

# Idaho Comprehensive Literacy Standards Concepts and Competencies Guide (3<sup>rd</sup> edition)

## Standard 2 Fluency, Vocabulary Development, and Comprehension



Karla LaOrange, EdS: Brigham Young University – Idaho

Amanda Eller, PhD: Idaho State University – Twin Falls

Joanne Toevs, MEd: Idaho State University

Jennifer Alexander, EdD: Lewis-Clark State College

Sally Brown, PhD: College of Idaho

Hannah Carter, PhD: Boise State University

Whitney Ward, EdS: Northwest Nazarene University

Jue Wang, PhD: University of Idaho

3<sup>rd</sup> Edition Copyright 2022 by  
Idaho Higher Education Literacy Partnership  
ALL RIGHTS RESERVED

## Introduction

This document outlines concepts and competencies for the Idaho Comprehensive Literacy Assessment and corresponding coursework for Standard 2. It is intended as a guide for both literacy instructors and preservice teachers.

**Section 1** states the language of Standard 2. This is part of the Idaho Standards for Initial Certification of Professional School Personnel approved during the 2022 Idaho Legislative session, to which teacher preparation programs were to be aligned by July 1, 2022.

**Section 2** lists the content outline common to both Elementary and Secondary.

**Section 3** offers specific Standard 2-based content and concepts for Elementary, off of which the assessment is based. *(Elementary section applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Visual Impairment K-12.)*

**Section 4** offers specific Standard 2-based content and concepts for Secondary, off of which the assessment is based. *(Secondary section applies to the following endorsements: Secondary Education; Music Education K-12; Physical Education K-12; Art Education K-12.)*

**Section 5** lists key terms and definitions.

**Instructors** are encouraged to use the concepts and competencies content and the vocabulary list when planning their courses.

**Students** are encouraged to use the concepts and competencies content and the vocabulary list as a study guide for the assessment.

## Section I

### Standard 2 - Fluency, Vocabulary Development, and Comprehension

*(Elementary section applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Visual Impairment K-12. Secondary section applies to the following endorsements: Secondary Education; Music Education.)*

The teacher candidate understands: the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension. The candidate demonstrates the ability to analyze the complexity of text structures, utilize a variety of narrative and informational texts from both print and digital sources, and make instruction accessible to all, including English language learners. The teacher candidate demonstrates the ability to apply these components by using evidence-based practices and explicit strategy instruction in all aspects of literacy and/or content area instruction.

(Idaho Standards for Initial Certification of Professional School Personnel, 2022, p. 5)

## Section 2

### General Content Outline

*(This general outline was used for both Elementary and Secondary. See separate expanded sections below.)*

- **Structure of children’s and adolescent literature - informational and literary texts**
  - Genres, formats, and text types
  - Text structures and text complexity
  - Content Literacy/Disciplinary Literacy
  - New Literacies
  
- **Effective reader processes**
  
- **Essential understandings for literacy instruction for comprehension, vocabulary, and fluency/proficiency**
  - Literacy Instructional Approaches
  - Comprehension Concepts and Instructional Practices
  - Vocabulary Concepts and Instructional Practices
  - Fluency Concepts and Instructional Practices

## Section 3

### Content for Elementary Education

*Note: Information listed here is a suggested list of concepts and practices. The list of practices includes well-researched and documented approaches, but is not intended to be an all-inclusive list. A variety of instructional approaches should be researched, depending upon the discipline and the purpose of the instruction. In order to support students' literacy development, preservice teachers are expected to attain the following minimum competencies:*

