

## READING TERMS TO KNOW

1. **Authentic assessment** uses actual literacy tasks for the purpose of determining student performance, as opposed to relying solely on traditional forms of testing.
2. **Automaticity** is the fluent processing of information that requires little effort or attention, as sight word recognition.
3. **Balanced reading** is a reading program that includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and motivation.
4. **Clustering**, a form of brainstorming, is the grouping of **information** to help students organize their thinking.
5. **Comprehension** is the construction of the meaning of a written or spoken communication through a reciprocal holistic interchange of ideas between the interpreter and the message in a particular communicative context. **Comprehension monitoring** in the act of reading, is the noting of student successes and failures in developing or attaining meaning, usually with reference to an emerging conception of the meaning of the text as a whole, and adjusting one's reading processes accordingly.
6. **Concepts of print** are understandings about how print works – that printed words represent spoken words and have boundaries. These words are printed on paper and bound with a cover to form a book. Books have title pages, are read from left to right and top to bottom, and possess other features to assist the reader; these are some common concepts of print.
7. **Context clues** provide information from the immediate textual setting that helps identify a word or word group, as by words, phrases, sentences, illustrations, syntax, and typography
8. **Critical listening** is listening for a specific purpose (e.g., evaluation, information, entertainment).
9. **Critical reading** is reading “text in such a way as to question assumptions, explore perspectives, and critique underlying social and political values or stances.” (IRA and NCTE, 1996, p.71)
10. **Decoding** is the process of converting a coded message (words) into thought (comprehension).
11. **Expository writing** is one of the four traditional forms of composition in speech and writing, intended to set forth or explain. Good expository writing clearly defines the concept, is well organized, and provides logical support. It may include limited amounts of argumentation, description, and narration to achieve this purpose.
12. **Fluency** is the ability to read with speed, accuracy, proper expression (including prosody - pitch, tone and phrasing) and comprehension.
13. **Metacognition** is the awareness and knowledge of one's mental processes used to monitor, regulate, and direct them to a desired end; self-mediation; thoughts about thinking (cognition); for example, thinking about how to understand a reading selection.
14. **Miscue analysis** is a formal examination of the use of miscues as the basis for determining the strengths and weaknesses in the prior knowledge and language skills of students as they read. **Miscues** are the deviation from text during oral reading or a shift in comprehension of a passage. A **significant miscue** is one that disrupts the interpretation of the text such as substituting “cat” for “car”. An **insignificant miscue** is one that does not disrupt the interpretation of the text such as substituting “auto” for “car”.
15. **Non-print text** means visual media other than printed material (e.g., photographs, movies, symbols).