaticity

Refers to the speed and accuracy of word recognition and spelling. Automaticity is the goal of word study instruction. Achieving automaticity in the mechanics of reading and writing frees cognitive resources for comprehension. (Words Their Way by Bear, Invernizzi, Templeton, Johnston)

Basal Reader

Textbooks used to teach reading and associated skills to schoolchildren. Commonly called "reading books" they are usually published as anthologies that combine previously published short stories, excerpts of longer narratives, and original works. A standard basal series comes with individual identical books for students, a "teacher's edition," of the book, and a collection of workbooks, assessments, and activities. Stories can also be used for shared reading. (http://en.wikipedia.org/wiki/Basal_reader)

Benchmarks

Detailed learning objectives. (<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>)

Best Practice

A shorthand emblem of serious, thoughtful, informed, responsible, state-of-the-art teaching. Teaching that is student-centered, active, experiential, authentic, democratic, collaborative, rigorous, and challenging. (Best Practice by Zemelman, Daniels, Hyde)

*Term**Definition*

Blends

Two or three letter sequences that are blended together. (Consonant blends - the L blends - bl, cl, etc. The r blends - br, cr, etc. And s blends, sc, sr, etc.) Although the letter sounds are blended together quickly, each one is pronounced. A two letter blend represents two sounds; a three letter blend represents three sounds. (Words Their Way by Bear, Invernizzi, Templeton, Johnston)

Book Boxes/Browsing Boxes

This is a way to organize a classroom library. Books may be organized in boxes, baskets, or any other container by level, genre, topic, author, etc. Book boxes may also be used for storage of an individual student's self selected/leveled books. (Teaching With Intention, Debbie Miller)

Book Introduction/Picture Walk

A brief and lively discussion in which the teacher interests the children in the story and produces an appropriate set for reading it. Teachers draw on students' prior knowledge/schema, explain important ideas and concepts, discuss the plot or theme, and help children discover important information in illustrations. The teacher may also discuss the characters, setting, unfamiliar vocabulary, and the structure of the text. (Guided Reading, Fountas and Pinnell)

Book Talk

A book talk is a very short "commercial" that tells just enough about a book to interest and motivate readers. It is usually done by a teacher or a student.

Browsing Boxes/Book Boxes

This is a way to organize a classroom library. Books may be organized in boxes, baskets, or any other container by level, genre, topic, author, etc. Book boxes may also be used for storage of an individual student's self selected/leveled books. (Teaching With Intention by Debbie Miller)

Term***Definition***

Character Action

Character Actions are the how and the what. They tell about what characters are doing and how they are doing it. The verbs you choose will make a big difference in the kind of picture a reader gets. (Teaching the Qualities of Good Writing by Portalupi and Fletcher)

Characters

People or animals in a story. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Choral Reading

Children read in unison using their voices to reflect the meaning in the text. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Chunking

Breaking a word or sentence down to manageable parts by blending sound segments in a word as a decoding strategy. Example: cat-ch w-in-dow. These chunks can be the natural breaks in words: syllables, an inflectional break, prefixes or suffixes, and/or consonant clusters. (Words Their Way-Bear, Invernizzi, Templeton, Johnson)

Classroom Library

The collection of books/writing that is stored inside the classroom. A classroom library should reflect a balance between familiar favorites and new material, and between fiction and non-fiction. (Reading for Life by Learning Media)

Coaching

Language prompts and coaching techniques are used to keep the learner actively engaged in the task. When students are learning a new task, teachers should use clear and precise language for directing the student's thinking for the task at hand. Excessive teacher talk can muddy the meaning and overload the student's working memory. (Shaping Literate Minds by Linda Dorn and Carla Soffos)

Term***Definition***

Components of Balanced Literacy

Read Aloud, Oral Language, Word Study, Shared Reading, Guided Reading, Literacy Workstation, Literature Circle, Independent Reading, Shared Writing, Interactive Writing, Modeled Writing, Guided Writing, Independent Writing

Comprehension

Comprehension links what is being learned to what is already known. It is the process of constructing meaning through the dynamic interaction between the reader's existing knowledge, the information suggested by the written language, and the context of the situation in which the learning is taking place. (MLPP K-3)

Concepts About Print

The Concepts About Print assessment provides a series of performance tasks that help us understand what children have learned about the way we use printed language, ie. knowing how to handle a book, where to begin reading, etc.

Conferring

Responsive and unique, but has a predictable structure that includes:
Research: Observe/interview to understand what child is trying to do, probe to glean more about the child's intention; name what the child has already done and remind them to continue to use in the future.
Decide: Decide whether you want to accept or alter the child's plan and processes. Decide what you will teach and how you will teach it.
Teach: Help the child get started doing what you hope he/she will do.
Intervene to lift the level of what the child is doing. Link: Name what the child has done and remind them to do that in the future. (The Conferring Handbook by Lucy Calkins)

Conflict

The kinds of clashes that create the problem; person versus person, society, nature, self. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Content/Ideas

Concentration on the content and ideas of the writing and to the development of the content and major ideas with appropriate details, examples, etc. (Profiles in Writing)

Term***Definition***

Context Clues

Information from the immediate textual setting that helps identify a word or word group. (The Literacy Dictionary by Harris and Hodges)

Conventions

Presentation of a piece of writing through accurate and effective use of writing form including: directionality, spacing, mechanics (capitalization, punctuation), grammar and usage, spelling, etc. (Profiles in Writing)

Co-Teaching

Co-teaching is understood as the simultaneous presence of the general education and special education teachers, who jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings. Now, co-teaching is a teaching approach adopted in a wide range of classrooms. 'Leave no child behind' remains the leading principle of co-teaching from the past decade. So, the first aim of co-teaching is to cater for learner diversity in classrooms. (Bauwens, J., Hourcade, J. J., & Friend, M. (1989). Cooperative teaching: A Model for General and Special Education Integration. Remedial and Special Education)

Cross-Checking

The reader uses more than one source of information, checking one against the others for meaning in a word, sentence, or phrase.