- **Structure of children's and adolescent literature – informational and literary texts**
  - Genres, formats, and text types
    - Characteristics of informational and literary texts from a broad range of cultures and time periods
    - General classifications that align with Idaho Content Standards: literary (stories, drama, poetry); informational (literary nonfiction, historical, scientific, and technical texts)
    - Genres such as nonfiction, realistic fiction, biography, autobiography, science fiction, fantasy, historical fiction, mystery, folklore, myths, poetry, drama
    - Formats such as graphic novels, wordless books, picture books, prose, diary, limerick, free verse, scripts
    - Text types such as opinion/argument, informative/expository, narrative
  - Text structures and text complexity
    - Understanding of text structures and text features
    - Literary elements, including: story grammar, which includes character, setting, theme, conflict, plot, climax, rising action/falling action
    - Informational text structures, including: cause/effect, opinion, persuasive, descriptive, chronological, compare/contrast, problem/solution
    - Analysis of text complexity including: quantitative, qualitative, reader & task of literature and informational text
    - Understands how to use and interpret readability formulas, to include Lexile Scores
    - Understands how to help students choose books for themselves that they can read independently
  - Content Literacy
    - Understands how to support literacy (reading, writing, speaking/listening, and language) across the content areas (i.e., history/social studies, science, and other disciplines)
    - Understands the role of content literacy in supporting general reading
    - Understands disciplinary literacy focuses on how professionals in their specific discipline use literacy elements to communicate with other professionals within their respective fields

## Standard 2 Concepts and Competencies

- New Literacies
  - Understands the benefits and challenges of engaging with digital resources and multimodal texts
  - Utilizes effective online reading instruction, including:
    - Approaching online reading tasks with a purpose in mind
    - Navigating and negotiating online texts
    - Monitoring comprehension of, and pathways through, online texts
    - Responding to online texts
  
- **Effective reader processes**
  - Monitoring Comprehension:
    - Metacognition
    - Self-assessment
    - Fix-up strategies
  - Activating prior knowledge
  - Making predictions
  - Visualizing text
  - Making connections with text
  - Questioning the text
    - Literal
    - In-depth
  - Making inferences / inferential questioning
  - Determining importance
    - Main idea
    - Details
  - Summarizing texts
  - Synthesizing multiple texts
  
- **Essential understandings for literacy instruction for comprehension, vocabulary, and fluency/reading proficiency**
  - Literacy Instructional Approach Examples
    - Reader's workshop
    - Literature circles
    - Shared reading
    - Guided reading
    - Independent reading
  - **Comprehension** Concepts
    - Reading comprehension takes place through an interaction between reader and text
    - Comprehension instruction takes place before, during, and/or after reading
    - Understand that background knowledge influences comprehension

## Standard 2 Concepts and Competencies

- Understands the definition of, and usefulness of, reading levels in selecting text for various purposes, including: independent, instructional, and frustration levels
- Understands how to differentiate instruction for English language learners and struggling readers
- Understands read-alouds are an effective way to build background knowledge and develop reader processes
- Understands the need to match instructional practices with the reader and the task
- The teacher understands effective independent reading includes:
  - Student choice at appropriate reading level
  - Wide reading - reading across genres
  - Accountability for reading (i.e., conferences, journals, etc.)
- **Comprehension** Instructional Practice Examples
  - Thinking Aloud
  - Read Aloud/Interactive Reading Aloud/Dialogic Reading
  - Annotating Text
  - Co-Constructing Anchor charts
  - Close Reading
  - Socratic Seminar
  - Rereading
  - Retelling
  - Graphic organizers (e.g., concept maps, semantic webs, constructing schema)
- **Vocabulary** Concepts
  - Understand the differences between Tier I, II, and III words and how to select vocabulary and instructional practices based on the needs of reader and instructional purpose.
  - Understand the differences and benefits of both in-context and in-depth vocabulary instruction
  - Understand the role and usefulness of specific vocabulary strategies to support struggling readers and English language learners
  - Understand how to teach morphological understandings and analysis skills to enhance reading comprehension
  - Understand complex vocabulary terms and how to teach them including denotative and connotative meanings, homonyms, figurative language, homophones, and homographs
  - Understand the differences and relationship between students' expressive and receptive vocabularies
- **Vocabulary** Instructional Practice Examples
  - Provide a print rich environment
  - Promote wide reading
  - Teach specific words
  - Teach word learning strategies

## Standard 2 Concepts and Competencies

- Teach use of graphic organizers [e.g., Frayer Model, semantic concept mapping]
- Concept word sort
- Word Walls
- **Fluency** Concepts:
  - Understand the elements of fluency, including automaticity, word accuracy, and prosody
  - Understand how the elements of fluency work together to support comprehension
  - Understand readers should practice fluency with texts at their independent level
  - Identify students who need fluency practice and intentionally select practices to address specific fluency needs
  - Understand student fluency benefits from modeling of fluent reading and feedback
- **Fluency/Reading Proficiency Instructional Practice Examples**
  - Reader's Theater
  - Choral Reading
  - Echo Reading
  - Partner Reading
  - Repeated Reading



