



Glossary

for English Language Arts Instruction

Key Terms used in the *ELA Proficiency Guide for Teachers of Adult Basic Education*

ACLS / SABES ELA Curriculum & Instruction PD Center (revised May 2022)

Academic Words Also called *Tier 2 words*, these are sophisticated words which are used across a range of written texts to define common concepts. They are often more precise and complex synonyms for everyday words. Because academic words identify common concepts, these words can be used across a variety of academic disciplines (math, science, social studies, and literature).

Examples of academic words are: *unique, alternate, convenient, influence, minimum*. In the sentence *Plants require abundant light for the process of photosynthesis, photosynthesis* is a science term that is usually explained in the text or by the teacher. *Abundant* is an academic word and is usually not explained by the text or the teacher. However, if the meaning of *abundant* is not known, the sentence cannot be understood.

Because ABE and ASE learners have often not read across a wide range of texts, their knowledge of many of these academic words tends to be fuzzy or non-existent. These words are important building blocks of comprehension, so learners' lack of familiarity with them can seriously weaken their comprehension. Free lists of common academic words can be accessed at the EAP Foundation (<https://www.eapfoundation.com/vocab/academic/awllists> and <https://www.eapfoundation.com/vocab/academic/nawl/>.) (See [Tier 2 Words](#).)

Adapted Texts Texts that have been modified from their original form for students reading at lower proficiency levels. The format, vocabulary, grammatical forms, and/or sentence structure of authentic texts are often the focus when adapting texts.

Affective Filter The emotional and psychological variables that hinder or obstruct language learning. The term "high filter" is used to describe those situations in which individual or environmental factors foster anxiety, stress, low motivation, and low self-efficacy. The term "low filter" is used to describe situations that foster confidence, risk-taking, and high self-efficacy.



Affix A word part that is either attached to the beginning (prefix) or to the end (suffix) of a *base* or *root word*. The word *unhelpful* has two affixes, a prefix (*un-*) and a suffix (*-ful*). Affixes also include plural *-s/-es*, verb endings that indicate person (*she says*) and tense (*he washed*), and word endings that denote the part of speech, such as *creation* (noun) or *quickly* (adverb). (See [Base word](#); [Root](#); [Prefix](#); [Suffix](#).)

Alphabetics The set of knowledge and skills that enable readers to turn letter combinations into spoken words. Alphabetics includes phonological and phonemic awareness, phonics, decoding or word analysis, and rapid word recognition.

Andragogy The art and science of teaching adults, first popularized by Malcolm Knowles.

Argument/Persuasive Texts Texts written to influence or change a reader's thoughts, beliefs, or actions through a moral or logical argument (rather than force). Text types commonly (but not exclusively) associated with argument/persuasive texts are newspaper editorials, essays, commentaries, political campaign literature and speeches, requests for charitable donations, advertisements, retail catalogs, etc.

Authentic Texts Written texts that are typically found outside a classroom setting and have not been modified or simplified for instructional use (e.g., newspaper articles, pamphlets, flyers, novels). (Contrast with [Adapted Texts](#).)

Automaticity Performance of a skill with little or no conscious attention to its execution. In reading, "automaticity" refers most often to rapid, almost automatic, word identification, which allows the reader to devote the majority of mental energy and conscious attention to comprehension.

Background Knowledge Knowledge about the world and topics related to social studies, science, mathematics, and literature that the reader already possesses when he or she approaches a reading task.

Backward Design A process used to design units/curricula that begins with the end in mind. Teachers start with standards and consider the evidence of learning prompted by the standard. Then they develop and sequence lessons that will lead to the desired performance. For more information, visit <https://educationaltechnology.net/wp-content/uploads/2016/01/backward-design.pdf>.

Base Word A whole word to which prefixes and/or suffixes have been added. Unlike a root, a base word can stand alone as a word (e.g., *insupportable*; *information*). (Contrast with [Root](#); [Prefix](#); [Suffix](#).)

Basic Interpersonal Communication Skills (BICS) An ESOL term for the language needed for day-to-day living (often used in contrast with *Cognitive Academic Language Proficiency*, or [CALP](#)).



