

# Glossary

- cloze -** a reading approach in which students fill in blanks with words that make sense and sound right to assess/improve comprehension and vocabulary.
- comprehension skills -** literal: reading for factual understanding (reading the lines of print); interpretive: reading for the implied meaning (reading between the lines); critical thinking: reading to organize prior knowledge with author's statements (reading beyond the lines).
- content area reading -** reading for information in a specific academic or technical context.
- content area specialist -** a teacher employed to teach specific content information and who has specialized training in that subject, such as math, social studies, or a career/technical education specialty.
- content standards -** statements of knowledge and skills that schools are expected to teach and students are expected to learn as a function of schooling.
- controlled vocabulary -** controlling the number, difficulty, and rate of introduction of new words for beginning readers.
- Cornell graphic organizer -** an approach that provides a purpose for reading by focusing students on the main idea and supporting details of the text; involves the pre-engagement, engagement, and post-engagement activities of *Record, Reduce, Recite, Reflect, and Review*.
- criterion-referenced test -** a test in which student performance is measured in reference to the mastery of specific knowledge or skills. The test score has meaning in terms of what the student knows or can do rather than in relation to the scores of an external reference (or norm) group.
- decoding techniques -** ways to recognize words: sight, structural analysis, phonics, context, dictionary.
- differentiated instruction -** the attempt "on the part of classroom teachers to meet students where they are in the learning process and move them along as quickly and as far as possible in the context of a mixed-ability classroom" (Tomlinson, 1999). Differentiated instruction promotes high-level and powerful curriculum for all students but varies in the level of teacher support, task complexity, pacing, and avenues to learning based on student readiness, interest, and learning profile.

## Reading Strategies for Career-Technical Education and Career Academies

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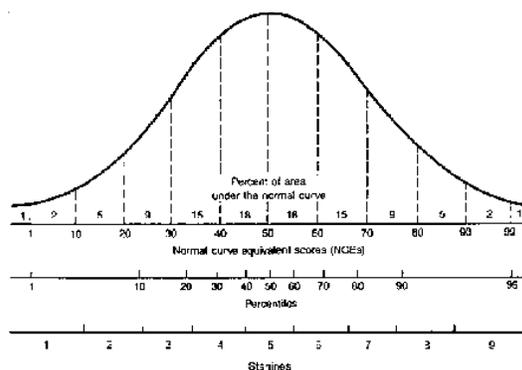
<b>document literacy -</b>	the knowledge and skills required to locate and use information contained in functional materials, such as job applications, payroll forms, transportation schedules, online consumer surveys, maps, tables, and graphs.
<b>DR/TA -</b>	directed reading/thinking activity (DR/TA) for improving comprehension and retention of information in which the reader answers four questions, “What I know I know,” “What I think I know,” “What I think I’ll learn,” and “What I know I learned.”
<b>expository text -</b>	print material that is content related. The information presented may be organized by time, cause/effect, or general to specific around principles.
<b>“fix-up” strategies -</b>	reading strategies related to how students resolve failures in comprehension.
<b>forecasted comprehension rate -</b>	the Lexile Framework is based on a conjoint measurement model such that a reader and a text are placed on the same scale, the Lexile scale. When the reader measure and the text calibration are the same (difference of 0L) then the forecasted comprehension rate is 75%. When the difference between the reader measure and the text calibration is – 250L (the text is more difficult than the reader is able), then forecasted comprehension rate falls to 50%. Conversely, when the difference between the reader measure and the text calibration is +250L (the reader is more able than the text is difficult), then forecasted comprehension rate improves to 90%.
<b>grade equivalent -</b>	score that represents the typical (mean or median) performance of students tested in a given month of the school year, expressed in grade level (to the left of the decimal) and months (to the right of the decimal).
<b>graphic organizer -</b>	a graphic representation of text used to help improve comprehension that shows the key parts of the whole and their relationships.
<b>information literacy -</b>	the skills of information problem-solving that students will need for an information-based society and a technological workplace.