## Section 4

### Content for Secondary Education

*Note: Information listed here is a suggested list of concepts and practices. The list of practices includes well-researched and documented approaches, but is not intended to be an all-inclusive list. A variety of instructional approaches should be researched, depending upon the discipline and the purpose of the instruction.*

- **Structure of adolescent literature – informational and literary texts**
  - Genres, formats, and text types
    - Understanding of text variety within teacher’s discipline, such as text types, genres, and formats
    - Text types may include: professional articles, infographics, novels, poetry, graphic novels, picture books, persuasive, argumentative, informational text books, and primary documents
  - Text structures and text complexity
    - Analysis of discipline textbooks and supplemental materials, which include:
      - External text features such as bolded words, headings, subheadings, table of contents, glossary, captions, and illustrations/graphics.
      - Discipline-specific features (i.e., mathematical equations, timelines, scientific tables, charts/graphs, etc.).
      - Internal text structures such as time/order, compare/contrast, cause/effect, descriptive, narrative.
    - Understand how elements of the text complexity triangle (qualitative, quantitative, reader & task) affect the accessibility of a text for all readers.
    - Utilize and interpret readability formulas, including Lexiles
  - Disciplinary literacy
    - Understand how to support literacy (reading, writing, speaking/listening, and language) across the content areas (i.e., history/social studies, science, and other disciplines)
    - Understand the role of content literacy in supporting general reading
    - Understand disciplinary literacy focuses on how professionals in their specific discipline use literacy elements to communicate with other professionals within their respective fields.
  - New literacies
    - Understand the benefits and challenges of engaging with digital resources and multimodal texts
    - Utilize effective online reading instruction, including:
      - Approaching online reading tasks with a purpose in mind
      - Navigating and negotiating online texts

## Standard 2 Concepts and Competencies

- Monitoring comprehension of, and pathways through, online texts
- Responding to online texts
- **Effective reader processes**
  - Activating prior knowledge
  - Making predictions
  - Monitoring comprehension/ metacognition
  - Making connections with text
  - Questioning the text (literal and in-depth)
  - Making inferences / inferential questioning
  - Determining importance (main idea/details)
  - Summarizing part or a whole text
  - Synthesizing multiple texts
- **Essential understandings for literacy instruction for comprehension, vocabulary, and fluency/proficiency**
  - Specific understandings and strategy examples for **comprehension instruction**
    - Close reading
    - Socratic seminar
    - Annotating texts
    - Anchor charts
    - Think-aloud
    - Read-aloud
    - Graphic organizers
    - Concept maps, semantic webs, constructing schema, outlining, etc.
  - Specific understandings and strategies for **vocabulary instruction**
    - Provide a print-rich environment
    - Promote wide reading
    - Teach specific words
    - Teach word-learning strategies
    - Understand the differences between Tier I, II, and III vocabulary words
    - Understand how to select vocabulary and instructional practices based on the needs of the reader *and* instructional purpose
    - Awareness of multiple meanings of words including denotative and connotative meanings, words with multiple meanings, figurative language, homonyms, homophones, and homographs
    - Morphemic analysis (affixes and roots) within content areas
    - Differentiated vocabulary strategies for English language learners
    - Understand the differences and benefits of both in-context and in-depth vocabulary instruction
  - Specific understandings and strategies for **fluency instruction**
    - Elements of fluency (reading rate, word accuracy, and prosody) and how they work together to support comprehension.

## Standard 2 Concepts and Competencies

- Fluency instruction for young adult readers should focus on adjusting reading rate based on complexity of text to support comprehension.
- Effective oral reading strategies for whole-class instruction
- Choral/echo/partner reading

