**Language and Literacy Terminology Chart**

**Modules 1, 2, & 3**

A great deal of reading instruction is understanding the definitions of the abundance of terms used under this category, the scope and sequence of instruction, explicit and implicit instruction and opportunity for students to engage with their newly developed skills. The weekly resources provide an in-depth and concentrated exposure to all of these concepts and are full of rich information, including definitions and classroom teaching practices.

Your work for this week is to begin a personalized “file” of information that categorizes and provides an explicit and implicit approach that you may use in your as you gain a better understanding how to teach using quality children’s literature to promote reading comprehension and critical thinking skills in your students. This document will be invaluable to you as you prepare for the licensure exams in reading.

Attached is a chart that includes the terms you will encounter over the next 8 weeks. Begin to fill out the chart from the multiple resources provided in this course. Please, do not use resources outside of the ones provided in this course or you will lose points.

You will only fill out the chart for each module, for weeks 1, 2, and 3.

Please note: The information you are including must be in your own words, as there is no value in just copy/pasting information. Also, add citation information from the resources you used, including the title, author, date, page #.

You will be adding to this chart and resubmitting throughout the term.

**Scoring information:**

1. Key ideas and YOUR understanding: This must be written in your own words, paraphrasing information from this course. 2 points
2. Example: Provide an example for EACH idea, you may not use ones in the book. .5 point
3. Citation of your source: Must include Author, Title, date, and page number. .5 point

**Example from previous student:**

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| --- | --- | --- | --- | --- |
| **Terminology/ Concept** | **Key ideas from the course resources** | **What is your understanding of the topic** | **Example**  Please choose examples  NOT in the book | **Citation of your source**  (Title, author, date, page #) |
| **Children’s Literature**  EXAMPLE | Children’s literature includes high-quality storylines, diverse characters, and memorable lessons that we take with us long after childhood ends. Its purpose can be to entertain or to teach a lesson. Historically, children’s literature was very religious and moralistic in tone. | Children’s Literature are all books written for children from birth to 13 years of age. The quality of children’s literature depends on the reader; however, many books are recognized for their author and or illustrator’s work. (R.G, 2021) | Novel: Roll of Thunder, Hear My Cry  Picture Book: Stella Luna, Pink N Say, Good Night Moon | Ken, Lilia (2012). Entering the World of Children’s Literature. Page 20  page1image5847872 |

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| **Concept** | **Explain what the concept is  (in your own words, NOT a definition)** | **Examples** | **Citation/source**  **(List the resource, author, date, page, url, etc)** |
| 5 stages of the reading process  (M1) |  |  |  |
| Interactive Read-Aloud  (M1) |  |  |  |
| Shared Reading  (M1) |  |  |  |
| Grand conversations  (M1) |  |  |  |
| Close Reading  (M1) |  |  |  |
| 5 stages of the Writing Process  (M1) |  |  |  |
| 3 considerations for writing instruction for English Learners (EL) (M1) |  |  |  |
| Think alouds  (M1) |  |  |  |
| Interactive writing  (M1) |  |  |  |
| Phonology  (M1) |  |  |  |
| Syntax  (M1) |  |  |  |
| Semantics  (M1) |  |  |  |
| Pragmatics  (M1) |  |  |  |
| Links between Oral Language and Literacy  (M1) |  |  |  |
| Language Experience Approach  (M1) |  |  |  |
| Quick Writes  (M1) |  |  |  |
| Running Records  (M2) |  |  |  |
| Informal Assessments to Monitor Progress  (M2) |  |  |  |
| Ways to evaluate student learning |  |  |  |
| Independent Reading Level  (M2) |  |  |  |
| Instructional Reading Level  (M2) |  |  |  |
| Frustration Reading Level  (M2) |  |  |  |
| Leveled Books  (M2) |  |  |  |
| Quantitative vs. Qualitative Leveling  (M2) |  |  |  |
| Leveling books vs. readers  (M2) |  |  |  |
| Informal Reading Inventories  (M2) |  |  |  |
| High Stakes testing  (M2) |  |  |  |
| Challenges of High-Stakes Tests  (M2) |  |  |  |
| Differentiated Instruction  (M2) |  |  |  |
| Differentiated Content  (M2) |  |  |  |
| Differentiated Product  (M2) |  |  |  |
| Tiered Activities  (M2) |  |  |  |
| Differentiated Projects  (M2) |  |  |  |
| Response-to-Intervention: Tier 1  (M2) |  |  |  |
| Response-to-Intervention: Tier 2  (M2) |  |  |  |
| Response-to-Intervention: Tier 3  (M2) |  |  |  |
| Tier1: Basic Words  (M3) |  |  |  |
| Tier 2: Academic Vocabulary  (M3) |  |  |  |
| Tier 3: Specialized Terms  (M3) |  |  |  |
| EL Tier 1, 2, and 3 words  (M3) |  |  |  |
| Homonyms  (M3) |  |  |  |
| Root Words  (M3) |  |  |  |
| Morpheme  (free and bound)  (M3) |  |  |  |
| Affixes  (M3) |  |  |  |
| Literal meanings  (M3) |  |  |  |
| Figurative meanings  (M3) |  |  |  |
| Explicit Instruction  (M3) |  |  |  |
| Context Clues  (M3) |  |  |  |
| Open syllables  (M3) |  |  |  |
| Closed Syllables  (M3) |  |  |  |
| cognate  (M3) |  |  |  |
| Contextual analysis  (M3) |  |  |  |
| Context Clues  (M3) |  |  |  |