Daily 5

The Daily 5 is a management structure that helps students develop the daily habits of reading, writing, and working with peers that will lead to a lifetime of independent literacy. The Daily Five is a series of literacy tasks (reading to self, reading with someone, writing, word work, and listening to reading) which students complete daily while the teacher meets with small groups or confers with individuals. (The Daily 5 by Boushey and Moser)

Decoding

The process used by readers to analyze unknown words according to letter or letter parts, with the intention of determining the word's meaning. (Shaping Literate Minds by Doran and Soffos)

Term***Definition***

Derivative

The process by which new words are created from existing words, or development of a word from its historical origins. (Words Their Way by Bear, Invernizzi, Templeton, Johnston)

Details

Refers to writing with specificity, which has to do with the words a writer chooses--nouns and verbs that describe exactly what happened or is being talked about, as well as adjectives and adverbs to enhance those nouns and verbs. A writer that includes precise details chooses words that help convey the meaning of the piece. The main details that students add are setting, physical description, character actions, dialogue and thoughtshots/internal thinking. (Assessing Writers by Carl Anderson)

Detour Study

This is an optional writing unit recommended for some kindergarten classes and for some classrooms filled with English language learners. This unit provides a way to help children focus both on the fact that writing represents the world, has real-world purposes, and on the graphophonics involved in turning oral language into print. Children focus on hearing and recording sounds in words. They label and make lists. (Nuts and Bolts by Lucy Calkins)

Developmental Reading Assessment (DRA & DRA2)

A comprehensive, accurate, research-based assessment that helps target instruction for student success in reading. Students are assessed on oral reading and comprehension. (Pearson Learning, (2008). Developmental Reading Assessment. Retrieved November 25, 2008, from Pearson Web site:
<http://www.pearsonschool.com/index.cfm?locator=PSZ1Vt&PMDbSiteID=2781&PMDbSolutionID=6726&PMDbSubSolutionId=21370&PMDbProgramId=23661&level=4&prognav=po>)

Term***Definition***

Dialogue

A conversation between two or more characters; Used to build a scene or to show character. (The Revision Toolbox by Georgia Heard)

Dialogue is talk that is written down in a story as if a character was speaking. (Teaching the Qualities of Writing by Portalupi and Fletcher)

Dialogue, as much as anything else, reveals the character to the writer and, ultimately to the reader. "I don't have a very clear idea of who the characters are until they start talking." Joan Didion

DIBELS

DIBELS (Dynamic Indicator of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. (<https://dibels.uoregon.edu/dibelsinfo.php>)

Differentiated Instruction (DI)

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. (<http://www.readingrockets.org/article/263>)

Digraphs

Two letters (two vowels, or two consonants) that represent one sound. Example - ph = f. (Words Their Way by Bear, Invernizzi, Templeton, Johnston)

Directionality

The left-to-right direction used for reading and writing English. (Words Their Way by Bear, Invernizzi, Templeton, Johnston)

*Term**Definition*

Draft

The fluent, tentative writing produced early in the process, when the writer's focus is on content and meaning. (Teaching the Qualities of Good Writing by Portalupi and Fletcher)

Early Reader

Child is in full control of early strategies and can read appropriately selected texts independently once the teacher has introduced them. Their teachers are concerned with helping them more fully develop their ability to search, check, and use multiple sources of information. (Guided Reading, Good First Teaching for All Children by Fountas and Pinnell)

Early Stage of Writing

A period of literacy development when learners are able to acquire more skills with print. They can attend more actively to the composing process. Early writers are learning to self monitor their own work. (Scaffolding Writers by Linda Dorn and Carlos Soffas)

Editing

Before writers share their writing they look over what they've written and decide whether or not to change the way they have written sentences and used punctuation. When writers edit their writing, they also look for errors in spelling, punctuation, and grammar and correct them. (Assessing Writers by Carl Anderson). The process of rereading a text and correcting mechanical errors according to the standard conventions of language. (Writing Workshop by Fletcher and Portalupi)

Emergent Reader

Child is just beginning to control early behaviors such as directionality and word-by-word matching. They use pictures to support meaning and rely on language as a strong cueing system. Teachers move from shared to guided reading, focusing on helping children independently read texts that are easy for them and that they have read before. (Guided Reading, Good First Teaching for All Children by Fountas and Pinnell)

Term**Definition**

Ending

The ending of a story, how a story ends; for example, circular ending, emotional statement, or surprise ending. (The Revision Toolbox by Georgia Heard)

Examples

An instance illustrating the topic or theme addressed. Examples add to the understanding of the instance. For example students writing to the theme of helping will provide an instance when they helped and describe instance in full detail.