Blend (1) (n.) Common spelling patterns of two or three consecutive consonants in which each consonant is voiced (e.g., *bl*, *str*, *sn*). (See [Consonant Blend](#).) (2) (v.) to join one or more sounds to form syllables or words (e.g., the sounds /c/+/a/+/t/ can be blended to form /cat/).

Central Idea The governing idea or argument in lengthy text.

Chunking (1) Assigning meaning to phrases and short clauses (chunks of language) so that they can be held in working memory and associated with previous and subsequent chunks of language to construct the meaning of a long sentence, paragraph, or text. In speech or oral reading, chunking means pronouncing groups of words together as phrases (e.g., *to the store*; *nightly newscast*). (2) Breaking and sequencing complex tasks/skills into more manageable sub-parts.

Cognates Words in two languages that have the same meanings and are spelled identically or similarly. Examples of Spanish/English cognates are: *area/area*; *indicación/indication*; *realidad/reality*; *creativo(a)/creative*. (See [False Cognates](#).)

Cognitive Academic Language Proficiency (CALP) An ESOL term for the language needed to read, understand, and discuss complex content in academic and professional settings (often used in contrast with *Basic Interpersonal Communication Skills*, or [BICS](#)).

Collaborative Oral Reading An approach to teaching reading fluency that involves small groups of students reading aloud a text with the teacher or other fluent reader. The teacher/leader reads often, to act as a model, with all students reading portions of the text and calling on each other and the teacher as they move through the text.

Communicative Competence The ability to convey intended meaning in authentic situations requiring communication among individuals; involved knowledge of the grammar, syntax, and vocabulary of a language as well as culturally appropriate ways of using language, depending on the setting, topic, and people involved.

Comprehension Strategies The conscious activities readers undertake to construct meaning from texts, to remember details and ideas, and to make use of text for their own purposes. (See [Strategy](#).)

Connected Text Written material composed of meaningfully linked sentences, as opposed to the kind of text comprising, for instance, a grocery list, chart, or bus schedule.

Consonant Blend A regularly occurring string of two or three consonants in which all the letter sounds are pronounced in rapid succession (e.g., *blue*, *strong*). A consonant blend can occur at the beginning or end of a syllable or word.



College and Career Readiness Standards for Adult Education (CCRSAE) A verbatim subset of the [Common Core State Standards](#), addressing the critical need of ensuring that students are able to access family-sustaining employment via postsecondary education and/or training. The CCRSAE have been adopted by Massachusetts as content standards for English language arts and mathematics. For more information, visit <https://www.sabes.org/content/CCRS-AE-ELA>.

Connotation An implied meaning or emotion associated with a particular word or phrase. Connotations refer not to a word's actual meaning, or denotation, but rather to the ideas or qualities that are implied by that word. (Contrast with [Denotation](#).)

Content Standard (in the CCRSAE) Statement that articulates what learners should know and be able to do within a specific skill area.

Contextualized Instruction/Application Teaching approaches that embed ELA skill instruction or application of new learning within texts that address meaningful topics or tasks (i.e., related to careers, health, academic knowledge-building in social studies, science, math).

Critique To make judgments about a text in terms of its accuracy, completeness, clarity, and/or style.

Culminating Project/Culminating Unit Project A complex task that requires learners to synthesize and demonstrate knowledge and/or skills learned during a unit. The project requires a written product, an oral presentation, or both (e.g., a Power Point or Prezi presentation).

Culturally Responsive and Sustaining Classrooms Culturally proficient, culturally responsive, and culturally sustaining classrooms are dependent on the three fundamental components of culturally relevant pedagogy identified by Gloria Ladson-Billings:

- Academic achievement: educators hold high and transparent academic expectations;
- Cultural competence: educators understand their own cultural background and actively learn about the backgrounds of their students; and
- Socio-political consciousness: educators understand the social, economic, and political factors that influence their and students' experiences, and view education as a pathway to liberation from systems of oppression.

For more information, visit <https://www.doe.mass.edu/instruction/culturally-responsive/>.

