

# MANHEIM CENTRAL S. D. ELEMENTARY DIVISION'S GUIDE TO BOOST

TITLE 1 in a **Nutshell** for PARENTS and GUARIDANS

## Title 1 - the Department of Education Definition:

According to the PA Department of Education, *Title I is a 100% Federally funded supplemental education program that provides financial assistance to local educational agencies to improve educational opportunities designed to help children meet the state content and performance standards in reading, language arts, and mathematics.*

<https://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/TitleI/Pages/default.aspx>



## In a nutshell:

**In other words**, imagine there's a special program, supported by federal funds, that aims to help ALL learners do better in math, reading, and language arts at school. The program includes resources and teams of teachers that work together to make learning effective.

The program provides extra help to learners who might be struggling with early literacy skills and reading development. These learners are given extra support and guidance, so they can catch up and feel more confident in their skills.

The government invests money in this program to ensure that as many learners as possible can benefit from it. Title 1 funding supports our Reading Support (BOOST), STEM program, and our literacy coach.



### This document will address the following:

- How are learners identified as needing extra reading support?
- What sort of assessments are used?
- What can I expect if my learner needs reading support?
- What can my learner expect if they become a part of BOOST?
- How does the School Team work together to on behalf of my learner?
- What happens next?
- What does all the terminology mean?

# MANHEIM CENTRAL S. D. ELEMENTARY DIVISION'S GUIDE TO BOOST

**Table of Contents - Click a link below to see your  
desired topic.**

- [Manheim Central S. D. Elementary Division's Guide to BOOST](#)
- [How are learners identified as needing extra reading support?](#)
- [What assessment tools are used?](#)
- [What can I expect if my learner needs BOOST reading support?](#)
- [What can my learner expect during BOOST?](#)
- [How does the School Team work together to support my learner?](#)
- [What happens next?](#)
- [Terminology \(aka: Geekspeak\) What does it all mean?](#)



## HOW ARE LEARNERS IDENTIFIED AS NEEDING EXTRA READING SUPPORT?

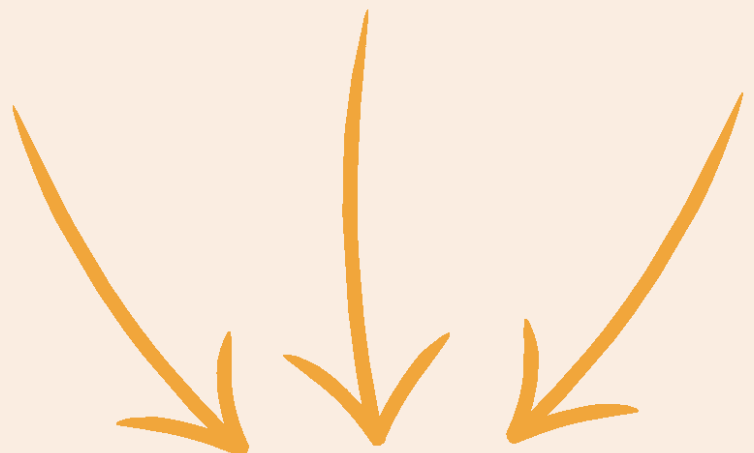
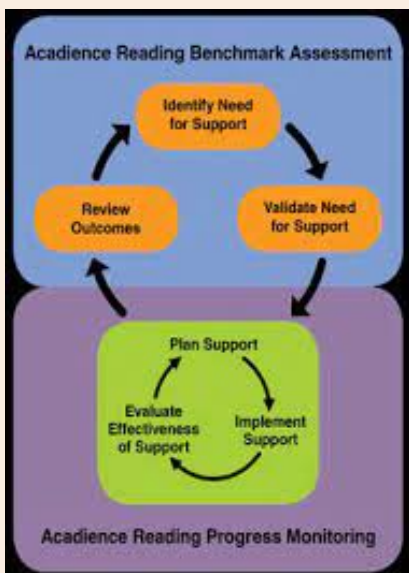
- **Every learner at Baron and Doe Run are eligible to receive services in a Schoolwide Program.**

Three times a year, Fall, Winter, and Spring, ALL learners' reading skills are assessed using the *Acadience Benchmark* assessment. This assessment enables effective early identification of students experiencing early literacy and reading difficulties and allows for coordinated prevention and early intervention efforts. As an Educational Team we are always mindful of learners whom we know have previously struggled and make sure to follow their assessment scores very closely in the new school year. *Acadience Benchmark* maintains a history of scores for each learner throughout their elementary years. This allows us to track and monitor their scores to adjust instruction as necessary. There are several skills subsets to Acadience (which will be highlighted later) that provide us with a snapshot of how any given learner is performing on those skills. Learners' scores, teacher input, and prior BOOST history are all taken into account when establishing reading support needs.

