

Reading Defined

Disclaimer: The following definitions are the simplest way that I can think of to explain various reading terms. Some terms are highly controversial. The definitions stated here are meant to give you a basic idea of what the terms mean. You can conduct a Google search on any of the terms and finds oodles of articles for further reading.

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| SHARED READING | <p>In a shared reading lesson, the teacher reads the text while the children read along. The children might read silently while the teacher reads aloud, or they might choral read or echo read. Sometimes the teacher might read some parts aloud while the children listen; read some parts aloud while the children read along silently; read some parts aloud while the children read along chorally or echo. During a shared reading lesson the teacher might stop and think out loud, or she might stop and ask questions. She might conduct a quick discussion to facilitate thinking about the text. Shared reading is an interactive shared experience. The text is generally short. The teacher might use a picture book, a poem, a short story or article. Sometimes the teacher places the text on the overhead or under an ELMO projection device. Sometimes each child has their own copy of the text. Sometimes the teacher might write the text in large print on chart paper or use a big book. Shared reading experiences are appropriate for all grade levels. Excellent examples of shared reading can be found in Regie Routman's book, <u>Reading Essentials</u>.</p> |
| READING WORKSHOP | <p>Reading Workshop consist of three main components: mini-lesson, reading time, and share time. The mini-lesson is a 5 - 20 minute whole class lesson. During reading time, students might read independently, with a partner, with the teacher or work in literacy centers. The teacher conducts one on one conferences, small guided reading groups and one on</p> |

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| | <p>one assessments during reading time. During share time the class comes back together to share their reading experiences.</p> |
| GUIDED READING | <p>Guided reading can be conducted with the whole class, a small group or one on one. Most teachers think of guided reading as a time when a teacher is working closely with a small group of children. Some teachers form permanent groups for guided reading and have the groups rotate through centers. Some teachers form temporary small groups based on a common need. During guided reading a teacher might support reading, model reading or work on vocabulary and reading skills with hands-on activities.</p> |
| MINI-LESSON | <p>A mini-lesson is a focus lesson that lasts for a short time period. It generally consists of modeling and often uses text as the basis or foundation for the lesson. The mini-lesson lasts 5 - 20 minutes in duration.</p> |
| PHONEMIC AWARENESS | <p>The simplest way to describe phonemic awareness is to say that it's being aware of letter-sound relationships (phonemes). Phonemic awareness also includes being aware of onset (initial consonant or consonant blend in a word) and rime (vowel + subsequent consonants); understanding that words break up into syllables; and that words are put together make sentences.</p> |
| PHONICS | <p>To study phonics means to study how individual letters or spelling patterns (called graphemes) represent sounds of speech (called phonemes) that make up words. Phonics instruction is used to teach reading and spelling. (Phonetics is the study of speech sounds.)</p> |
| THINK ALOUD | <p>The technical term for think alouds is "metacognition." Metacognition means to think about your thinking. Teachers think about their thinking out loud in order to model their thinking processes for students. Thinking out loud helps students to understand the kind of active thinking that should be happening when they are reading a text.</p> |
| ORAL FLUENCY | <p>Oral fluency is the rate at which a reader</p> |

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| | <p>reads. It includes appropriate rate and pause for the text. General guidelines for fluency rates: 1st grade - 50 to 80 words per minute (wpm); 2nd grade - 80 to 100 wpm; 3rd grade - 90 to 120 wpm; 4th grade - 115 to 140 wpm; and 5th grade - 125 to 150 wpm.</p> <p>In order to increase oral fluency which is thought to clear the way for a child to focus on comprehension, it is best to allow a child to practice reading short pieces of text that is on their independent reading level. Short, simple picture books and poetry is ideal for practicing oral fluency.</p> |
| READ ALOUD | <p>A read aloud is when the teacher reads text out loud mostly for enjoyment. Please see Lisa Frase's article - <u>The Importance of Reading Aloud.</u></p> |
| CHORAL READING | <p>During choral reading the teacher and the students are reading the text aloud together at the same time.</p> |
| ECHO READING | <p>During echo reading the teacher reads the text one line at a time then the students "echo" the reading of the text aloud.</p> |
| READING STRATEGIES | <p>Reading strategies are the strategies that good readers use to construct meaning. They consist of making, confirming and adjusting predictions; making text to self, text to text and text to world connections with the text; asking questions; visualizing; determining importance; drawing conclusions and making inferences; summarizing and synthesizing.</p> |
| READING SKILLS | <p>Reading skills are what readers need to decode words and comprehend the text at a literal level. They consist of identifying main ideas and important details; using context clues; understanding cause and effect; understanding the sequence of events; reading and understanding text features in expository text; understanding character traits and feelings; distinguishing between fact and opinion; identifying author's purpose (express, inform, entertain, persuade); vocabulary strategies and word analysis</p> |

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| | (prefixes, suffixes, root words); understanding point of view; understanding plot; literary devices, and graphic sources (graphs, maps, and other nonfiction text features). |
| NARRATIVE TEXT STRUCTURES | The main narrative text structure is ruled by plot. A plot must have characters, a problem, a climax and a resolution. The standard plot has three events that leads from the problem to the resolution, though there are many creative and complex versions. Picture book plots tend to follow five basic structures: circle story (begins and ends in the same place); transformation story (the character changes in some way); stuck story (the character's problem involves being "stuck" in a situation); copy cat story (the character "copies" another character's actions, appearance, etc.); contest story (the protagonist and antagonist are in a contest of some sort); and switch story (two items, possessions, abilities, etc. are accidentally switched). |
| EXPOSITORY (NONFICTION) TEXT STRUCTURES | Expository text structures are the organizational structures of nonfiction text and are quite different from narrative text structures. The common expository text structures are time-order; sequence of events; main idea and details; description; question and answer; back and forth; and problem - solution. Comparison and contrast and / or cause and effect is found embedded within other expository text structures and is not generally used as the primary organizational structure of the text. Sometimes writers blend expository text structure into narratives or visa versa. |
| WHOLE LANGUAGE | Whole Language is a method of teaching reading and language arts. Whole Language teachers believe in teaching reading in context, looking at the "whole" word versus breaking the word into parts. Phonics is taught through writing. Other components of whole language include providing a print-rich environment; using real texts for reading to and with students; individualized instruction; independent reading; students as authors |

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| | and integrating reading and writing across the curriculum. |
| BALANCED LITERACY | Balanced Literacy is an approach that attempts to put together the best of Whole Language and phonics instruction. It's generally a whole - part - whole approach that emphasizes phonics while at the same time emphasizing comprehension strategies in the context. |
| INDEPENDENT READING | Independent reading is when a child reads on their own on their independent reading level. Beginning readers may read aloud but it's important that readers begin to transfer to silent reading. |