Decoding Applying knowledge of letter-sound correspondences, syllable patterns/types, syllabication rules, and/or knowledge of roots, prefixes, and suffixes in order to determine the pronunciation of an unfamiliar word. (See [Word Analysis](#).)



DEI From the [FY19-FY23 Massachusetts Policies for Effective Adult Education](#) (pg. 2): "Our commitment to the educational and workforce success of adult students requires that we promote and support **diversity, equity, and inclusion (DEI)** on multiple levels. First and foremost, we must guide and support students as they work to improve their skills in a world that does not always see them as assets and often raises barriers to the achievement of their goals and aspirations."

- **Diversity** The representation of people from a wide range of races, identities, abilities, experiences, values, and perspectives, and the recognition of intersectionality. (*Intersectionality* is the idea that people's various identities intersect in ways that impact how they are viewed, understood, and treated, first articulated by [Kimberlé Crenshaw](#).)
- **Equity** A heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.
- **Inclusion** The representation of people from a wide range of races, identities, abilities, experiences, values, and perspectives, and the recognition of intersectionality.

Denotation The precise or literal meaning of a word, without the feelings or suggestions that the word may imply. (Contrast with [Connotation](#).)

Diagnostic Assessment of Reading Tests in the components of reading (e.g., alphabets, fluency, oral vocabulary, and comprehension) that are used to determine a learner's pattern of strengths and needs in order to guide instruction.

Differentiated Instruction Intentionally addressing learner differences by adapting curriculum and instruction to meet individual needs. For more information, visit <https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/diffinstruct>.

Digital Literacy The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Digraph Two letters that represent one speech sound or phoneme. There are consonant digraphs (e.g., *chop*; *thin*) and vowel digraphs (e.g., *food*; *boat*).

Diphthong Two vowels pronounced as a "glide" from one sound to another (e.g. *noise*; *sound*).

Educational Functioning Level (EFL) Six defined instructional levels in the National Reporting System for Adult Education. Students are initially placed into an EFL when they enter a program based on their abilities to perform literacy-related tasks, then reassessed after a set time period or number of instructional hours. The Office of Career and Technical Adult Education (OCTAE) of the U.S. Department of Education requires measuring the educational gain of adult education students using EFLs. For more information, visit <http://www.doe.mass.edu/acls/assessment/EFL-FAQ.html>. (See [National Reporting System](#).)



Educator Growth and Effectiveness (EGE) Grounded in the Massachusetts professional standards for teachers of adult education, the EGE model is a six-step process of continuous learning to improve teachers' professional practices. It was developed to support teachers and directors in reflecting upon and taking an active role in improving instructional practices. The EGE model guides teachers through a continuous learning cycle and provides a process that can be adopted or adapted according to local program and staff needs and resources. For more information, visit <https://www.doe.mass.edu/acls/edueffectiveness/>.

ELA Proficiency Guide for Teachers of Adult Basic Education (ELA Proficiency Guide) Based on the [Massachusetts Professional Standards for Teachers of Adult Basic Education](#); contains supporting explanations, essential concepts, and observable teacher and student behaviors.

English Learner (EL) An individual who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is a language other than English, or who lives in a family or community environment where a language other than English is the dominant language. (The terms *English Learner* and *English Language Learner* are used synonymously.)

Essential Components of Reading Four crucial and foundational skills related to successful reading: [alphabetics](#), [fluency](#), [vocabulary](#), and [reading comprehension](#). For more information, read <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/essential-components-reading.pdf>.

Evidence-based Reading Instruction (EBRI) Instructional practices in the essential components of reading that are based on rigorous research (where it exists) and on the consensus of experts (when research is lacking). Successful implementation of EBRI requires:

- (1) Use of diagnostic reading assessments to determine the appropriate reading levels and prioritize individual learners' areas of strengths and needs in the four components,
- (2) Providing direct and explicit instruction (with gradual release of responsibility), using the most relevant EBRI techniques suited to the specific levels of instruction for beginner, intermediate, and advanced students;
- (3) Teaching designed around engaging topics and materials that are relevant to learners' needs; and
- (4) Providing formative assessment that is continuously monitored by the teacher and learners to gauge its effectiveness.