### What sort of assessments are used?

Our primary assessment system is *Acadience Benchmark*. This assessment allows us to screen all of our students. If a learner's score indicates that they have areas of weakness that should be addressed through BOOST reading support, additional screeners may be given to help us drill down to find the specific area(s) of greatest need. These assessments include, but are not limited to:

- Phonemic Awareness Screeners
- Phonics Screeners
- Reading rate and accuracy assessments
- Comprehension assessments




# LET'S MEET ACADIENCE BENCHMARK

(All assessments are done in a 1 minute timing.)


## KINDERGARTEN ASSESSMENTS

Letter Naming Fluency (LNF) is a brief, direct measure of a student's fluency naming letters. LNF assesses a student's ability to recognize individual letters and say their letter names.




▶	s	J	z	v	e	X	T	t	V	D
	f	F	W	Q	P	q	l	c	O	o
	R	n	B	w	g	E	d	u	p	y
	S	m	x	L	k	Z	a	Y	H	j

First Sound Fluency (FSF) is measure of a student's ability to identify the first sounds in words which are spoken to them. The ability to say the first sound in a word is an important phonemic awareness skill that is highly related to reading acquisition and reading achievement



Test Items	Correct/2 points	Correct/1 point
1. laughed	/l/	/la/
2. pine	/p/	/pie/
3. skirt	/s/	/sk/ /sker/
4. flag	/f/	/fl/ /fla/
5. rang	/r/	/ra/

Phoneme Segmentation Fluency (PSF) is a brief, direct measure of phonemic awareness, the student's ability to segment the individual sounds in a spoken word into its component parts. A correct component is any different, correct part of the word the student says.



▶	sack /s/ /a/ /k/	hole /h/ /oa/ /l/	trip /t/ /r/ /i/ /p/	game /g/ /ai/ /m/
	fox /f/ /o/ /k/ /s/	toes /t/ /oa/ /z/	star /s/ /t/ /a/ /r/	sheep /sh/ /ea/ /p/
	nine	forth	fought	which

Nonsense Word Fluency (NWF): Correct Letter Sounds (CLS) and Whole Words Read (WWR) a brief, direct measure of the knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words.

▶	sut	kiz	es	jal	dos
	lav	muk	vos	ij	hep
	jov	kul	jit	les	laj

### KINDERGARTEN SUB TESTS AND TIME LINES -

- As mentioned earlier, Assessments are given 3 times a year.
  - Fall Assessments include: First Sound Fluency and Letter Naming Fluency
  - Winter Assessments include: First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency and Nonsense Word Fluency.
  - Spring Assessments include: Letter Naming Fluency, Phoneme Segmentation Fluency and Nonsense Word Fluency.

The order of the sub tests and their increasing complexity are determined by research-based indicators for what kindergarten learners need in order to be successful with their early literacy development.



# FIRST GRADE ASSESSMENTS

Letter Naming Fluency (LNF) is a brief, direct measure of a student’s fluency *naming* letters. LNF assesses a student’s ability to recognize individual letters and say their letter names.

▶	s	J	z	v	e	X	T	t	V	D
	f	F	W	Q	P	q	l	c	O	o
	R	n	B	w	g	E	d	u	p	y
	S	m	x	L	k	Z	a	Y	H	j

Phoneme Segmentation Fluency (PSF) is a brief, direct measure of phonemic awareness, the student’s ability to segment the individual *sounds* in a spoken word into its component parts. A correct component is any different, correct part of the word the student says.

▶	sack /s/ /a/ /k/	hole /h/ /o/ /l/	trip /t/ /r/ /ɪ/ /p/	game /g/ /aɪ/ /m/
	fox /f/ /ɒ/ /k/ /s/	toes /t/ /o/ /z/	star /s/ /t/ /ɑ/	sheep /ʃ/ /e/ /p/
	nine	forth	fought	which

Nonsense Word Fluency (NWF): Correct Letter Sounds (CLS) and Whole Words Read (WWR) a brief, direct measure of the knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words.