## Section 5

### Terminology

<i>Term</i>	<i>Definition</i>
After-reading strategies	Strategic readers reflect on what they have read, continue to integrate new information with old information, may evaluate the new information or use it in some way, and may seek additional information on the topic (Gunning, 2016, p. 384). Teachers use various instructional activities to teach after reading strategies (e.g., summarizing, retelling, etc.)
Activating prior knowledge	Comprehension involves relating the unknown to the known. Teachers should model the process of how to preview the text, generate ideas of what is already known about the subject, and decide what knowledge should be acquired by reading the text (Gunning, 2016)
Anticipation guide	Listing of three or more debatable statements about a topic on which students indicate whether they agree with each statement before the read about a topic (Gunning, 2016, p. 378).
Annotating Text	Systematic notes within a document that provide explanations of and connections to the text. Also used to fill in information that is missing from the text but that is important for understanding key ideas.
Antonym	Words that are opposite or nearly opposite in meaning
Argumentative Text	Takes a position on an issue and supports it. Writer responds to literary pieces, persuasive essays, and responses to prompts that necessitate a position (Gunning, 2016)
Background Knowledge	<i>See also: Prior Knowledge</i> The prior knowledge a student has, or is explicitly taught before to reading a text, related to the theme, content, and/or topic of the text.
Basal Reader	A series of readers or anthologies and supplementary materials that gradually increase in difficulty, thus serving as steppingstones along a path that begins with emergent literacy and extends through sixth-grade reading (Gunning, 2016, p. 447)
Before-Reading Strategies	Strategic readers survey the text, activate appropriate prior knowledge, predict what the text will be about, set goals, and decide how to read the material (Gunning, 2016, p. 378). Using an anticipation guide is one example of how teachers can implement a before reading strategy.
Brainstorming	Group discussion held to generate ideas and solve problems.
Choral Reading	Actively involving students as they read aloud in unison, as a whole class or small group, along with a teacher or more-capable reader.

## Standard 2 Concepts and Competencies

<i>Term</i>	<i>Definition</i>
Close Reading	A careful analysis of the text. Typically requires rereading to determine what the author is saying, the language the author is using, the evidence being provided, and literary devices and text structures. Students focus on text-dependent questions, but they also make inferences and judgements based on the text (Gunning, 2016, p. 295)
Comprehension	The “essence of reading” (Durkin, 1993); the process of simultaneously extracting and constructing meaning through interaction and involvement with written language; involves the reader, the text, and the activity or purpose all situated within the sociocultural context (RRSG, 2002)
Comprehension Strategies	Conscious plans that readers apply and adapt to make sense of text and get the most out of what they read.
Concept Maps / Concept Sorts	A graphic organizer that shows the nature of a word’s meaning relationships (Reutzel & Cooter, 2019). Also called semantic maps, word webs, and word maps.
Connections	Making text-to-text, text-to-self, and text-to-world associations
Connotative meaning	The associations and emotions connected to a word; refers to the feeling association with a word (Honig et al., 2018, p. 573)
Content Literacy	The ability to read and understand written material associated with different content areas, produce written material using content-area conventions and styles, learn from various types of texts, and apply the information they read to new learning
Conventions	Conventions represent the writing’s level of correctness – the extent to which the writer uses grammar and mechanics with precision
Denotative meaning	Commonly accepted meaning and definition of a word; literal meaning of a word
Differentiated Instruction	An approach to teaching in which educators actively plan instruction aligned to students' learning differences. In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests (Doubet & Hockett, 2018)
Disciplinary Literacy	Students applying their literacy skills in reading informational texts in order to acquire new knowledge in the subject areas or disciplines of mathematics, science, social studies, English language arts, etc. (Reutzel & Cooter, 2019). The development of students’ ability to engage in social, semiotic, and cognitive practices compatible with those undertaken by disciplinary experts (Fang, 2014)