For more information, read <https://sabes.org/content/ebri>.

Explicit Instruction An instructional approach in which “the teacher presents content clearly and directly, providing step-by-step directions and modeling, followed by guided practice with feedback, independent practice, and frequent reviews. Similar structured approaches may be called direct instruction, active teaching, or expository teaching” (McShane 2005, p. 155).



False Cognates Words that are similar or the same in form as words in another language but have a different meaning (e.g., The English word *embarrassed* and the Spanish word *embarazada* are similar in form but the meaning of *embarazada* (pregnant) is not similar to the meaning of *embarrassed*.) (Contrast with [Cognates](#).)

Flexible Grouping A strategy for differentiating instruction in which the teacher forms and reforms groups for different activities based on students' specific needs.

Fluency In reading, the ability to read connected text accurately, at an adequate rate, and with appropriate expression or prosody. Poor fluency usually hinders comprehension.

Formative Assessment Refers to a wide range of strategies, usually informal, which can be used by teachers to evaluate student learning while it is occurring, so as to inform further instructional moves.

Grade-Level Equivalent (GLE) A student's test score that is converted from a raw score, such as 'total number correct,' to a numerical level that corresponds with a K-12 school grade level. GLE, or just "grade level," is also used by some publishers to report the readability levels of written texts. In these instances, the GLE is a rough estimate of the reading level required to read the text.

Gradual Release of Responsibility An instructional approach in which a teacher assumes all responsibility for performing a task at the beginning of a lesson or unit but gradually hands over full responsibility to the students by the end. For instance, a teacher might first model a skill, explaining why it is important, any relevant steps, and how to troubleshoot; then lead individual students or small groups in guided practice, with prompts and feedback; and then have individual students apply the skill independently to a new text.

Graphic Organizers Visual devices used to organize information so it can be more easily represented, recalled, or understood (e.g., word webs, Venn diagrams, T-charts).

Guided Practice A step in the gradual release of responsibility instructional model in which students practice a skill, with careful scaffolding by the teacher. The teacher may provide prompts and feedback during the process, as well as small group support to help students become more comfortable and fluent with a skill before expecting independent practice or application.

Homographs Words that are spelled the same but are pronounced differently (e.g., *lead* as a heavy metal vs. *lead* meaning "to conduct").

Homonyms Words that are often spelled the same and sound the same when spoken, but have different meanings (e.g., *bat*, referring to a baseball bat or a *bat* which flies at night).

Homophones Words that are pronounced the same but are spelled differently and have different meanings (e.g., *bare/bear*; *principal/principle*).



Idiom A phrase or expression that is common to the language and means something different from what the words actually say (e.g., *over his head* means “doesn’t understand”).

Indicator An element of the [MA Professional Standards for Teachers of Adult Basic Education](#) that elaborates on specific aspects of a professional standard and serves as a checkpoint to measure progress toward meeting that standard.

Infer To draw conclusions that are implied by the author but are not explicit in what is written; sometimes referred to as *reading between the lines*.

Informational Texts One of the two major types of text. Major sub-categories of informational texts include expository texts (e.g., informational books; information-based magazine, newspaper, or Internet articles; brochures and pamphlets; manuals, biographies and autobiographies (when used primarily to learn details of a person’s life) and argument/persuasive texts (e.g., editorials; letters to the editor; political cartoons; essays; speeches; ads; book/movie/product reviews). (Contrast with [Literary Texts](#).)

Instructional Shifts Refers to changes or “advances” in instruction prompted by the CCRSAE. There are 3 shifts discussed in relation to ELA instruction: (1) Regular practice with complex text and its academic language (“Complexity”); (2) Reading, writing, and speaking grounded in evidence from literary and informational text (“Evidence”); and (3) Building knowledge, especially through content-rich nonfiction (“Building Knowledge”).

Instructional Unit A set of linked lessons designed to teach students a set of ELA skills over a period of time. An instructional unit comes to life in a **unit plan**, which details key aspects of the lesson (e.g., learning objectives, formative and summative assessments, student texts, etc.). (See [Unit Plan](#).)

L1 A learner’s first or native language.