Expository Text

This is an informational text presented in book, article, or paragraph form.

Facts/Questions/Responses (FQR)

FQR is a note-taking scaffold of Facts/Questions/Responses to sort out details, relationships, and important ideas in information-laden texts. (Strategies That Work by Stephanie Harvey & Anne Goudvis)

Fading

As the learner becomes more competent, the expert relinquishes personal responsibility for performing the task. The true test of learning takes place when a student applies the knowledge, skills, and strategies gained from teacher-assisted lessons to independent work. (Shaping Literate Minds by Linda Dorn and Carla Soffos)

Feedback

Specific descriptions and suggestions with a particular student's work. It's just-in-time, just-for-me information delivered when and where it can do the most good. (How to Give Effective Feedback to Your Students by Susan M. Brookhart)

Fluency

A reader's expression, phrasing, and speed as he/she reads a text; the term "fluent" describes a level of automaticity, accurate word recognition, and reading that is correlated with better comprehension. (<http://www.naperville203.org/assets/literacydictionary.pdf>)

Term***Definition***

Focus Lesson/Mini Lesson

The teacher directly instructs the whole class in a skill, strategy, or habit that they need to learn and use during independent work. These lessons are brief, explicit teaching opportunities that follow a certain architecture. The architecture includes: Connection, Teaching Point, Active Engagement, and Link to Ongoing Work. (Growing Readers by Kathy Collins & The Art of Teaching Writing, Lucy Calkins)

Free Write

Creating a space in the day when children are very free to experiment, explore, and approximate with writing. (About the Authors: Writing Workshop with Our Youngest Writers by Katie Wood Ray)

Frustration Reading Level

Student's reading accuracy and/or comprehension is 89% or below.

Genre Definitions

See the Genre Project located on the Michigan Department of Education's website. (www.michigan.gov/mde)

Graphic Organizer

A visual framework or structure for capturing the main points of what is being read, which may include concepts, ideas, events, vocabulary or generalizations. Graphic organizers allow ideas in text and thinking processes to become external by showing the interrelatedness of ideas, thus facilitating understanding for the reader. (For example: KWL, Venn Diagram, Story Map, Story Web, T-Chart)
<http://www.fcrr.org/Curriculum/glossary>

Term***Definition***

Guided Reading

In guided reading the teacher works with a small group of children who use similar reading processes and are able to read similar levels of text with support. The purpose of guided reading is to enable children to use and develop strategies "on the run". The ultimate goal in guided reading is to help children learn how to use independent reading strategies successfully. Guided reading also involves ongoing observation and assessment that informs the teacher's interactions with individuals in the group, helps the teacher select appropriate texts and know when to move students from group to group. (Guided Reading Good First Teaching for all Children by Irene Fountas & Gary Su Pinnell)

Hearing and Recording Sounds in Words

An observation/assessment task during which the child is called upon to listen to the sounds in words in sequence and to find the letters to represent those sounds. (An Observation Survey 2nd Edition by Marie Clay)

High Frequency Words

The words that appear most often in printed materials. Houghton Mifflin Harcourt Education Place
<http://www.eduplace.com/rdg/res/frequent.html>

Independent Daily Reading (IDR)

Provides an opportunity for students to be in charge of their own reading, by choosing their own books, by doing their own reading, and by taking responsibility to work through the challenges of the text. The teacher is engaged in conferencing with students about their reading. (MLPP 3-5 Module, Genesee County GISD)

Independent Reading Level

The level at which an individual works on their own, without need of instructional support. Behaviors demonstrate a high degree of accuracy, speed, ease, fluency, and comprehension. Reading is at an accuracy rate of 95-100% correct. (Words Their Way by Bear, Invernizzi, Templeton, Johnston and An Observation Survey 2nd Edition, Marie Clay)

Term***Definition***

Inference

Drawing meaning from a combination of clues in the text without explicit reference to the text. "The sky was dark and cloudy so I took my umbrella." We can infer that it might rain even though the text does not say that. Reading between the lines.
(<http://www.bnkst.edu/literacyguide/terms.html>)

Instructional Reading Level

When a child reads a text at between 90%-94% accuracy level, this is called an instructional level because it indicates an appropriate level for this child to learn from. The record will contain evidence of problem-solving because it will contain some error. Teachers can then observe how children work at monitoring their own reading. In the young reader we can hear and record how the child is problem solving also called processing the information, but as readers become more proficient more of the processing is hidden from view, worked out in the child's head before the response is made. (An Observation Survey 2nd edition by Marie Clay)

Interactive Writing

This technique is used primarily in kindergarten and first grade classrooms. It is the shared experience between the teacher and a small group or a whole group of children who collaboratively write a text. Each child uses his or her colored marker to contribute known letters and words, and the teacher writes the rest. The personalized markers provide the teacher with ongoing documentation of the children's growth. Focuses on developing the following reading and writing behaviors: directional movement and one-to-one matching; concepts of letter, word, and punctuation; sounds in words; letter knowledge; familiarity with some frequently encountered words; rereading and predicting strategies. (Apprenticeship in Literacy: Transitions Across Reading and Writing by Linda Dorn, Cathy French, and Tammy Jones)

Internal Thinking/Thoughtshots

Internal thinking/thoughtshot in fiction is simply a look at what a character is thinking or feeling. It gives the reader and writer a reason to be interested. (Reviser's Toolbox by Barry Lane)

Term***Definition***

Intervention

Providing instruction to struggling readers to stop further failure and help them make adequate yearly progress. Cooper, Chard, Kieger (2006) *The Struggling Reader: Interventions that Work*.