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- interactive learning techniques** - learning that encourages students to discuss, critique, and analyze information.
- KWLS** - a process for practicing the comprehension and retention of information in which the reader responds to four statements, “What I **K**now,” “What I **W**ant to Know,” “What I **L**earned,” and “What I **S**till Want to Know.”
- learning logs** - post-reading activity in which students create a record of their learning as they reflect and write on what they have just read, discussed, or experienced.
- learning strategies** - reading strategies that affect the ways students process text, allowing them to retrieve, remember, and use the material.
- Lexile** - unit of measurement used when determining the difficulty of text and the reading level of readers. A Lexile is equivalent to 1/1000th of the difference between the comprehensibility of basal primers (the midpoint of first grade text) and the comprehensibility of an electronic encyclopedia (the midpoint of workplace text).
- Lexile Framework** - a system that can help determine the reading level of any written material or assess a reader’s reading comprehension level. After test results are converted into Lexile measures, readers can be matched to reading materials on their own level, and comprehension rates of readers can be forecasted to determine how well the reader will comprehend other texts that have been measured in the Lexile metric.
- Lexile Map** - overview of the Lexile Titles Database (found at [www.lexile.com](http://www.lexile.com)), more than 30,000 literary titles, popular titles, texts, foundation titles, tests and textbooks, and educational levels correlated with the Lexile scale. The education levels on the Lexile Map provide a classroom context for the Lexile measures.
- Lexile range** - suggested range of Lexiles at which the reader should be reading. The Lexile range for a reader is from 50L above her or his Lexile measure to 100L below.

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<b>Lexile reader measure -</b>	specific number that describes a student’s reading comprehension skills, accomplished through formal methods such as a linking study where the reporting scale of a norm-referenced or criterion-referenced assessment is linked with the Lexile scale, or through informal methods such as listening to a student read a book with a known Lexile measure.
<b>Lexile Scale -</b>	continuum of relative readability, ranging from 200L to 1700L, although actual Lexile measures can range from below zero to above 2000L.
<b>Lexile text measure -</b>	specific number assigned to any text indicating the reading demand of the text in terms of the semantic difficulty (vocabulary) and syntactic complexity (sentence length). A computer program, the Lexile Analyzer, examines the whole text to measure such characteristics as sentence length and word frequency — characteristics that are highly related to overall reading comprehension— then reports a Lexile measure for the text.
<b>literacy -</b>	the 2002 National Assessment of Adult Literacy defines literacy as using printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential.
<b>literacy level -</b>	level of ability to deal with print material in differing settings and to generate meaning from visually presented information.
<b>mapping -</b>	technique for writing down key words to assist learners in note-taking.
<b>metacognition -</b>	ability to analyze one’s own thinking during and following the reading process or other learning activities.
<b>narrative text -</b>	print material that follows a story line with plot, characters, and events.
<b>NCE (normal curve equivalent) -</b>	normalized student score with a mean of 50 and a standard deviation of 21.06. NCEs range from 1 to 99 and allow comparison between different tests for the same student or group of students and between different students on the same test. NCEs have many of the same characteristics as percentile ranks but have the additional advantage of being



based on an interval scale — the difference between two consecutive scores on the scale has the same meaning throughout the scale. NCEs are often required by many categorical funding agencies (for example, Title I). (See graph.)

**norm-referenced test -**

a test in which results are interpreted in relation to the performance of a comparison group. Norm-referenced interpretations tell how the scores of each student or group of students compares to the scores of the original (norm) group that took the test. The scores of the students do not necessarily produce the same distribution of scores as the scores of the norm group.

**percentile rank -**

the percentage of scores (1-99) less than or equal to that score. For example, if a student scores at the 65th percentile rank, it means that he or she performed as well as or better on the assessment than 65 percent of the norm group. Real differences in performance are greater at the ends of the percentile range than in the middle.

**performance standards -**

what students must do to demonstrate various levels of proficiency with respect to the specific content, as opposed to, for example, how a student's performance compares with that of other students. Performance standards consist of four components: (1) performance levels which provide descriptive labels for student performance, e.g., "advanced," "proficient;" (2) descriptions of what students at each performance level must demonstrate relative to the test; (3) examples of student work that illustrate the range of performance for each performance level; and (4) cut scores that separate one level of performance from another. For any test scale, a number of points can be identified

## Reading Strategies for Career-Technical Education and Career Academies

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that correspond to a specified level of performance. For example, on the National Assessment of Educational Progress, three levels of performance are identified: basic, proficient, and advanced. Proficient achievement on the NAEP reading assessment is defined as “solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter” (National Assessment Governing Board).