Learning Modalities The sensory channels (e.g., visual, auditory, tactile/kinesthetic) individuals use to give, receive, and store information. Some theories posit that students have preferences and should be taught through their preferred modalities. However, research has not proven that individuals actually learn best, in general, when taught through preferred modalities. A good rule of thumb is to teach using various modalities so that learners create and reinforce neuronal connections related to the target information.

Lesson A part of a coordinated instructional unit, usually referring to the set of activities accomplished within one class session, or a part of a class session (e.g., when several content areas are taught, separately, over several hours). During one day, a teacher may have a social studies/reading lesson that is part of a larger social studies/reading unit and a math lesson that is part of a larger math unit.



Literary Texts Text written primarily to be enjoyed or appreciated rather than to explain or to persuade. Text types commonly (but not exclusively) associated with this major type of text are novels, short stories, poetry, song lyrics, plays, screenplays, essays, biographies, and autobiographies. (Contrast with [Informational Texts](#), [Argument/Persuasive Texts](#).)

Marked Phrase Boundaries An approach to fluency instruction that requires the student to read text that the teacher (or student) has divided into phrases, using slash marks (e.g., *The man/left the department store/and plodded/along the sidewalk,/dejected and forlorn.*)

Massachusetts Professional Standards for Teachers of Adult Basic Education (ABE Professional Standards) A document that outlines what is important for effective adult education teachers of mathematics and/or English language arts to know and be able to do. (See <https://www.doe.mass.edu/acls/edueffectiveness/>.)

Metacognition Thinking about one's own thinking or learning process. Metacognition refers to higher-order thinking that involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in managing one's lifelong learning, adult students need to have opportunities to plan, monitor, and reflect upon their learning in the classroom.

Modeling In a teaching context, showing others how to do something by demonstrating it while students observe.

National Reporting System (NRS) The accountability system for the federally funded AE program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes the WIOA primary indicators of performance, measures that describe AE students and their program participation, methodologies for collecting performance data, and program reporting procedures. The NRS requires programs to report student progress through [Educational Functioning Levels](#), which correspond with the A-E columns for the [CCRS&E](#) ELA standards. (For more information, visit <https://nrsweb.org/>.)

Narrative Texts Written material that presents a story, including characters, setting, and plot. Common narrative texts include short stories, novels, plays/scripts, and narrative poems.

Objectives (also called *learning objectives*) Statements that articulate what learners should be able to do by the end of a lesson or unit.

Onset The initial consonant sound in a one-syllable word. For instance, in the word *tame*, /t/ is the onset and /-ame/ is the rime. The word *aim* doesn't have an onset, only a rime. (See [Rime](#).)



Persuasive Techniques Ways in which authors try to convince a reader to believe or act in a certain way. Common persuasive techniques include logic, emotional appeals, bandwagon (e.g., “everyone is doing it”), citing celebrities or authorities, etc.

Phoneme The smallest unit of sound in spoken language that leads to a difference in meaning (e.g., the /p/ sound in *pit* and the /b/ sound in *bit* differentiate words with different meanings).

Phonemic Awareness The awareness that speech is made up of a sequence of sounds; the ability to distinguish, identify, and manipulate the separable sounds in words (e.g., “How many sounds do you hear in the word /cat/?” or “What is the second sound in /cat/?”). (See [Phonological Awareness](#).)

Phonics Letter-sound relationships and the related skills used in analyzing words into phonemes or larger units and blending them to form recognizable words (e.g., the *str-* pattern and the *-ing* pattern in *string* and the sounds they represent). *Phonics* is also the term used to describe reading instruction that explicitly teaches sound-symbol correspondences.

Phonological Awareness A more encompassing term than *phonemic awareness*, referring to all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes. (See [Phonemic Awareness](#).)

Prefix A word part that is added to the beginning of a word that changes the meaning of the word (e.g., *unhappy*).

Productive Struggle Refers to an experience of students when they encounter tasks that are slightly above their current ability. Teachers foster productive struggle by choosing appropriately challenging tasks, ones that are not so difficult that they lead to frustration and not so easy that they require no effort. They also let students engage in their own problem solving when confused, before stepping in. Teachers ask questions that help focus efforts, allow time for students to wrestle with content, and help students reflect on the value of persisting through uncomfortable and difficult learning situations.