Invented/Developmental/Emergent/Temporary Spelling

Spelling patterns that young students demonstrate as they move toward correct or conventional spelling.
(<http://www.naperville203.org/assets/literacydictionary.pdf>)

Investigations

Using reading, writing and a variety of media resources including technology, students explore topics in-depth. May include an oral presentation or display. Teacher provides guidelines, a structure, and a time line, as well as explicit instruction as appropriate. (*Guiding Readers and Writers* by Fountas, Pinnell)

Journal

Personal record or elaborated diary written in response to one's life and events. Journals chronicle our lives, include reflections and express emotions. (Genre Project, MDE)

Just Right/Good Fit Books

Books that are at the child's independent reading level (95%-100% accuracy and comprehension), fit the child's purpose for reading, and capture the child's interest. (*The Daily 5* by Gail Boushey and Joan Moser)

KWL

A three-columned chart (What you think you KNOW, What you WANT to know, What you LEARNED) co-constructed by the teacher and students.

Language Experience Approach/Stories

An approach to reading instruction based on activities and stories developed from personal experiences of the learner. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of the word with the spoken. (*Theories of Reading in Dialogue* by Thomas McCormick)

Term***Definition***

Lead

The beginning of a story, how a story starts; for example: a question, an image, an action, or a surprise.

Leveled Books

Books organized in a gradient of difficulty so that teachers can use the collection as a foundation for moving children along in their development of reading. Text features, layout, genre, language, and vocabulary are all taken into consideration when leveling books. (Matching Books to Readers by Fountas and Pinnell)

Linguistic Spillover

The ability to incorporate the features of text in writing or retellings i.e., linguistic forms, structures, concepts, and conventions or writing or sounding "like the author." (Batzle, J. Assessment to Instruction Genre Study in Fiction Focus in Retelling Grades K-2 (2005))

Literacy Work Stations

An area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy. A variety of activities reinforce and/or extend learning. Children practice reading, writing, speaking, listening, and working with letters and words. It is about process not product. (Literacy Work Stations by Debbie Diller)

Literary Devices

Refers to specific aspects of literature, in the sense of its universal function as an art form which expresses ideas through language.

Literature Circle

Small, temporary, peer-led discussion groups whose members have chosen to read the same story, poem, article, or book. Each member prepares to take specific responsibilities in the upcoming regularly scheduled discussion meetings, and everyone comes to the group with the notes needed to help perform that job. When they finish a book, the circle members may share highlights of their reading with the wider community; then they trade members with other finishing groups, select more reading, and move into a new cycle. (Literature Circles, Voice and Choice in Book Clubs & Reading Groups by Harvey Daniels)

Term***Definition***

Making Meaning

A program that uses read-aloud books that have been carefully chosen to explicitly teach the comprehension strategies known to be used by good readers. The program is a year-long, K-8 curriculum that teaches students to make sense of text and to be responsible partners who can support their own opinions and appreciate and respect the ideas of others. (Developmental Studies Center)

Meaning, Structure, and Visual Cues (MSV)

Analysis of reading miscues. M=Meaning (does it make sense?), S=Structure (is it grammatically correct up to the point of the error?), V=Visual (looking at the letters of the word, beginning, middle, ending--do some of the letters in the error match with letters in the text?). (Observation Survey by Marie Clay)

Mentor Text/Touchstone

A piece of literature that we can return to again and again as we help our young writers learn how to do what they may not yet be able to do on their own. (Mentor Text by Dorfman and Cappelli)

Mentoring

A teacher mentor, or teacher coach, helps mentor new teachers by giving ongoing guidance on areas of lesson planning, classroom management and classroom organization. Usually, teacher mentors are teachers themselves and have undergone similar challenges that first year teachers know well.
(http://teacher-mentorship.suite101.com/article.cfm/teacher_mentors)

Metacognition

Being aware of one's own thinking and concepts, reflective debriefing and questioning which allows one to monitor his/her work and thinking. (Best Practice by Zemelman, Daniels, Hyde)

Michigan Content Standards

A set of learning expectations developed by parents, educators, business leaders, and university professors to assist schools in the development of local district curricula.
(<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>)

Term***Definition***

Michigan Grade Level Content Expectations (GLCEs)

A document that aligns what is taught with what is assessed.
(<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>)

Michigan Literacy Progress Profile (MLPP)

A collection of assessments that provides valuable information about the child's learning strengths to the teacher. The teacher uses this information to select the best instructional practices for the child, thus moving the child toward increased academic achievement. (MLPP K-3)

Mini Lesson/Focus Lesson

The teacher directly instructs the whole class in a skill, strategy, or habit that they need to learn and use during independent work. These lessons are brief, explicit teaching opportunities that follow a certain architecture. The architecture includes: Connection, Teaching Point, Active Engagement, and Link to Ongoing Work. (Growing Readers by Kathy Collins & The Art of Teaching Writing, Lucy Calkins)