Standard 2 Concepts and Competencies

<i>Term</i>	<i>Definition</i>
“During Reading” Strategies	The integration of information from the text with prior knowledge while reading is occurring. Teachers can explicitly teach “during reading strategies” by using think-alouds while implementing comprehension strategies <i>during reading</i> to help students construct meaning (e.g. distinguish between important and unimportant details, organize information from the text, summarize sections, and generate questions; Gunning, 2016).
Etymology	The study of the origin of words and how their meanings have developed throughout history
Expository text	Informational text that communicates facts about the natural or social world. It can include a wide range of genres and formats, from content-area textbooks to cookbooks to websites (Honig et al., 2018)
Expressive vocabulary	Words produced; vocabulary used in speaking and writing
Fiction	Text consisting of people, events, and/or places that are imaginary—not based strictly on history or fact. Generally, narrative in form. Also refers to written narratives in prose and typically novels, novellas and short stories.
Figurative language	Figures of speech that enable speakers and writers to express ideas in fresh, new ways (Honig et al., 2018, p. 574). <i>See also: simile, metaphor, idiom</i>
Fluency	Accurate reading of connected text at a conversational rate with appropriate prosody (expression)
Genre	Literary works of prose, poetry, drama, hybrid forms, or other literature that are distinguished by shared literary conventions. Literary genres include for example, realistic fiction, folk tales, essays, poems, informational pieces and others.
Grammar	Defined as a rule system for describing the structure or organization of language
Graphic novels	A full-length story combining words and comic images
Graphic organizer	Word or pictorial maps, webs, and other organizational devices that allow students to construct relationships among words and ideas. Visual displays that help students remember information (Gunning, 2016)
guided reading	A framework within which the teacher supplies whatever assistance or guidance students need to read a selection successfully (Fountas & Pinnell, 1996). Typically used with individuals or with groups of students who are on approximately the same level of reading development (Gunning, 2016)
Homonym	Two or more words having the same spelling and pronunciation but different meanings and origins

Standard 2 Concepts and Competencies

<i>Term</i>	<i>Definition</i>
Homograph	Words that are spelled the same but pronounced differently, and have different meanings and origins
Homophone	Two or more words that have the same pronunciations but different spellings, meanings, and origins
Idaho Content Standards for English Language Arts (ICS for ELA)	<p>Idaho’s Standards for English Language Arts prioritize the following content:</p> <ul style="list-style-type: none"> <li>• Foundational Reading Skills</li> <li>• Building Knowledge</li> <li>• Comprehending Grade-Level Complex Texts</li> <li>• Valuing Text Evidence</li> </ul> <p>The ELA standards are organized into seven strands:</p> <ul style="list-style-type: none"> <li>• Foundational Reading Skills</li> <li>• Reading Comprehension</li> <li>• Vocabulary Development</li> <li>• Research</li> <li>• Writing</li> <li>• Oral and Digital Communications</li> <li>• Grammar and Conventions</li> </ul> <p>(Idaho State Department of Education, 2022)</p>
Idiom	An expression that cannot be understood by the meanings of the individual words within it
Inferences	Conclusions or connections made based on a combination of information from the text and background/external knowledge
Inferential Questions	Questions for which the answer is implied in the text, but not explicitly stated in the text
Informational Text	Nonfiction text meant to inform the reader. Four types of informational texts include: argumentation, description, exposition, and narration (Reutzel & Cooter, 2019)
Interactive Read-Aloud	An instructional context in which the teacher reads a text with the students, typically whole-group. Best practices suggest the teacher preview the book, provide an introduction, read with expression, discuss in a lively manner, and encourage children’s participation and responses (Hoffman, Roser, and Battle, 1993).
KWL	The K-W-L procedure is a frequently used technique for tapping into students’ prior and world knowledge. The procedure involves three steps: (K) Assessing what students <i>know</i> (W) identifying what students <i>want</i> to know and/or learn, and (L) Noting what students <i>learned</i> (Honig et al., 2018)
Lexile	A framework for determining a student’s reading ability level and/or a determining the level of a text’s complexity / difficulty