▶	sut	kiz	es	jal	dos
	lav	muk	vos	ij	hep
	jov	kul	jit	les	laj

Oral Reading Fluency: (ORF) a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.

▶ It was the day of the jump rope contest. Kim and Anna were going to compete. Kim was going to do a new trick. Anna was going to help. The two girls watched as younger children took a turn in the contest. The young children jumped and skipped rope in a circle. They were just beginning to learn fancy tricks.

Quality of Response: (Note: If the student provides <u>only</u> a main idea, it is considered one detail.)	
1	Provides 2 or fewer details
2	Provides 3 or more details
3	Provides 3 or more details in a meaningful sequence
4	Provides 3 or more details in a meaningful sequence that captures a main idea

- Fall Assessments include: Letter Naming Fluency, Phoneme Segmentation Fluency and Nonsense Word Fluency.
- Winter Assessments include: Nonsense Word Fluency and Oral Reading Fluency.
- Spring Assessments include: Nonsense Word Fluency and Oral Reading Fluency.

The order of the sub tests and their increasing complexity are determined by research-based indicators for what 1st grade learners need and should know to be successful with their early reading development.

## SECOND GRADE ASSESSMENTS

Nonsense Word Fluency (NWF): Correct Letter Sounds (CLS) and Whole Words Read (WWR) a brief, direct measure of the knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words.

▶	sut	kiz	es	jal	dos
	lav	muk	vos	ij	hep
	jov	kul	jit	les	laj

Oral Reading Fluency: (ORF) a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.

Nick took the picture order form home and gave it to Mom. Even she was excited. She filled out the form and put it in an envelope with money. Then she went into Nick's room to find the right outfit. Nick wondered again why everyone got so excited about picture day.



Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

- Fall Assessments include: Nonsense Word Fluency and Oral Reading Fluency.
- Winter Assessments include: Oral Reading Fluency.
- Spring Assessments include: Oral Reading Fluency.

The order of the sub tests and their increasing complexity are determined by research-based indicators for what 2nd grade learners need and should know to be successful with their reading development.



# THIRD AND FOURTH GRADE ASSESSMENTS

Oral Reading Fluency: (ORF) a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.

While still on dry land, I stood and gripped a rope while Kimberly gently tugged on it. This was to give me an idea of what it would feel like to be pulled by the boat. Kimberly also taught us to use hand signals. She explained that a thumbs up meant “faster” and thumbs down meant

Quality of Response: (Note: If the student provides <u>only</u> a main idea, it is considered one detail.)			
1	Provides 2 or fewer details	3	Provides 3 or more details in a meaningful sequence
2	Provides 3 or more details	4	Provides 3 or more details in a meaningful sequence that captures a main idea

MAZE: a measure of reading comprehension. Learners have 3 minutes to read the target story, circling the correct word that makes the best sense in the context of the story.

If there was one thing Addie loved, it was giving advice. When her mother couldn't decide what

to 

suggested  
plant  
wasn't

 in the garden, Addie advised tomatoes, since they 

remember  
were  
don't

 tasty in sauces and salads.

When her 

father  
looked  
best

 worried the garage looked rundown, Addie 

people  
advised  
made

 him to paint it bright blue. To

- Fall Assessments include: Oral Reading Fluency and MAZE.
- Winter Assessments include: Oral Reading Fluency and MAZE.
- Spring Assessments include: Oral Reading Fluency and MAZE.



# What do the Acadience Assessment scores tell us about learners' areas of need and strength?

There are three main categories of "Scores" in Acadience:

- **Benchmark**
  - Learners who score at or above Benchmark are likely to do well with continued instruction in the classroom.
- **Strategic**
  - Learners who score in the Strategic range are at some risk for reading difficulties and may benefit from a less intensive form of reading support and/or may only need to be progress monitored to keep an eye on their progress.
- **Intensive**
  - Learners who score in the Intensive range are at significant risk for reading deficits and need intensive reading intervention.

These scores are represented in *ranges*. For example, the Benchmark range for First Grade Phoneme Segmentation Fluency is a score of 40+, the Strategic Range is 25-39, and the Intensive Range is 0-24. The scope of the ranges increases with each testing cycle, "raising the bar" on expectations as the school year progresses.