Modeled Writing/Writing Aloud

A shared experience between the teacher and the children. The teacher thinks aloud as she demonstrates the composing process and applies problem solving strategies for working on words within the text. Through clear demonstrations and active participation, the children learn what writers do; and they use this knowledge in independent journal writing activities. The purposes of modeled writing include: to demonstrate the composing process with an emphasis on building a meaningful message for a particular audience; to demonstrate rereading strategies for checking, clarifying, and extending meaning; to model how to do a written retelling that includes all important elements and expressive dialogue for recording an interesting story; to demonstrate how to use figurative language in written compositions. (<http://www.arliteracymodel.com/>)

*Term**Definition*

Modeling

The teacher provides the learner with clear models for accomplishing different parts of the task. Based on their observations of children's cognitive behavior during reading and writing tasks, teachers use modeling techniques, including clear demonstrations and explicit language, that advance children's learning to a higher level. It is not so much that the teacher provides a model to imitate. Rather, it is that the teacher can become a part of the student's internal dialogue - somebody whose respect he wants, someone whose standards he wishes to make his own. (Shaping Literate Minds by Linda Dorn and Carla Soffos)

Modifications

Curriculum modifications occur when the student is taught something different from the rest of the class or is taught at a different level of complexity. Fundamentally alters or lowers the standard of expectations of the course, standard or test

Morning Message

Provides information and group academic work through a message written by the teacher on a chart each day, can also be used interactively during morning meeting. (The Morning Meeting Book by Kriete)

Narrative Text

Telling a sequence of events, often, but not always, in chronological order. It is a story involving events, characters, and what the characters say and do. It can be fact or fiction. The narrative can begin from the start and work its way to the conclusion or it can begin in the middle of the action, then recount earlier events through the characters' dialogue, memories, or flashback. (Genre Project)

Nonfiction Text Features

Photographs, diagrams, close-ups, cut-aways, maps, charts, tables, graphs, etc. that are found in informational text. (Strategies That Work by Harvey and Goudvis)

Term***Definition***

Observation Survey

A collection of systematic observation measurement tasks. These tasks help teachers observe a child's oral language, knowledge of Concepts about Print, oral reading, letter knowledge, reading and writing vocabulary, and hearing and recording sounds in words. (An Observation Survey of Early Literacy Achievement by Marie Clay)

One-to-One Correspondence

The ability to point and match word-by-word while reading continuous text. Demonstrating the concept of a word. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Oral Language

Improving ability to talk or communicate more effectively. It involves thinking, knowledge, and skills and requires practice and training.

Organization

The structure of a piece of writing with logical sequence, flow, cohesion, coherence, unity, effective leads, transitions, and conclusions, sense of wholeness. (Profiles in Writing)

Orthographic Awareness/Orthography

Refers to the writing system of language, specifically, the correct sequence of letters, characters, or symbols

PATF

Purpose, Audience, Topic, Form (Genre). A memory tool used by students to guide their writing.

Personal Narrative/Small Moment

Written in first person, it documents a person's experience. It could tell of a single life shaping event, or simply a mundane daily experience. (Genre Project, MDE)

Term***Definition***

Phonemic Awareness

The specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. The word *mat* for example has three phonemes, /m/ /a/ /t/. Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills.
(<http://www.readingrockets.org/helping/target/phonologicalphonemic>)

Phonics

The study of the relationships between letters and the sounds they represent. (LETRS Module 2, Moats)

Phonological Awareness

A broad skill that includes identifying and manipulating units of oral language-parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like *money* and *mother*. (www.readingrockets.org)

Physical Description

Physical description of a person, place or thing in order for the reader to visualize what is written.

Picture Book

A book in which the illustrations are as important as the text, both contributing to the telling of the story. (The Literacy Dictionary by Harris and Hodges)

Picture Walk/Book Introduction

A brief and lively discussion in which the teacher interests the children in the story and produces an appropriate set for reading it. Teachers draw on students' prior knowledge/schema, explain important ideas and concepts, discuss the plot or theme, and help children discover important information in illustrations. The teacher may also discuss the characters, setting, unfamiliar vocabulary, and the structure of the text. (Guided Reading by Fountas and Pinnell)

Term***Definition***

Plot

The problem of the story and the events that follow. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Point of View

Refers to the narrator's perspective. This perspective guides the reader. Usually, we see the problem through the eyes of the main character (protagonist), and our expectations are shaped by this individual's attitudes. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Prediction

Thinking about what will follow after viewing pictures and/or while reading continuous text. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Prefix

An affix attached at the beginning of a base or root word. (Words Their Way by Bear, Invernizzi, Templeton, Johnston)

Primary Units of Study

The series is comprised of nine small books and a CD. The first book, *The Nuts and Bolts of Teaching Writing* will equip you to teach a productive, well-managed writing workshop, introduce you to the methods which underlie all writing instruction, and help you plan a yearlong curriculum in the teaching of writing. Then, each of the seven unit books will support 4-6 weeks of that yearlong curriculum, helping you plan goals, minilessons, and shares for that unit. The *Conferring Handbook* offers you support in your conferring in each unit, and the CD offers resources and reproducibles to support you throughout the year's writing workshop.
(<http://www.unitsofstudy.com/series.asp>)