Professional Standards Broad statements about the knowledge and behaviors of effective ELA practitioners, in the [MA Professional Standards for Teachers of Adult Basic Education](#) and/or the [ELA Proficiency Guide](#).

Prosody Reading with appropriate phrasing and intonation, without hesitations, repetitions, or choppiness.

Quadrant Charts An approach to teaching vocabulary words. Students divide a paper or card into four sections and put the word, the definition/meaning, an example of how it is used, and a synonym (or antonym) in designated quadrants. See an example lesson at <https://www.sabes.org/content/star-vocabulary-lesson>.



Readability and Readability Formulas An estimate of the difficulty of a text, usually expressed in grade-level equivalents (GLEs) or grade equivalents (GEs). Readability is calculated by applying a readability formula to a sample of a text. Most readability formulas take into account average sentence length and average word length in a text. Some formulas also factor in the relative rarity of the words used in the text.

Reading Comprehension The process and product of understanding text.

Reliability of Tests The degree to which test scores are stable and consistent. A test is reliable if a person or group of persons would get nearly the same results if they took any form of the test, were given the test at different times and locations, or were given the test by different administrators and scorers.

Reflective Practice A commitment to continuous professional learning that manifests in a regular examination of one's actions and their outcomes. Adult educators reflect on their student outcomes, consider teacher actions that led to those outcomes, and target the professional knowledge, skills, and theories of the field that will most enhance those outcomes in the future.

Register The degree of formality used in speaking or writing, depending on the audience and purpose.

Repeated Reading An instructional approach that engages one or more students in reading the same text multiple times, with the goal of increasing fluency.

Rime In a one-syllable word, everything after the initial consonant sound, or onset. In the word *tame*, /-ame/ is the rime, and /t/ is the onset. (See [Onset](#); [Word Families](#).)

Root, Root Word The part of a word which indicates its origin and holds the core meaning of the word. Although roots often do not stand on their own as words (e.g., *spec*, *script*), prefixes and suffixes can be added to them to form words that can (e.g., *inspection*, *manuscript*). (See [Base Word](#).)

Rubric A scoring guide used in assessing student work. A rubric usually indicates what performance looks like at different levels, often for multiple targets (e.g., use of evidence, organization, writing conventions).

Scaffolding Temporary support from a teacher or situation that enables learners to take on and understand new material and tasks they are not quite ready to do independently (e.g., engaging learners in pre-reading activities, using graphic organizers, providing definitions of key vocabulary, teacher modeling of an activity, providing multiple resources).



Scope & Sequence The element of an ABE program’s curriculum that presents an overview of the curriculum; in ELA, an at-a-glance picture of all the ELA instructional units to be taught at each program level over the course of a learning cycle. For more information, visit <https://sabes.org/content/ela-curriculum-hub>.

Second Language Acquisition (SLA) Refers to how individuals learn a new language; SLA theories tend to emphasize the ability to use the language in meaningful communicative contexts (instead of merely learning rules).

Self-efficacy Beliefs about one’s ability to perform in a specific area (e.g., writing, math).

Shifts See [Instructional Shifts](#).

Sight Words Words that a reader is able to read quickly without having to sound out. Also, high-frequency, non-phonetic words that beginning readers must learn to recognize as wholes, e.g., *once, were, was, etc.* The Dolch Word List provides a list of these words and can be downloaded at <http://www.dolchword.net/dolch-word-list-frequency-grade.html> .

Signal Words Words or phrases that “signal” the organizing structure of a text. Signal words indicate continuation (*and, in addition*), change of direction (*however, but, nevertheless*), sequence (*first, before, next*), etc. They are also referred to as *transition words* because they clearly link sentences, subjects, or other parts of the text.

Silent Reading Comprehension A score earned on a standardized reading comprehension assessment that requires reading silently to oneself. The score is impacted by knowledge and skills related to alphabets, fluency, and vocabulary, as well as cognitive and metacognitive strategies known and used. Thus, diagnostic assessment in reading should include more than silent reading comprehension.