In addition, there is a **Composite Score**. This score represents a compilation of all the subset scores and is equally helpful in determining need for reading support. It follows the leveling of Benchmark, Strategic, and Intensive and also increases in scope with each testing cycle.



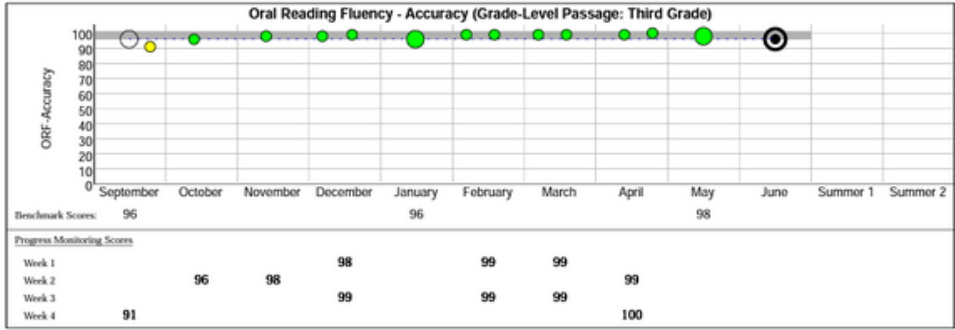
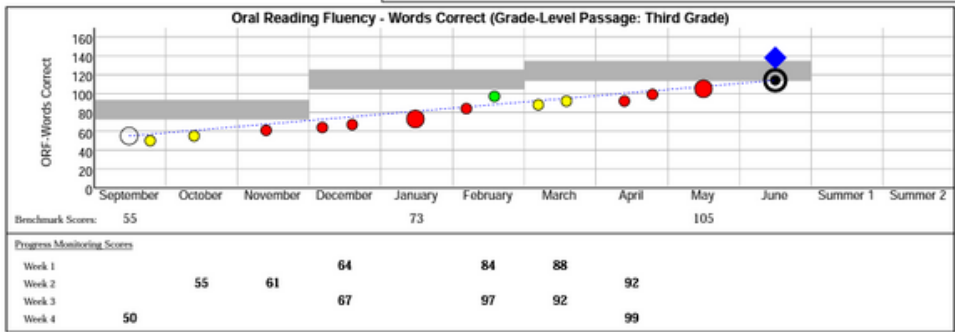


This is a sample the **Individual Student History Report** for a Learner's Kindergarten history (bottom box) and First Grade history (top box). You can see the various color-coded sub-test scores and how they increased or decreased from one testing cycle to the next (the blue color also denotes Benchmark status). For example, this learner scored 23, 21, and 36 respectively in Letter Naming Fluency in Kindergarten, but scores improved to 42, 54, and 66 in First Grade. Notice that the mid year LNF score in First Grade is higher than it was at the beginning of the year, but is Strategic - this is an example of the "raising the bar" of expectations; the score went up, but not enough to qualify as Benchmark, according to the higher mid-year ranges.

Measure	Period		
	Beg	Mid	End
LNF	42	54	66
PSF	19	40	47
NWF-CLS	25	45	52
NWF-WRC	2	13	11
WRF	15	40	52
ORF-Words Correct	18	56	75
ORF-Errors	8	4	1
ORF-Accuracy	69%	93%	99%
Composite	331	407	464

Measure	Period		
	Beg	Mid	End
LNF	23	21	36
PSF	8	25	38
NWF-CLS	11	27	40
NWF-WRC	1	2	7
WRF	2	6	10
Composite	308	364	425

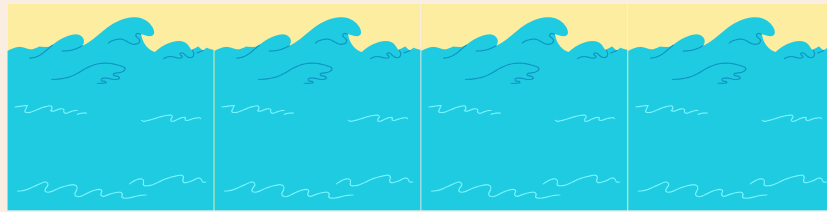
This is a sample **Progress Monitoring Report**. Learners who receive BOOST services are progress monitored once to twice a month. This tracks the learner's development of target skills. In this sample you can see the red dots, indicating that the learner's reading rate is below expectation (see the grey bars), but trending upwards. Their accuracy scores are at grade level expectations.