Prior Knowledge / Schema

A combination of the learner's preexisting attitudes, experiences and knowledge. (The Strategic Teaching and Reading Project Guidebook)

Problem

The central issue or conflict that characters in the story face.
(Teaching for Comprehending and Fluency by Fountas and Pinnell)

Term***Definition***

Progress Monitoring

Students are assessed frequently and their scores are graphed across time to show progress. The progress monitoring tool is used to determine whether a student is responding adequately to the instructional program and to inductively design individualized instructional plans for students who are unresponsive to a validated or researched-based instructional program. (Fuchs, Fuchs, Vaughn (2008) Response to Intervention)

Qualitative Reading Inventory (QRI)

An individually administered informal reading inventory designed to provide diagnostic information about (1) conditions under which students can identify words and comprehend text successfully, and (2) conditions that appear to result in unsuccessful word identification, decoding, and/or comprehension. It is designed to provide a variety of different opportunities to observe a student's reading behavior. (Qualitative Reading Inventory-3 by Leslie and Caldwell)

Quick Write

A short, focused writing in response to a specific prompt given by the teacher. The students have about 5-7 minutes to respond. The students are told to express their thoughts in writing without concern for the mechanics of writing. (<http://forpd.ucf.edu/strategies/quick-write-strategy-Oct08.html>)

Read Aloud

The teacher reads aloud a story purely for enjoyment. Read Aloud provides opportunities to expose children to wonderful literature, beautiful story language, a range of vocabulary, and beloved authors. (Growing Readers by Kathy Collins)

Read Aloud with Accountable Talk

The teacher models the work that readers do to comprehend text and foster ideas and theories about stories and characters. Children concentrate on using strategies for comprehension and having accountable conversations while the teacher is reading aloud. Strategies addressed include using schema/making connections, retelling, wondering/questioning, visualizing, making inferences, understanding text structure, and determining importance. (Growing Readers by Kathy Collins)

Term***Definition***

Reader's Notebook

A place for students to record and reflect on their growth as readers. It has five main sections. Reading Log and Response: Keep track of completed and started and abandoned books, favorite lines of text, write assigned or unassigned responses, questions or thoughts. Books I Want to Read: Students write book reviews, collect photos, make lists of books they want to read. Read Aloud: Students respond to class read aloud, keep track of their thinking and practice a strategy, and is a record of books read aloud. Me as a Reader: Readers record thoughts about themselves as readers. Strategies and Mini-lessons: Students keep track of specific lessons using primarily short texts and record questions they had when reading. (Still Learning to Read by Sibberson and Szymusiak)

Reader's Theater

Students perform a text, such as a story, a chapter, or a scene orally. They reread the text with the goal of using their voices to interpret the meaning of the text. Reader's theater does not require props, costumes, or memorization. The text is read, not memorized. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Reading

The process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. (Michigan Department of Education)

Reading Clubs

A couple of students reading and talking about a small collection of books that go together in some way. Through their reading and talking, the students grow ideas and grow expertise. (Kathy Collins)

Reading Recovery

Reading Recovery is a short-term early literacy intervention for the most struggling readers and writers in the first grade.

Term***Definition***

Reading Workshop

An organized set of language and literacy experiences (typically, a mini-lesson, individual reading, conferencing, sharing) designed to help students become more efficient readers. May include independent reading, guided reading, and literature study. (Guiding Readers and Writers by Fountas, Pinnell)

Recount

To use the exact words to tell the events in a story.
(www.encyclopedia.com)

Resolution

The point in the story when the problem is solved (and how it is solved). (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Retelling

A comprehension assessment that observes the child's strategic thinking. It synthesizes layers of information that is a window into the thinking and experience of a reader. (Batzle, J. Assessment to Instruction Genre Study in Fiction Focus in Retelling Grades K-2 (2005))

Revision

Revision involves changing the meaning, content, structure, or style of a piece of writing rather than the more surface changes that editing demands. Getting perspective and really re-seeing our writing is at the core of revision. Revision literally means "to see and see again."
(The Revision Toolbox by Georgia Heard)

RtI (Response to Intervention)

A multi-tiered prevention system that typically incorporates three tiers, with each tier providing increasingly more intensive instruction. General education is the first tier. The second tier is typically accomplished with a standard, validated, small-group tutoring protocol. When this tutoring proves unsuccessful for a given student, then a third tier of intervention is implemented. This third tier is typically individualized to meet the students' special learning needs. Fuchs, Fuchs, Vaughn (2008) Response to Intervention.