Student Achievement in Reading (STAR) A national initiative focused on using evidence-based reading instruction to build the reading skills of intermediate-level (GLE 4-8) adults. Programs hoping to use the STAR model must participate in the STAR professional development and complete all training components. For more information, visit <https://www.sabes.org/star>.

Strategy The metacognitive and cognitive activities the reader intentionally employs to construct meaning during reading. Metacognitive strategies include, for instance, considering purpose for reading and monitoring comprehension. Cognitive strategies to support these might be, respectively, self-questioning prior to reading (e.g., *Why did the author choose this title? What happens next to the man in the photo?*) and trying to answer these questions during and after reading.

Suffix A word part that is added to the ending of a root or base word and establishes the part of speech of that word (e.g., *-ion* added to *assert*, a verb, creates the word *assertion*, a noun). (See [Affix](#); [Root](#)).



Summative Assessment An assessment administered at the end of a designated instructional period (e.g., unit, course, semester) to evaluate student learning. (Contrast with [Formative Assessment](#).)

Syllable A word or part of a word that contains one vowel sound.

Syllable Patterns Common arrangements of vowels and consonants within syllables. These include: the consonant-vowel-consonant pattern (CVC), the vowel-consonant-e pattern (VCe), the consonant-vowel pattern (CV), the consonant-le pattern (C-le), and the vowel-r pattern (Vr). *Syllable patterns* may also refer to *word patterns/families* (e.g., *-an*, *-op*, *-it*) when they appear in multisyllabic words. (See [Syllable Types](#); [Word Patterns](#); [Word Families](#).)

Syllable Types Names given to syllables based on the arrangement of the vowels and consonants within them. The six main syllable types are: 1) closed (CVC), 2) silent-e (VCe), 3) open (CV), 4) vowel teams, 5) r-controlled (Vr), and 6) consonant-le (C-le). *Syllable types* may sometimes be used interchangeably with *syllable patterns*. (See [Syllable Patterns](#).)

Technical Vocabulary A term used by Laufer & Nation (1999) to refer to words which capture important concepts within a specific discipline (e.g., *photosynthesis* in biology; *oligarchy* in social studies; *simile* in literature studies; *exponent* in mathematics). Also called *terms* or *Tier 3 words*, they usually have only one meaning. In Informational texts, Tier 3 words often carry the meaning of the text. (See [Tier 3 Words](#).)

Text Complexity Refers to the level of challenge a text presents to a particular reader. Text complexity is determined by evaluating the text quantitatively and qualitatively and considering the match between the reader and the task to be accomplished with the text. For more information, visit <https://www.sabes.org/content/text-levels-sets-and-complexity>.

Text Set Curated sequences of resources that build knowledge on a particular topic and can be incorporated into instructional units. For more information, visit <https://www.sabes.org/content/text-sets>.

Text Structure The semantic and syntactic organizational arrangements used by authors to present written information. The author's purpose determines the arrangement of the information in the text. Each text structure type is characterized by word cues (or, *signal words*) and text elements that support the text purpose. For example, narrative text structure tells a story and includes a plot sequence, characters, and settings. Descriptive essays illustrate a concept and include sentences that list characteristics of the concept and often make use of adjectival clauses and examples. Other common text structures include chronological, cause and effect, compare and contrast, and problem/solution. (See [Signal Words](#).)

Thematic Unit A series of lessons based on a particular topic (e.g., Bill of Rights, water, perseverance).



Tier 1 words A term proposed by Beck et al. (2013) to refer to *everyday words*, or those that are heard in everyday spoken language (e.g., *ask, baby, walk, smile*). Because these words are so often used in conversation, they rarely need to be explained or defined to native English speakers when they encounter the words in written text. (Contrast with [Tier 2 Words](#); [Tier 3 Words](#).)

Tier 2 words A term proposed by Beck et al. (2013) to refer to sophisticated words used across a range of written texts to define common concepts. They are often more precise and complex synonyms for everyday words.