**Once Assessments have been performed** the Reading Specialists evaluate the scores for every learner and determine the need for intervention based upon those scores.

Reading Support/**BOOST** is small group instruction, using research-based intervention programs. Interventions will either be provided by a Reading Specialist or a Reading Assistant. Our Reading Assistants are highly qualified instructional support staff who, in conjunction with the Reading Specialists, provide reading intervention.

Reading Specialists generally work with those learners with the greatest set of needs (those who have scores in the "intensive" range) and the Reading Assistants generally work with the learners who have scores in the "strategic" range.



**BOOST** is fluid!

Learners may move from one group to the next, one interventionist to the next, exit BOOST, or start BOOST at any given time. These changes are based upon learner growth and supported by progress monitoring scores and other screeners or assessments we periodically use.



## WHAT CAN I EXPECT IF MY LEARNER NEEDS READING SUPPORT?

If it appears that your learner can benefit from BOOST you can expect the following:

- You will receive an electronic (emailed) Intervention Entrance letter that will outline/highlight why it is recommended your learner participate in a Reading Intervention. While we highly recommend that you take full advantage of the expertise of our Reading Team to assist your learner grow as a reader, it is ultimately your choice to do so.
- You will receive emailed Progress Reports at the end of each marking period that will tell you how your learner is doing; needs further development (N), developing (D), or proficient (P). We will also provide a narrative comment as necessary.
- An expectation that you will have your child present at school as often as possible, barring illness, and that you will provide home support with Reading Steps and encourage your developing reader.
- We publish a S'more Reading Newsletter with each marking period as well. Look for that to come electronically. The newsletter has tips, tricks, and advice pertaining to reading development.
- If your learner's intervention group is being changed you will be notified with an emailed letter and an explanation as to why.
- If your learner is going to exit BOOST (think "Mission Accomplished") you will get an emailed letter. Keep in mind that BOOST is fluid. It is not uncommon for a learner to exit BOOST, having made adequate gains, but then need to return if a new struggle presents itself.
- BOOST happens during the classroom's English Language Arts block. When a learner participates in BOOST they are not missing any whole group academic instructional time. BOOST sessions happen simultaneously with other classroom Reading Centers or individual reading work times.
- The teaching of reading is a TEAM effort - we strive to make BOOST as normal as reading instruction from any other teacher in the learner's classroom.
- You are encouraged to call or email your learner's Reading Specialist at any time with questions or concerns. Likewise, we will contact you if we have questions or concerns.



## WHAT CAN MY LEARNER EXPECT IF THEY BECOME A PART OF BOOST?

Just about every learner, with the exception of our Kindergarteners, knows about BOOST. They've either received reading support themselves or have a friend or classmate who has. They know who we are, at least by sight, if not by name, because we are in their classrooms, hallways, and at special events.

IF your learner becomes part of the BOOST process they can expect:

- A safe and encouraging learning environment.
- To be treated fairly and with dignity.
- To be respected for the skills they have while being taught the skills they need.
- To follow school-classroom rules as outlined in the classrooms.
- That lower grade learners will be picked up at their classrooms by Reading Specialists and brought to our reading classrooms, or will meet with their Reading Assistant in their classroom or nearby instructional space.
- That learners in the upper grades may be met and escorted for the first week or so but then arrive at their BOOST locations independently.
- To be challenged, excited by, and engaged in their learning processes/interventions.
- To receive periodic progress monitoring to follow growth and to help us make the best instructional choices for them.

**Learning to Read and Reading to Learn are not spectator events - they require active participation, best efforts, and a can-do attitude.**

**BOOST IS A "LEG-UP TO READING DEVELOPMENT."  
WE CAN'T CLIMB THE LADDER OF SUCCESS FOR YOU,  
BUT WE CAN CLIMB IT WITH YOU!**







## **HOW DOES THE SCHOOL TEAM WORK TOGETHER TO SUPPORT MY LEARNER?**

You've heard the expression: "It takes a Village." Our schools are those villages. There is not a person under our roofs who does not want to see your learner safe, secure, encouraged, and successful.

