

Terms: Reading Comprehension

After Reading Strategies: Strategies that require the reader to actively transform key information in text that has been read (e.g., summarize text, retell the story, confirm predictions, evaluate, connect and compare across texts).

Before Reading Comprehension Strategies: Strategies employed to emphasize the importance of preparing students to read text (e.g., activate prior knowledge, set a purpose for reading). access prior knowledge, preview text and any text features, predict, set purposes for reading.

Close Reading: A close reading is a careful and purposeful reading. It's a careful and purposeful **rereading** of a text. It's an encounter with the text where students really focus on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us.

During Reading Comprehension Strategies: Strategies that help students engage the meanings of a text (e.g., asking questions at critical junctures; modeling the thought process used to make inferences, constructing mental imagery, monitor and clarify comprehension, ask questions, visualize, adjust purposes and/or predictions; and make connections within the text as well as between the text and personal experience/previous knowledge).

Flexible Groups: Groups of students who share instructional needs and abilities that are regrouped as this changes. Permitting students to work in mixed levels in classrooms according to the specific task and then regrouping students as their needs and outcomes change.

Interactive Reading: A process in which students interact with a text before, during, and after reading as they actively construct meaning from the text. One example of this process might be that a reader makes a comment during the reading of a story: *This is Liam's first day at this school so he's probably feeling a little nervous. I wonder if someone will try to help him feel welcome.*

Literary Allusion: Indirect or brief references to well-known characters or events.

Metacognitive Comprehension Strategies: Metacognition is the process of "thinking about thinking." For example, good readers use metacognition before reading when they clarify their purpose for reading and preview the text. Good readers use metacognitive strategies to think about and have control over their reading.

Scaffolding: Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

Schema: Knowledge and experience a reader brings to the text.

Self-monitoring: Self-monitoring is the mental act of knowing when one does and does not understand what one is reading.

Synthesizing: The cognitive process of connecting and merging ideas from different parts of the same texts or across different texts. Synthesizing is not the same as summarizing in that summarizing is a process of putting together the most important ideas in the text. Synthesizing information from text is putting together ideas from parts of texts or from different texts, regardless of whether they are the most important ideas or not.

Text Dependent Questions: These questions require that students have actually read the text. They are questions that are answered through close reading of a complex and worthy text. Text dependent questions require that the evidence comes from text, not information from outside sources.

Text Features: Elements of a text that give additional information to the reader, such as captions, charts, diagrams, graphs, headings, illustrations, maps, schedules, special type, tables, and timelines

Text Structure/Organizational Structure: The various patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison, sequencing).

Think Aloud: Used during read aloud, teachers reveal their thinking processes by verbalizing: connections, questions, inferences, and predictions.