Tier 2 words identify common concepts and can therefore be used across a variety of academic disciplines (math, science, social studies, and literature). Examples of Tier 2 words are: *unique, alternate, convenient, influence, minimum*. In the sentence *Plants require abundant light for the process of photosynthesis*, *photosynthesis* is a science term (*Tier 3*) that is usually explained in the text or by the teacher. *Abundant* is a Tier 2 word and is usually not explained by the text or the teacher. However, if the meaning of *abundant* is not known, the sentence cannot be understood.

Because ABE and ASE learners have often not read across a wide range of texts, their knowledge of many of these Tier 2 words tends to be fuzzy or non-existent. Also called *academic words* or *general words*, these are important building blocks of comprehension, so learners' lack of familiarity with them can seriously weaken their comprehension. Free lists of common Tier 2 words can be downloaded from <https://www.eapfoundation.com/vocab/academic/awllists/>. (See [Academic Words](#); [Tier 1 Words](#); [Tier 3 Words](#).)

Tier 3 words A term proposed by Beck et al. (2013) to refer to words which capture important concepts within a specific discipline (e.g., *photosynthesis* in biology; *oligarchy* in social studies; *simile* in literature studies; *exponent* in mathematics). Also called *terms* or *technical vocabulary*, they usually have only one meaning. In Informational texts, Tier 3 words often carry the meaning of the text. (Contrast with [Tier 1 Words](#); [Tier 2 Words](#).)

Transfer of Learning The application of knowledge or skills learned in one situation to another situation. In adult education, teachers often discuss transfer of learning in terms of students being able to apply a skill that was learned in the AE setting to a future, out-of-school setting, such as the place of employment, the home, the community, or a training situation.

Unit Plan The part of the ELA curriculum that provides in-depth information on an instructional unit mentioned in the Scope & Sequence. Unit plans usually include such things as specific unit objectives related to the target learning standards; formative and summative assessments; suggested texts and resources; and recommendations for providing culturally responsive teaching and differentiating instruction.

Validity of tests The extent to which a test measures what it claims to measure and the appropriateness with which test results are used and interpreted.



Vocabulary All the words for which an individual associates meaning. Vocabulary instruction should address the total number of word meanings known (breadth of vocabulary), the level of understanding of known words (depth of vocabulary), and how to determine the meanings of unfamiliar words (strategies). (See also [Tier 1](#), [Tier 2](#), and [Tier 3](#) words.)

Word Analysis Applying knowledge of letter-sound correspondences, syllable patterns/types, syllabication rules, and/or knowledge of roots, prefixes, and suffixes in order to determine the pronunciation of an unfamiliar word. (See [Decoding](#).)

Word Families Words with the same *rime* (e.g., *fame, game, lame, name, same*). Practice with word families helps readers to attend to and quickly recognize syllable patterns when reading. *Word families* can also refer to words linked by derivation or etymology (e.g. *doubt, doubtful, doubtless, dubious*) or to words which belong to a semantic group (e.g. *bean, squash, carrot* belong to the semantic group, *vegetables*); a syntactical group (e.g. *walk, run, jump* belong to the syntactic group, *verbs*); or a functional group (e.g. *hello, hi, good morning* belong to the functional group, *greetings*). (See [Rime](#).)

Word Identification The ability to see a word in print and pronounce it accurately and quickly without having to sound it out. "Accurate pronunciation" includes variations that are the result of regional and foreign accents. Also known as *word recognition*.

Word Patterns Sometimes called *rimes*, word patterns are frequently-occurring letter arrangements which are the basis for one-syllable rhyming words, or *word families* (e.g., the *-an* pattern is found in *ban, fan, man, pan, ran, bran, van*). (See [Rime](#).)

Word Recognition (See [Word Identification](#).)

Workforce Innovation and Opportunity Act (WIOA) The federal legislation, passed in 2014, that guides adult education programming in states that receive federal funding. (<https://www.govtrack.us/congress/bills/113/hr803/text>)

Yes/No/Why An approach to teaching vocabulary. The teacher poses a question that incorporates two vocabulary words (e.g., *Does establishing a routine make life less hectic?*). Students respond with Yes or No, and explain Why. For more information, visit http://bookbuilder.cast.org/view_print.php?book=107372.