We are firm believers in the Home-School-Community connection and always look forward to ways we can promote those connections to further enhance your learner's educational experience.

Within our buildings we have Principals, Assistant Principals, Guidance Counselors, Teachers, Nurses, Support Staff, Cafeteria Staff, Custodial Staff, and Volunteers whose primary objective is to support your learner, whatever their need.

One of the ways the School Team works to support your learner is through the BOOST intervention program. We work as a Team to make sure your learner's needs are being met. If progress is slow, or not being made, we will work to adjust our intervention instruction. In addition, your child may be brought to the MTSS (Multi-tiered System of Support) Team. The Team usually consists of one or both Principals, your learner's Guidance Counselor, your learner's classroom teacher, their Reading Specialist, and any other necessary team members like the English Language Learner Teacher or Speech Pathologist.

There is a specific form that is used to help all of us document your learner's strengths and needs, our concerns regarding your learner, assessment data that may help inform us as to their past/present strengths/needs, and an area to set goals and create a plan of action moving forward. It is not uncommon that the MTSS team follows up again in about 8 weeks time to see if progress has been made toward goals. IF a learner has had at least 3 MTSS meetings we may decide to invite the school Psychologist to the meeting to share their input regarding our concerns for your learner. The MTSS process is an excellent format for exploring your learner's strengths and needs in the presence of the Academic Team.

The MTSS document is "live" in that we can add to it, amend it, and make it part of your learner's Reading History Folder, as well as maintain a record of it with the Guidance Counselors.

## WHAT HAPPENS NEXT?

I am reminded of the children's show from the '60's, '70's and '80's, *Romper Room*, and how the host looked through her magic looking glass to see all the boys and girls. She would greet each of them by name to let them know they were seen. We see your learners! The "What Happens Next" is first and foremost the fact that your child will receive the level of support that best meets their needs - always.

The faculty and staff of the Elementary Division are committed to serving you, your learner, and the goals and outcomes that are the best case scenario for your learner.



# The ABC's of Terminology - what does it all mean?

**Accuracy:** Reading words in text with no errors.

**Alphabetic Principle:** The concept that letters and letter combinations represent individual phonemes in written words.

**Automaticity:** Reading without conscious effort or attention to sounding out words.

**Background Knowledge:** Forming connections between the text and the information and experiences of the reader.

**Base Word:** A unit of meaning that can stand alone as a whole word (e.g., friend, pig).

**Blending:** The task of combining sounds rapidly, to accurately represent the word.

**Chunking:** A decoding strategy for breaking words into manageable parts (e.g., /yes /ter/ /day/).

**Comprehension:** Understanding what one is reading, the ultimate goal of all reading activity.

**Concepts of Print:** Understanding that print runs from left to right, top to bottom. Recognize that letters are grouped to form words and that words are separated by spaces. Recognize that all sentences start with a capital letter. Understanding of and uses some punctuation

**Connected Text:** Words that are linked (as opposed to words in a list) as in sentences, phrases, and paragraphs.

**Consonant Blend:** Two or more consecutive consonants which retain their individual sounds (e.g., /bl/ in block; /str/ in string).

**Consonant Digraph:** Two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

**Context Clue:** Using words or sentences around an unfamiliar word to help clarify its meaning.

**Core Instruction** is instruction provided to all students in the classroom, and it is usually guided by a comprehensive core reading program.

## TERMINOLOGY CONTINUED

**CVC, CVCC, CCVC, VC:** Where C stands for consonant and V stands for vowel. It is a way to describe the makeup of words such as cat, wish, chip, or it.

**Decodable Text:** Text in which a high proportion of words (80% - 90%) comprise sound-symbol relationships that have already been taught.

**Decodable Words:** These words contain phonic elements that were previously taught.

**Decoding:** The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

**Differentiated Instruction:** Matching instruction to meet the different needs of learners in a given classroom.

**Digraphs:** A group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).

**Diphthong:** A vowel produced by the tongue shifting position during articulation; a vowel that feels as if it has two parts, especially the vowels spelled ow, oy, ou, and oi.

**Flexible Grouping:** Grouping students according to shared instructional needs and abilities and regrouping as their instructional needs change. Group size and allocated instructional time may vary among groups.

