

Glossary of Terms

5W Question:	Questions that have only one correct answer.
Capitalization:	The concept that some words begin with an uppercase letter while other words contain lowercase letters.
Classroom-Made Books:	Books created and published by the classroom students and the teacher that can be placed in an independent reading corner.
Cloze Question:	Fill-in-the-blank questions.
Concepts of Print:	The basic understandings about functions of print.
Connection Question:	Questions that relate the story to another story, the child's life, or other life experiences.
Consonant Blend:	Consists of two or three consecutive consonant letters, each representing a separate phoneme that is blended together.
Consonant Digraph:	Two different consonant letters that appear together and represent a single sound (phoneme) not usually associated with either letter.
Decode:	The ability to translate letters into recognizable sounds.
Developmental Spelling:	An attempt to spell a word whose spelling is not already known, based on writer's knowledge of the spelling system and how it works.
Emergent Writing:	The result of recording language graphically by using letters.
Expressive Language:	Language in which children verbally answer questions and actively engage in conversations with others where they have the opportunity to share their thoughts, feelings, or emotions.
Genre:	A category of a book. Genres include poetry, historical nonfiction, mystery, fiction, nonfiction, etc.
Grapheme:	A written or printed representation of a phoneme.
High-Frequency Words:	Words most commonly found in the English language.
Independent Reading:	When a child reads the pictures or text of a story without the help of another person.
Message:	The concept that print and not the picture carries the message.

Morpheme:	The smallest unit of meaning in a language.
Onset Patterns:	Includes initial consonant letters found at the beginning of syllables and words such as b, c, d, f, g, sn, st, str.
Open-Ended Question:	Questions to which children respond in their own words; can have multiple answers.
Phoneme:	The smallest unit of sound (combine to form words and syllables).
Phonics:	The knowledge of how sounds are related to words.
Phonological Awareness:	The ability to attend explicitly to the phonological structure of spoken words, rather than just to their meanings and syntactic roles.
Punctuation Marks:	The concept that punctuation marks have meaning.
Reading Readiness:	The accomplishment of skills that are a prerequisite for reading texts.
Receptive Language:	Language in which children listen to questions, directions, stories, and conversations.
Sight Words:	Words recognized automatically without conscious attention.
Story Structure:	The concept that most stories have a beginning, middle, and an end.
Syllable:	A unit of spoken language.
Vocabulary:	The words of which one has listening and speaking knowledge.
Words:	The concept that words are made up of letters that represent sounds.