**prose literacy -**

the knowledge and skills needed to identify, understand, and use information from continuous text sources as diverse as newspaper editorials, magazine articles, reference sources, and fiction.

**QAR -**

a process in which students learn to recognize question-answer relationships (QAR) as they categorize questions according to *where and how they find* the answers to the questions generally asked in textbooks.

**quantitative literacy -**

the knowledge and skills required to apply arithmetic operations, either singly or sequentially, using numerals and quantitative data embedded in printed materials.

**questioning -**

process that involves using a text to answer different kinds of questions (literal, inferential, critical).

**quick-write -**

a short, informal writing response to information or reading; no formal writing steps are involved.

**RAFT -**

a post-reading activity designed to demonstrate comprehension by focusing on Role (of the writer), Audience, Format, and Topic.

**readability -**

the difficulty level (reading demand) of the text.

**reading ability -**

the reading comprehension skills of the reader.

**reading levels -**

independent: the material can be read quickly with maximum comprehension (90% or higher) without teacher support and with no word recognition problems. instructional: the student reads the material with

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	some difficulty in word recognition (95% or higher) and comprehension (78-80%); instruction is necessary for full comprehension; frustration: The student has extreme difficulty in recognizing words (less than 90%) and comprehending the material (less than 70%); the material is not suitable for instructional or leisure reading.
<b>reciprocal teaching -</b>	an approach in which the students assume the roles of teacher, questioner, and recorder after the teacher has modeled these roles.
<b>self-monitoring -</b>	process in which the reader checks for understanding as they read the text.
<b>semantic -</b>	related to word meaning of words and connotation.
<b>semantic difficulty -</b>	difficulty of the words in a text. Most operationalizations of semantic difficulty are proxies for the probability that an individual will encounter a word in a familiar context and thus be able to infer its meaning. The Lexile Framework currently employs a 300-million-word corpus when examining the semantic component of text. This corpus was assembled from the more than 15,000 texts that were measured by MetaMetrics for publishers from 1998 through January 2000.
<b>SQ3R -</b>	a process for improving reading comprehension with expository text in which readers Survey, Question, Read, Recite, and Review.
<b>stanine -</b>	a standardized student score with a mean of 5 and a standard deviation of 2. Stanines range from 1 to 9. In general, stanines of 1 to 3 are considered below average, stanines of 4 to 6 are considered average, and stanines of 7 to 9 are considered above average. A difference of 2 between the stanines for two measures indicates that the two measures are significantly different. Stanines, like percentiles, indicate a student's relative standing in a norm group.
<b>strategic reading -</b>	an interactive process between the reader and the text.
<b>summarizing -</b>	post-reading activity in which students identify key concepts, differentiate between these concepts and subordinate ideas, and then condense the information in writing.

## Reading Strategies for Career-Technical Education and Career Academies

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<b>syntax -</b>	logical arrangement or structure of words in sentences, clauses, and phrases, showing their relationships.
<b>syntactic complexity -</b>	the complexity of the sentence structure in a text. Based on previous research, sentence length was selected as a proxy for the syntactic component of reading difficulty in the Lexile Framework. Research provides evidence that sentence length is a good proxy for the demand that structural complexity places upon verbal short-term memory.
<b>synthesize -</b>	connect information to gain a more unified or whole concept or idea.
<b>targeted reading experience -</b>	an interaction between a reader and a text where the reader is challenged by new vocabulary and varying sentence structures but is not overwhelmed. For example, a reader with a Lexile level of 1000L reading text with a 1000L Lexile level (75% comprehension) reports confidence, competence, and control over the text. Teachers listening to such a reader report that the reader can sustain the meaning thread of the text and can read with motivation and appropriate emotion and emphasis. In short, such readers appear to comprehend what they are reading. This value, 75%, was selected to ensure that texts selected are not so hard that the reader experiences frustration and loses the meaning-thread of the text, but, at the same time, is not so easy that the reader does not experience any challenge. When the measure for a text is 250L above the reader's measure, comprehension drops to 50% and the reader experiences frustration and inadequacy. Conversely, when the measure of a text is 250L below a reader's measure, comprehension goes to 90% and the reader experiences total control and automaticity.
<b>transactional reading -</b>	reading done for a purpose or to compete a task, as opposed to reading for enjoyment or aesthetic value; also known as functional reading.
<b>visualizing -</b>	process in which readers create mental images to help construct details leading to comprehension.