**Floss Rule/Bonus Letter:** Words of one syllable, ending in “f”, “l”, or “s” - after one vowel, usually end in “ff”, “ll”, or “ss” (sounds /f/, /l/, /s/) such as puff, full, or mass.

**Fluency:** Ability to read text quickly, accurately, and with proper expression. Fluency IS NOT simply reading as quickly as you can. Fluency provides a bridge between word recognition and comprehension.

**Frustrational Reading Level:** The level at which a learner reads at less than 90% accuracy (i.e., no more than one error per 10 words read). Frustration level text is difficult text for the learner to read independently.

**High Frequency Irregular Words:** Words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

**High Frequency Words:** A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

*\*\*High Frequency words are referred to as **Power Words** in our schools.*

**Independent Reading Level:** The level at which a learner can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the learner. It is reading the learner can read on their own without difficulty.



## TERMINOLOGY CONTINUED

**Instructional Reading Level:** The level at which a learner can read text with 90% accuracy (i.e., no more than one error per 10 words read). The Instructional reading level engages the student in challenging, but manageable text. This is generally done with a teacher or adult.

**Intervention Instruction (BOOST)** is provided only to students who are behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development.

**Letter-Sound Correspondence:** The matching of an oral sound to its corresponding letter or group of letters.

**Metacognition:** An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading.

**Multisyllabic Words:** These are words with more than one syllable. The average number of syllables in the words students read should increase steadily throughout the grades.

**Onset and Rime:** In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., for the word *sat*, the onset is "s" and the rime is "at". In the word *ship*, the onset is "sh" and the rime is "ip").

**PAC:** Parent Advisory Council - parents are involved in the planning, implementation, and evaluation of the services provided by the Title 1 program.

**Phoneme:** The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.

**Phoneme Isolation:** Recognizing individual sounds in a word (e.g., /p/ is the first sound in pan).

**Phoneme Manipulation:** Adding, deleting, and substituting sounds in words (e.g., add /b/ to *oat* to make *boat*; delete /p/ in *pat* to make *at*; substitute /o/ for /a/ in *pat* to make *pot*).

**Phonemic Awareness:** The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

**Phonics:** The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

**Prior Knowledge:** Refers to the knowledge and experience that readers bring to the text.

**Progress Monitoring:** Tests that keep the teacher informed about the child's progress in learning to read during the school year.

**Prosody:** Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading.

## Terminology continued

**Rate:** The speed at which a person reads; often referred to as Words Correct per Minute. The expectation for the number of correct words increases throughout each grade level as the year progresses as well as from one grade level to the next.

**Receptive Language:** Language that is heard.

**Repeated Reading:** Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

**Retelling:** Recalling the content of what was read or heard.

**Scaffolding:** Refers to the support that is given to learners in order for them to arrive at the correct answer. This support may occur as immediate, specific feedback that a teacher offers during student practice.

**Schwa:** The vowel sound sometimes heard in an unstressed syllable and is most often sounded as /uh/ or as the short /u/ sound as in cup.

**Screening:** An informal inventory that provides the teacher a beginning indication of the student's preparation for grade level reading instruction. It is a "first alert" that a child may need extra help to make adequate progress in reading during the year.

**Segmenting:** Separating the individual sounds of a word into discrete units.

**Syllable:** A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant.

**Syllable Types:** There are six syllable types:

1. Closed: short vowel sounds as in: **cat**, **cobweb**
2. Open: long vowel sounds as in: **he**, **silo**
3. Vowel-consonant-e (VCE): long vowel sounds as in: **like**, **milestone**
4. Consonant-l-e: **candle**, **juggle** (second syllable)
5. R-controlled: **star**, **corner**
6. Vowel pairs: **count**, **rainbow**

**Vowels:** The letters a, e, i, o, and u are vowels. There are two primary types of vowel sounds: short vowel sounds and long vowel sounds.

Short sounds as in **apple**, **Ed**, **itch**, **octopus**, and **up**.

Long sounds: the vowel says its name, as in **safe**, **Pete**, **pine**, **home** and **mule/rule**.

**Vowel Digraph or Vowel Pair:** Two vowels together that represent one sound (e.g., ea, ai, oa).

**Word Family:** Group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick, -out).

<https://education.wm.edu/centers/ttac/documents/webinars/languageinstructionsupportdocs/Lesson%20intro/FCRRglossaryOfReading.pdf>