Standard 2 Concepts and Competencies

<i>Term</i>	<i>Definition</i>
Literal Questioning	Questions for which the answer appears directly in the text (Honig et al., 2018)
Literature Circles	A method by which small groups of students read the same text, typically with an assigned or chosen perspective/focus, then meet to discuss the text, where the discussion is guided by the students in their various roles, sharing perspectives and responses
Literacy	Reading, writing, speaking and listening
Main Idea	The point of a text; the key concept(s) being expressed in text
Mechanics	The rules or conventions of written language, e.g., capitalization, punctuation, and spelling
Metacognition	Knowledge and beliefs about one’s own cognitive processes, as well as efforts to regulate those cognitive processes to maximize learning and memory (McDevitt & Ormrod, 2020).
Metacognitive Strategies	A reader’s ability to use comprehension strategies to measure their own awareness of how well he or she is understanding the reading. A reader’s ability to control his or her own thinking, including the use of comprehension strategies to improve or repair failing comprehension while reading (Reutzel & Cooter, 2019)
Metaphor	A figure of speech in which a comparison is implied by analogy but is not stated; a comparison of two things that are not the same without using the word <i>like</i> or <i>as</i> .
Morpheme	Smallest meaningful units of language that contains both sound and meaning—linguistic entities that may be whole words, parts of words, or single phonemes (Moats, 2020)
Morphemic or Morphological Analysis	Key instructional elements of morphemic or morphological analysis are morphemes (smallest meaningful word unit), the analysis of which includes the examination of the meaning of root or base words and affixes (Roe et al., 2007)
Multimodal Texts	Text in which meaning is conveyed to the reader through varying combinations of visual, written, and spatial models (e.g. picture books, textbooks, graphic novels, posters)
Narrative Text	A composition in writing or speech that tells a story or gives an account of something (Harris & Hodges, 1995)
New Literacies	Resources that come from a different, evolving types of media that change and expand the way we communicate. New literacies include text messages, blogs, videos, etc. (Vacca et al., 2019)
Nonfiction	Text based on facts, real events, and real people



## Standard 2 Concepts and Competencies

<i>Term</i>	<i>Definition</i>
Organization	The internal structure of the writing, the thread of meaning, the logical pattern of the ideas (Culham, 2003)
Prediction	A person’s use of knowledge about language and the context in which it occurs to anticipate what is coming, in writing or speech
Presentation	The form and layout – how pleasing the piece is to the eye (Culham, 2003)
Prior Knowledge	The information a student already knows before they learn new information. By activating prior knowledge, students can better understand the new material they are learning about (Vacca et al., 2019)
Preview	Pre-reading/discussing to obtain a general idea or overview of the material that helps the student gain knowledge of the topic
Prosody	The ability to orally read text expressively, with appropriate pacing, phrasing, and intonation (Tompkins, 2014)
Question-Answer Relationship (QAR)	A strategy for increasing comprehension that focuses on the processes for generating answers to questions and on the relationships between questions and answers (Roe et al., 2007).
Readability	Reading difficulty level of texts that can be computed using statistical formulas (Roe et al., 2007)
Readability Levels: Independent, Instructional, and Frustration	<b>Independent Level</b> – The level of reading material that a student can read independently with high comprehension and accuracy. <b>Instructional Level</b> – The level of reading material that a student can read and comprehend with the support and instruction. <b>Frustration Level</b> – The level of reading material that is too difficult for a student to read successfully with adequate comprehension and accuracy.
Reading Rate	Reading speed, usually reported as the average number of words read correctly in one minute (Tompkins, 2014).
Receptive Vocabulary	The words that readers recognize and understand when they hear them or see them (Roe et al., 2007); listening and reading vocabularies
Reciprocal Teaching	An activity in which the teacher and students take turns modeling the use of strategies (Tompkins, 2014).
Retell	Oral or written reconstructions of material that is read (Roe et al., 2007).
Scaffolding	Support mechanism—provided by a more competent individual—that helps a child or adolescent successfully perform a task within his/her zone of proximal development (McDevitt & Ormrod, 2020)
Schema/ Schemata	A generalized description, plan, or structure, a system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships in the world (Harris & Hodges).

## Standard 2 Concepts and Competencies

<i>Term</i>	<i>Definition</i>
Semantic Feature Analysis (SFA)	Vocabulary strategy used to compare the attributes of related concepts (Roe et al., 2007)
Semantic web/map/organizer	Figures illustrating conceptual relationships (Roe et al., 2007)
Semantics	Linguistic term referring to word meaning, including sense, implication, reference, and logical forms (Roe et al., 2007)
Sentence Fluency	The flow of language, the sound of word patterns – the way the writing plays to the ear, not just to the eye (Culham, 2003)
Shared Reading	An interactive reading experience between teacher and students; the teacher models, guides, and provides support as students participate in the reading of the text
Simile	A comparison of two things that are not alike, usually using the words <i>like</i> or <i>as</i>
Socratic Seminar	A formal discussion, based on a text, in which the leader asks open-ended questions; within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others (readwritethink.org)
Story Grammar	In text analysis, a formal device or grammar used for specifying relations among episodes in a story and to formulate rules for generating other stories, e.g. “What information does the author present first, next...?” (Harris & Hodges, 1995)
Strategic Reading	Actively reading the text by connecting text information with preexisting knowledge and using learned procedures to interact with the text (Roe et al., 2007)
Structural Analysis	<i>See also: Morphological analysis</i> Word identification strategy based on identification of a root that carries the base meaning of the word and affixes that modify the base meaning (Roe et al., 2007)
Summarization	Concise restatement of what the author has said in a work or a section of work
Synonym	One of two or more words in a language that have highly similar meanings
Syntax	Rules for a language consistently used to put words together in grammatically-correct sentences
Synthesis	The act of combining information from multiple sources
Text Complexity	A way to determine the comprehension demands of a book or other text using reader and text factors (Tompkins, 2014)