Term***Definition***

Running Record

A written record, using a series of symbols, that documents how a student read aloud a text and provides information about a student's current reading proficiency; includes mispronunciations, self-corrections, re-readings, record of accuracy, etc.
(<http://www.naperville203.org/assets/literacydictionary.pdf>)

Scaffolding

A temporary support that teachers create to help children extend current skills and knowledge to a higher level of competence. The teacher's selective intervention provides a supportive tool for the learner, thereby allowing the learner to successfully accomplish a task not otherwise possible. A scaffold is designed with just the right amount of support to enable the child to achieve the goal of the instructional task. Scaffolding closes the gap between task requirements and the skill level of the learner. As the child's competence on the task increases, the scaffold is removed, to be replaced by support at a higher level. An essential quality of a scaffold is that it be self-destructive. (Shaping Literate Minds by Linda Dorn and Carla Soffos)

Schema/Prior Knowledge

A combination of the learner's preexisting attitudes, experiences and knowledge. (The Strategic Teaching and Reading Project Guidebook)

Self Assessment

Monitoring your own progress, knowing when to ask for help, and/or being able to follow a rubric. (Best Practice by Zemelman, Daniels, Hyde)

Self-Correct (SC)

Student notices errors and corrects them while reading. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Self-Monitoring

Strategies that operate in unconscious ways to check whether reading sounds right, looks right, and makes sense. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Term***Definition***

Setting

Time and place of the story. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Share (Reader's Workshop)

Another teaching opportunity after the workshop. Can be used as a mini-lesson reinforcement, mini-lesson add-on, mini-lesson preview, or a problem-solving opportunity. (Growing Readers by Kathy Collins)

Share (Writer's Workshop)

At the end of the workshop (after writing time) teachers gather students in a share session in which we follow up on the minilesson. The share sessions have a teaching point, and they function almost as a separate and smaller minilesson. (Units of Study for Primary Writing: A Yearlong Curriculum by Lucy Calkins)

Shared Reading

Teachers gather their students around a single text, such as a Big Book, poem, basal, or text on an overhead. All children can easily see the text and illustrations, and the teacher and students together read and think about the shared text. (Growing Readers by Kathy Collins)

Shared Writing

This approach helps learners at all levels to develop their control of language through an experience which provides the basis for thinking, talking, writing, and reading. The teacher's role in this approach is to help the learner understand that what has been experienced can be talked through, that the talk can be written down, that the writing can be refined, and finally read by others. In this approach, the teacher will act as the scribe. (Dancing with the Pen: The Learner as a Writer by The Ministry of Education)

Show, Don't Tell

Writers show how they felt rather than just tell their feelings. The writer uses words to show the reader how the character felt. (The Craft of Revision by Lucy Calkins)

Term***Definition***

Sight Word Decodable List

Tool for gathering information about how well children are learning sight or high frequency words.

Sight Words

Words recognized and pronounced immediately "at first sight". The term sight words does not necessarily mean high frequency words, phonetically irregular words, or lists of words. A sight word is simply any known word regardless of its frequency or phonetic regularity. (Words Their Way by Bear, Invernizzi, Templeton, Johnston)

Skills

Proficiency that is acquired or developed through training or experience; special ability or expertise enabling one to perform an activity very well. It is something that is observable. (www.thefreedictionary.com)

Small Moment/Personal Narrative

A small moment/personal narrative, written in first person, documents a person's experience. It could tell of a single life shaping event, or simply a mundane daily experience. (Genre Project, MDE)

Small Moments

Children learn to take the everyday events of their lives and make them into focused, well-structured stories-doing their very best to communicate those stories through pictures and through more and more writing. (Small Moments: Personal Narrative Writing by Lucy Calkins & Abby Oxenhorn)

Stamina

Increasing the amount of time that can be spent on a specific task. If you don't improve your reading and writing stamina, these become frustrating and yield little pleasure or results. Example: Children may not be able to read or write for 40 minutes at the beginning of the school year, but by starting out with a three minute read or write and building up little by little, students will increase their stamina for reading and writing tasks. (The Daily 5 by Gail Boushey & Joan Moser)

Term***Definition***

Story Maps

A visual model that depicts the major characters (or subjects) or events in a text, and typically indicates some type of movement (beginning to end, periods in history.) Often contains story elements. (Guiding Readers and Writers by Fountas, Pinnell)

Strands

The individual areas within the content area (i.e. K - 2 ELA is composed of four strands 1) Reading, 2) Writing, 3) Speaking and Listening, 4) Viewing. (www.michigan.gov/mde)

Strategy Groups

Pairs or small groups of students with similar needs work with the teacher on understanding and applying reading strategies. (www.scholastic.com)

Strategy or Strategic Action

An intentional plan that readers use to help themselves make sense of their reading. They are flexible and can be adapted to meet the demands of the reading task. Good readers use lots of strategies to help themselves make sense of text. (Still Learning to Read by Sibberson and Szymusiak)

Mental process you use to accomplish some goal. (Cunningham, P.)

Style/Voice

The ability/attempts to engage and interest the reader through stylistic elements and techniques such as: descriptive detail, precise word choice, sentence variety, strong verbs, humor, figurative language, personal reflection, etc. (Profiles in Writing)

Suffix

An affix attached at the end of a base or root word. (Words Their Way by Bear, Invernizzi, Templeton, Johnston)

Term***Definition***

Summarizing

When we summarize information during reading, we pull out the most important information and put it in our own words to remember it. Each bit of information we encounter adds a piece to the construction of meaning. Our thinking evolves as we add information from the text. (Strategies That Work by Stephanie Harvey & Anne Goudvis)

Summary

Reconstruct the essence of the text. Highly selective, including only important information that is necessary. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Synthesizing

A process akin to working a jigsaw puzzle. In the same way that we manipulate hundreds of puzzle pieces to form a new picture, students must arrange multiple fragments of information until they see a new pattern emerge. Sometimes when we synthesize, we add to our store of knowledge and reinforce what we already know. Other times, we merge new information with existing knowledge to understand a new perspective, a new line of thinking, or even an original idea. Our thinking may evolve slowly over time...or we may have a flash of insight based on startling, new information. (Strategies That Work by Stephanie Harvey & Anne Goudvis)

