



MEDFORD LAKES SCHOOL DISTRICT

Neeta and Nokomis Elementary Schools

Reading Terms

book talk	A formal or informal talk about a book, ranging in length from thirty seconds to five minutes. The book talk is not a read aloud, book review, or book report. It does not evaluate the quality of the book, analyze the book's content, or tell the ending. It is a book "commercial" designed to provoke the listener's interest and entice him or her into reading the book. Book talks introduce interesting books and authors to students who might not find the books on their own.
classroom library	The classroom library makes up the literacy environment of a classroom and supports reading and writing workshop. A quality classroom library is made up of 300-600 books, which is about 8-20, books per student and includes a wide variety of genres.
conferencing	Conferences are a core element of reading and writing workshops. They are brief times between a student and teacher in which the teacher helps the student take a deeper look at his/her writing or reading skills (choosing books, comprehending, writing skills).
5 (+1) dimensions of reading	The five dimensions of reading identified by the National Reading Program as essential to reading instruction include phonemic awareness, phonics, fluency, vocabulary, and comprehension (+ motivation)
flexible grouping	Grouping patterns for students that are flexible and change according to the abilities and needs of students.
formative assessments	Formative assessments are assessments for learning. They are intended to measure the skills of students as part of instruction, so that the results can inform what additional types of instruction (review, re-teaching, additional guided practice, enrichment) teachers should use to improve learning. Formative assessments include teacher observations, guided feedback, and student self-reflection.
"Gradual Release of Responsibility" (scaffolded instructions)	A model for teaching comprehension strategies that starts with direct instruction in which a teacher sets a purpose for learning and builds background knowledge. Next, the teacher teaches and models the strategy. As students learn the strategy and content, they practice with guided support. Finally, the support is gradually released, and students practice the strategy independently.



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guided reading	An instructional setting in which students work in small, homogeneous groups to read, as independently as possible, a text the teacher has selected and introduced to them. The text should be at students' instructional reading level. With guidance and support from the teacher, students learn to self-monitor their reading behaviors and use appropriate strategies to fully decode and comprehend a text.
independent reading	Reading on one's own for information or pleasure for a sustained period. During independent reading, children read silently by themselves at their own pace with books they have chosen that interest them and match their independent reading level.
interactive read aloud	An Interactive read aloud is a deliberate and explicit method of reading instruction. A teacher reads a carefully selected piece of text or book aloud and provides think aloud of his/her processes related to vocabulary understanding, fluency, and comprehension. Teachers model by making their thinking visible, or transparent. Students are actively engaged with the teacher and their peers through "turn and talks" or "thinking partner" conversations.
leveled readers	Leveled readers are at the heart of guided reading and provide the right reading/text match for each student in their move toward independent reading.
literacy-rich environment	A literacy-rich classroom is one where students are surrounded by a print-rich environment and have multiple opportunities to engage with authentic texts for a variety of purposes throughout the day. From the atmosphere and decor of the room to interactions with peers and teachers, every element of a literacy-rich classroom is designed to motivate students to explore the elements of literacy.
literacy workstations	A literacy workstation is an area within the classroom where students work alone or interact with each other using instructional materials to explore and expand their literacy (Diller, 2004). Well-designed literacy workstations provide students with opportunities to transfer knowledge gained from teacher-directed activities to independent contexts and they serve as a mechanism for introducing variety, engagement, and reinforcement into classroom instruction.



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mentor text	Mentor texts are pieces of shared literature, often read aloud by the teacher, that students can return to and reread for many different purposes. Mentor texts, often picture books, provide powerful models for students to study, imitate, and serve as a vehicle that will help students grow as writers. Mentor texts are also referred to as anchor texts.
mini-lessons	A short, targeted lesson around a specific topic or strategy. A mini-lesson provides instructions that is focused on one concept at a time.
modeling	When a teacher demonstrates for students by applying a specific reading strategy to a text, such as how to make an inference from a given reading passage. Modeling often occurs after direct instruction.
paired reading/ buddy readers	A strategy in which two students are paired together--one often being a more-skilled and strategic reader than the other--to support the development of effective reading, fluency, and comprehension strategies.
reader's theater	Reader's theater is often used as a tool to help students practice their fluency toward the goal of becoming a fluent and expressive reader. Reader's theater is minimal theater in support of literature and reading. Reader's theater was developed as an efficient and effective way to present literature in dramatic form.
reader's workshop	A literature-based instructional approach in which students read, explore, and respond to books from different genres and on a variety of topics. The reader's workshop generally begins with a whole group, teacher directed mini-lesson on the effective use of reading strategies, skills, or knowledge about books. Reader's workshop also includes guided or small group reading, independent reading in which students read self-selected books, and time for students respond to their reading by conferencing with the teacher or participating in group book discussions.
reading strategies	The strategies that active and strategic readers use to understand text. Reading strategies include using prior knowledge, inferring, predicting, marking a text, fix-up strategies, and crating mental models.