## Standard 2 Concepts and Competencies

<i>Term</i>	<i>Definition</i>
Text Structure	Organizational patterns of text
Think-Aloud	A procedure in which teachers or students verbalize their thoughts while reading or writing to describe their strategy use (Tompkins, 2014)
Tier 1 Vocabulary	Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction. Examples of Tier 1 words are <i>clock, baby, happy</i> and <i>walk</i> .
Tier 2 Vocabulary	High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are <i>obvious, complex, establish</i> and <i>verify</i> .
Tier 3 Vocabulary	Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Terms central to scientific, mathematical, legal, medical, etc., fields are all types of Tier 3 words.
Trade Book	A published book that is not a textbook; the type of books in bookstores and libraries
Text Sets	Collections of fiction and nonfiction books at varied reading levels on a shared topic (Tompkins, 2014)
Visualizing	Thinking about what the author is saying and creating a picture in your head. Visualizing refers to our ability to create pictures in our heads based on text we read or words we hear. It is one of many skills that makes reading comprehension possible (Reutzel & Cooter, 2019)
Vocabulary Development	In-depth word study, exercises that increase vocabulary knowledge through study and strategy knowledge (Roe et al., 2007)
Voice	The “soul” of the writing. It is what makes the writer’s style singular, as his or her feelings and convictions come out through the words (Culham, 2003)
Word Choice	The purposeful use of rich, colorful, precise language that moves and enlightens the reader (Culham, 2003)
Word Family	A group of words sharing a common phonic element; a group of words sharing the same root or base (Harris & Hodges, 1995).

## References

- Culham, R. (2003). *6 + 1 traits of writing: The complete guide grades 3 and up*. Scholastic Professional Books.
- Doubet, K. J., & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. ASCD.
- Durkin, D. (1993). *Teaching them to read* (6<sup>th</sup> ed.). Allyn and Bacon.
- Harris, T., & Hodges, R. (Eds.). (1995). *The literary dictionary*. International Reading Association.
- Honig, B., Diamond, L., & Guthohn, L. (2018). *Teaching reading sourcebook* (3<sup>rd</sup> ed.). Academic Therapy Publications.
- Idaho State Board of Education, Professional Standards Commission of Idaho, & Idaho State Department of Education. (2022). *Idaho standards for initial certification of professional school personnel*. <https://www.sde.idaho.gov/cert-psc/psc/standards/files/standards-initial/Idaho-Standards-for-Initial-Certification-of-Professional-School-Personnel.pdf>
- McDevitt, T. M., & Ormrod, J. E. (2020). *Child development and education* (7<sup>th</sup> ed.). Pearson.
- Moats, L. (2020). *Speech to print: Language essentials for teachers* (3<sup>rd</sup> ed.). Brookes Publishing Co.
- RAND Reading Study Group. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Office of Educational Research and Improvement.
- Reutzel, D. R., & Cooter, Jr., R. B. (2019). *Teaching children to read: The teacher makes the difference* (8<sup>th</sup> ed.). Pearson.
- Roe, B. D., Stoodt-Hill, B. D., & Burns, P. C. (2007). *Secondary school literacy instruction: The content areas* (9<sup>th</sup> ed.). Houghton Mifflin Company.

Standard 2 Concepts and Competencies

Tompkins, G. E. (2014). *Literacy for the 21<sup>st</sup> century: A balanced approach* (6<sup>th</sup> ed.). Pearson.

Vacca, R., Vacca, J. A., & Mraz, M. (2019). *Content area reading: Literacy and learning across the curriculum* (12<sup>th</sup> ed.). Pearson.