



## Preschool >> Literacy >>Glossary

CONTENT TERMS – READING	DEFINITION	STANDARD(S)
associating letters with their names and sounds	connecting a letter with its name and connecting a letter with its sound	ER.1.B.1
author's choice	decisions that the writer makes in his/her story	ER.1.A.5
book handling concepts	books are held so pages can be turned from right to left; they have a front, back, top, and bottom; they have a title, author, and illustrator, many books are kept in libraries	ER.1.C.2
content	what the text is about	ER.1.A.5
familiar written material	print that a reader has experienced several times	ER.1.A.4
ideas can be read by others	the process of gaining information from another's written thoughts	ER.1.C.1
ideas can be written	they way in which the student represents a concept or thought (e.g., pictorial, symbol, letter/sound representation, combination of the above	ER.1.C.1
important events	the most meaningful thing that happened	ER.1.A.1
important ideas	the meaningful concept shared	ER.1.A.1
in comprehension strategies	methods used by students to make sense of written material: <ul style="list-style-type: none"> <li>○ making predictions using what they already know</li> <li>○ using structure for texts</li> <li>○ linking themselves and their experiences to the written materials</li> <li>○ asking relevant questions</li> </ul>	ER.1.A.1 ER.1.A.2 ER.1.A.3 ER.1.A.4 ER.1.A.5
in concepts about reading	in understanding how readers make sense of text	ER.1.C.1 ER.1.C.2 ER.1.C.3

		ER.1.C.4 ER.1.C.5
in print and alphabetic knowledge	in written form or through the understanding of letters, shapes, names and sounds	ER.1.B.1 ER.1.B.2 ER.1.B.3
people read for many purposes	people read for enjoyment, information, and to understand directions	ER.1.C.3
personal meaningful words	words that are relevant and important to the child (i.e., name tag, exit, library, lady's bathroom, men's bathroom)	ER.1.B.2
play activities with sounds	engaging in verbal interactions that emphasize phonemes (e.g., rhyming, games, and finger plays)	ER.1.B.3
preferences	reasons for liking something: <ul style="list-style-type: none"> <li>○ favorite author – favorite person who writes something</li> <li>○ kinds of books – genres including poetry, fiction/non-fiction, nursery rhymes, informational</li> <li>○ topics – subjects</li> </ul>	ER.1.A.5
print concepts	to know how print and text work; how books and other written words function to create meaning, and an understanding of writing conventions such as punctuation and capitalization	ER.1.C.2
print in their environment	print they experience in their daily lives (e.g., store names, road signs, magazines, labels on food, etc.)	ER.1.B.2
printed materials	anything with words	ER.1.C.4
reading-like behaviors	a way of acting when reading <ul style="list-style-type: none"> <li>○ i.e., moving from labeling pictures to creating connections stories using book language (e.g., "Once</li> </ul>	
roles of an author	authors tell stories by writing	ER.1.C.5
roles of illustrators	illustrators tell stores by creating visuals	ER.1.C.5
strategies for understanding	methods used by students to make sense of written material: <ul style="list-style-type: none"> <li>○ making predictions using what they already know</li> <li>○ using structure for texts</li> <li>○ linking themselves and their experiences to the written materials</li> <li>○ asking relevant questions</li> </ul>	ER.1.A.2

various forms	signs, labels, notes, letters, types	ER.1.C.4
various functions	inform, entertain, instruct	ER.1.C.4
vocabularies	a group of words that are used in oral and written language	ER.1.A.2
words from conversations	vocabulary they have heard from listening to and talking to others	ER.1.A.2
words from instructional materials and activities	resources used for learning or tasks done for the purpose of learning	ER.1.A.2
written materials	text and environmental print	ER.1.A.1 ER.1.A.2
<b>CONTENT TERMS – WRITING</b>	<b>DEFINITION</b>	<b>STANDARD(S)</b>
conventional spelling	words written correctly (e.g., read the room signs, ask a teacher, look in a book)	WS.2.2
drawings	representations of thoughts on paper	WS.2.7
experiences	events in a child’s life or mind (real or imaginary)	WS.2.4
familiar words	words used regularly including those with personal meaning (i.e., their own name)	WS.2.5
ideas can be read	the process of gaining information from another’s written thoughts	WS.2.1
ideas can be written	the way in which the student represents a concept or thoughts (e.g., pictorial, symbol, letter/sound representation, combination of the above)	WS.2.1
phonetic spelling	words written based on the sounds they hear	WS.2.2
physical skills to write letters and numbers	small muscle hand strength to manipulate writing objects	WS.2.8
purposes for writing	way and/or ways we use words and letters to communicate	WS.2.3
writings	representations of figures on paper	WS.2.7
written words	symbols, letters, or words that are recorded in print to represent ideas	WS.2.6
<b>SKILL TERMS – READING</b>	<b>DEFINITION</b>	<b>STANDARD(S)</b>
associate	connect	ER.1.B.1
connect	to form a relationship between experiences and ideas	ER.1.A.1
demonstrate	to show by applying	ER.1.A.4
develop an understanding	begin to know, show, talk about, and use information	ER.1.C.5
enlarge	to increase through use and understanding of	ER.1.A.2
identify	to recognize or point to	ER.1.B.1
identify	recognize or point to	ER.1.C.1

participate	to take part in activity	ER.1.B.3
question	to ask unknown information about	ER.1.A.5
recognize	to identify or point to	ER.1.B.2
retell	to tell again in own words	ER.1.A.1
show progress identifying	movement forward toward a goal of recognizing	ER.1.B.1
talk about	to verbally express ideas and opinions (critical literacy)	ER.1.A.5
tell	to share thinking out loud	ER.1.A.3
understand	to show knowing	ER.1.A.4
understand	to know, show, talk about, use information	ER.1.C.1 ER.1.C.2 ER.1.C.3 ER.1.C.4
use	to apply	ER.1.A.3
<b>SKILL TERMS – WRITING</b>	<b>DEFINITION</b>	<b>STANDARD(S)</b>
attempt to read	try to use strategies that have been learned to read the written words	WS.2.6
begin to develop an understanding	begin to know, show, talk about, and use information	WS.2.3
begin to understand	to know, show, talk about, and use information	WS.2.1
begin to write	the act of making symbols, letter strings, and letter/sound representations on a surface to create meaning	WS.2.5
develop greater control	functional grip (e.g., quad pod) development for making basic strokes, leading to shapes that resemble letters and numbers	WS.2.8
move forward	to make progress	WS.2.2
pretend to read	saying what is thought to be written on the page	WS.2.6
represent through writing	using symbols or pictures to convey an idea	WS.2.4
show beginning of sense to look over	look at writing and drawing to see if anything needs to be changed	WS.2.7
show beginnings of sense to modify	changing a writing or drawing	WS.2.7
use a variety of early forms of writing	types of beginning writing (e.g., scribbling, drawing, use of letter strings, copied environmental print)	WS.2.2
write	to mark using a symbol	WS.2.6