Literacy Terms

* Sight words
  + words the students should know automatically without have to sound them out
  + Sigh words by grade pfd. - <http://www.sightwords.com/pdfs/word_lists/dolch_group.pdf>
  + Sight word flash cards (All 220 words and 95 nouns) - <http://www.mrsperkins.com/dolch.htm>
* Semantics
  + Branch of linguistics concerned with meaning
  + Word meaning/vocab
  + Difference between using block or cube (more specific)
* Syntax
  + Arrangement of words in a sentence
  + Set of rules for each language (some overlap)
  + I see the dog. Not, See the dog I.
* Phonology
  + Umbrella term for sounds and patterns in speech and sign lang
  + Can vs cane (long vs short vowel)
* Pragmatics
  + How words are used
  + Meaning within a context
  + There are green cars and motorcycles.
* Phoneme
  + Smallest unit of sound
  + Individual letter sounds
  + Dog = 3 phonemes (3 separate sounds)
* Phonemic awareness
  + Ability to hear individual sounds and manipulate sounds
  + Focus on trying, follow beat, connect sounds and break apart individual sounds in words)
  + Dog = d aw g
* Morpheme
  + Bound = affixes (cannot exist on their own)
  + Free = root word (can exist on its own)
  + Unleaded - un- and -ed = bound   lead = free
* Grapheme
  + Smallest way to represent a phoneme multiple way
  + Callum, Jack, Kelp
* Nature Vs. Nurture
  + Nature = what you are born with, genetics, cannot be changed
  + Nurture = environment you grew up in, experiences
  + What is more influential
* Scaffolding
  + Allow student to carry out a task by gradually shedding assistance
  + Teacher help, peer help, individual
* ZPD
  + Range of abilities that an individual can perform with assistance
  + Extra guidance is needed before an individual can perform a task
  + In may be beneficial for individuals who have a shorter attention span to sit at the front of the class to keep them on task
* Fast-mapping
  + New concept is learned based only on minimal exposure
  + Rapidly learning a new word when contrasting it with a new word
  + Open vs closed (you know what open means, so you just need to know that closed in the opposite)
* Overextension
  + Individual categorizes objects/people into certain groups
  + Can lead to the individual calling things the wrong name
  + Dogs have four legs and a tail (and so do horses), so they might call a horse a dog
* Overgeneralization
  + Individual sees a pattern, and applies it even if it is in correct
  + I runed all the way home. I have two foots.
* Under-extension
  + Individual does not extend something that is in the same category
  + Family pet is a dog, but other people dogs are not
* Print referencing
  + refers to the use of verbal and nonverbal cues to encourage children’s attention to and interactions with print
  + teachers/parents pointing out and referring to elements of print
  + Tracking text with finger/pointer for individual to see what words are being read
* Contextualize language
  + Using words and concepts around a word to determine the meaning
  + Construct language within a context
  + Give students a picture book where they have to write the story (use the context of the pictures to write the story)
* Decontextualized language
  + Language that is removed from the here and now
  + Used to explain abstract concepts, the past and the future
  + Emma’s and Katie’s book - egg = idea
* Emergent literacy
  + Child’s knowledge of reading and writing before they are formally taught
  + Believes that even small children (ages 1-2) are in the process of becoming literate
  + Interpreting a story through pictures and hearing it being read
* Expressive language
  + Putting thoughts and ideas to into coherent sentences (written or spoken)
  + I like your dog! And not like dog
* Receptive language
  + Ability to understand information
  + Know what to do when you ask them to put on their coat, sequence of instructions
* Figurative language
  + Amplifies writing to better communicate meaning
  + Exaggerated and excited method of writing that often uses similes, metaphors, hyperboles, etc
  + I’m as tall as a tree.
* Metalinguistic awareness
  + Ability to reflect on how spoken and written language is used
  + Individual can think about manipulate language
  + Pig Latin
* Graphophonemic awareness
  + The ability to match up letters with their proper sounds
  + Students be able to know that the letter d, the makes the /d/ sound
* Phoneme isolation
  + The ability to identify where a sound appears in a word
  + Students will be able to identify that in the word cat, the /k/ sound is at the beginning of the word, the /æ/ sound is in the middle, and the /t/ sound is at the end.
* Phoneme identity
  + The ability to recognize the same sounds in different words
  + Students will be able to recognize words such as whale, water, and wet, as words the start with the /w/ sound
* Phoneme categorization
  + The ability to recognize the “odd word out” in a set of words
  + In a set of words such as: dog, dad, door, kite, students will be able to recognize that the word kite is the “odd word out.”
* Phoneme blending
  + The ability to hear individual sounds in a word and put them together
  + Students will be able to sound out the word cat into its three sounds and blend them together to say the word cat
* Phoneme segmentation
  + The ability to break down words into its individual sounds
  + Students will be able to break down the word dog into its individual sounds, /d/, /၁/, and /g/
* Phoneme deletion
  + The ability to identify how a word would sound if one sound was omitted
  + Students will be able to identify that the word dog, without the /d/ sound would be og
* Phoneme addition
  + The ability to identify how a word would sound if one sound was added
  + Students will be able to identify that the word dog, with the s sound added (at the end) would be dogs
* Phoneme substitution
  + The ability to manipulate spoken words by substituting certain phonemes for others
  + This occur only in oral language
  + Students will be able to change the word cat to the word hat by changing the beginning sound
* Transcription
  + Handwriting and spelling skills to convert ideas into written letters and words
  + Occurs during the the physical writing process and typing
  + Allow students to invent spelling, draw pictures, etc to get their ideas on paper and revise later
* Word choice
  + Wide range of vocabulary
  + Help students broaden their vocabulary to use rich and descriptive words
  + Encourage students to look up words, or look them up for the students and discuss in during class time
* Sentence conventions
  + Skills needed to produce coherent sentences
  + Teach grammar, punctuation, capitalization, sentence structure, nouns, verbs and adjectives
  + Be sure to teach these concepts within a context for better understanding and retention
* Paragraph construction skills
  + Skills needed to produce coherent sentences
  + Paraph structure, when to start a new paragraph, indentations
  + Use strategies like TPEC (topic, proof, examples, conclusion) to aid in students understanding
* Genre and text structure skills
  + Recognize and reproduce key elements of different genres (narrative, persuasive/opinion, informational/explanatory)
  + Narrative - to tell, recount, express or entertain
    - Fables, memoirs, personal stories, etc
  + Persuasive/opinion - to advocate, to recommend, to argue a point of view
    - Opinion letter, advertisements, movie/book review, etc
  + Informational/explanatory - to explain, inform, instruct, analyse, and evaluate
    - Podcast, newspaper article, scientific experiment, etc
* Writing process strategies
  + Particular procedures around writing
  + How to plan, draft, revise, and edit
  + Must teach the writing journey, and not just focus on the product
* Self-regulation skills
  + Skills taught to students to preserve through the writing process
  + Use the writing process strategies
* Curriculum - ELA
  + Governmental outline to what should be taught at each grade level

1. Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.
3. Students will listen, speak, read, write, view and represent to manage ideas and information
4. Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
5. Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

* Thematic Unit
  + Organization of a unit around a certain motif that is usually cross-curricular
  + Winter unit - use words like snow, white, scarf, boots, etc in a spelling test