Text to Self Connections T-S

Linking the text to our life. (Strategies that Work by Harvey and Goudvis)

Text to Text Connections T-T

Connecting big ideas and themes across texts. (Strategies That Work by Harvey and Goudvis)

Text to World Connections T-W

To link text to the larger world. Connections to build social studies and science topics. (Strategies That Work by Harvey and Goudvis)

Theme

The main idea or unifying ideas told through the story by the writer. (Teaching for Comprehending and Fluency by Fountas and Pinnell)

Term***Definition***

Think Aloud

During a think aloud, teachers model their thinking processes by verbalizing their connections, questions, inferences, and predictions. (<http://www.fcrr.org/curriculum/glossary>)

Thought Shots/Internal Thinking

A thoughtshot/internal thinking in fiction is simply a look at what a character is thinking or feeling. It gives the reader and writer a reason to be interested. (The Reviser's Toolbox by Barry Lane)

Touchstone/Mentor Text

A piece of literature that we can return to again and again as we help our young writers learn how to do what they may not yet be able to do on their own. (Mentor Texts by Dorfman and Cappelli)

Trade Books

Published literature produced primarily to give children spontaneous pleasure, and not primarily to teach them. Commonly known as library books.

Transitional Reader

A period of literacy development when learners are becoming fluent in reading easy materials and silent reading becomes the preferred mode of reading. There is some expression in oral reading. This stage is in between the beginning and intermediate stages of literacy development. (Words Their Way by Bear, Invernizzi, Templeton, Johnston)

Understanding by Design (UbD)

UbD is a way of thinking more purposefully and carefully about the nature of any design that has understanding as the goal. It is a three-stage approach to planning curriculum that is referred to as "backward design." Stage 1: Identify desired results; Stage 2: Determine Acceptable Evidence; Stage 3: Plan Learning Activities. (Understanding By Design by Wiggins and McTighe)

Venn Diagram

An overlapping circular chart that is created in order to compare and contrast any subject or topic.

Term***Definition***

Visualizing

Create mental images of characters, events, setting, and/or ideas.
(Keen's (1997) Major Point Interview)

Vocabulary

Refers to all words of our language. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading, and writing.
(<http://www.fcrr.org/curriculum/glossary>)

Word Study

Students explore word meaning and the connections between words. Word study occurs in hands-on activities that mimic basic cognitive learning processes: comparing and contrasting categories of word features and discovering similarities and differences within and between categories. Children examine, discriminate, and make critical judgments about speech sounds, spelling patterns, and meaning. They use pictures and words to illustrate principles of similarity and difference. (Pinnell/ Fountas (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Bear, D. et al, (2008) *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*)

Word Wall

A visual aide that categorizes important words by beginning letters; can be used for a variety of word-study activities.
(<http://www.naperville203.org/assets/literacydictionary.pdf>)

Writer's Craft

The literary devices or elements a writer uses to intentionally improve their writing. For example "show/don't tell". (Guiding Readers and Writers by Fountas, Pinnell)

Writer's Notebook

Gives students a place to live like a writer, not just in school during writing time, but wherever they are at any time of the day. Writers collect ideas and experiment with writing techniques in a risk-free manner. (A Writer's Notebook by Ralph Fletcher)

Term***Definition***

Writing Aloud/Modeled Writing

A shared experience between the teacher and the children. The teacher thinks aloud as she demonstrates the composing process and applies problem solving strategies for working on words within the text. Through clear demonstrations and active participation the children learn what writers do and they use this knowledge in independent journal writing activities. The purposes of modeled writing include: to demonstrate the composing process with an emphasis on building a meaningful message for a particular audience; to demonstrate rereading strategies for checking, clarifying, and extending meaning; to model how to do a written retelling that includes all important elements and expressive dialogue for recording an interesting story; to demonstrate how to use figurative language in written compositions. (<http://www.arliteracymodel.com/>)

Writing Rubric

An assessment tool that clearly states the standards to which a piece of writing must be held in order to receive a specific evaluation. Used by both students and teachers to develop common language and understandings in order to evaluate writing. (Fletcher, R. and Portalupi, J. (2001) *Writing Workshop: The Essential Guide*)

Writing Vocabulary

A tool for analyzing how children are internalizing and applying spelling patterns and rules. (Observation Survey by Marie Clay and MLPP)

Writing Workshop

The daily workshop begins by gathering students together and teaching them something about good writing. This ritual is sometimes called a minilesson and only lasts a few minutes. It is generally followed by workshop in which students work on their current pieces of writing and confer with their teachers and peers. It ends with an entire class meeting to respond to several students' work in progress. It is deliberately kept predictable because the work at hand and the changing interactions around that work are so unpredictable and complex. (*The Art of Teaching Writing* by Lucy Calkins and *The Writing Workshop a World of Difference* by Lucy Calkins and Shelley Harwayne)

Term

Definition

ZPD (Zone of Proximal Development)

A term coined by the Russian psychologist Vygotsky referring to the ripe conditions for learning something new. A person's ZPD is that zone which is neither too hard nor too easy. The term is similar to the instructional level.

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