

Reading Glossary

The focus on reading has moved over the last five years from “doing what I think/know works” to “doing what is proven to work.” This increases the importance of training teachers on the evidence/scientific/research-based methodologies of reading instruction.

To assist you, the SWRC will bring you a collection of reading terms in current use and provide definitions and information about the terms. In this edition, we will cover the big picture associated with reading. Future editions will look at targeted reading areas. Check back often to learn more.

Reading

For the purposes of The Partnership for Reading, the National Reading Panel, the *No Child Left Behind* Act and the Reading First law, **reading** is defined as:

A complex system of deriving meaning from print that requires all of the following:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words;
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print;
- the development and maintenance of a motivation to read.

Evidence-Based Reading

instructional program or strategies that have been tested and have a record of success; typically evaluated with the following criteria -

- Objective—data would be identified and interpreted similarly by any evaluator
- Valid—data adequately represent the tasks that children need to accomplish to be successful readers
- Reliable—data would remain essentially unchanged if collected on a different day or by a different person
- Systematic—data were collected according to a rigorous design
- Refereed—data have been approved for publication by a panel of independent reviewers

Research-Based Reading

instructional program or strategies that have been tested and have a record of success

Scientifically-Based Reading

use of reliable evidence to make decisions about how to best deliver reading instruction; research that applies systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties