Glossary

admit slip. An admit slip helps establish a purpose for reading. It provides background

information for students before they read the main text. An admit slip stimulates the

reader's thinking by providing compelling facts or posing probing questions.

anticipation guide. An anticipation guide is a preview. It helps learners prepare by providing

background information or posing questions to help them focus their thinking about the

ideas, information, or processes to be presented in the lesson.

backward planning. This lesson design framework posits that effective instructional design

begins with selecting student learning outcomes based on curriculum standards (Wiggins

and McTighe 2005). Educators begin lesson planning by determining the learning tasks

and criteria on which student work will be assessed as well as a tool with which to assess

it.

Bloom's taxonomy. Developed in the 1950s by researchers headed by Benjamin Bloom, the

taxonomy is commonly used to describe learning objectives. The taxonomy levels are

knowledge, comprehension, application, analysis, synthesis, and evaluation. Depending

on the learning tasks, different cognitive levels may be required.

book walk. Sometimes called a *picture walk*, a book walk is a cueing strategy. Readers preview

or discuss the illustrations in a text (without disclosing the ending in a fiction selection)

to prepare listeners or readers for the literacy engagement.

booktalk. A booktalk is offered as an enticement to choose a particular text. It should include a

hook to pique readers' curiosity. The booktalker gives a brief description of one or more

of the story elements or reads a short passage without giving away too much. Educators

and students can give booktalks to share the titles they have found intriguing.

brain-compatible strategy. Neuroscientists have identified physiological processes that suggest that some instructional strategies are well matched with the way the brain processes and stores information. For instance, active, hands-on learning experiences that involve "practice by doing" provide multiple sensory input that is more likely to be retained because it engages both the body and the mind. For further reading, see Sousa (2005).

cloze procedure. A cloze procedure requires learners to use context clues to fill in the blanks with words that have been deliberately removed from a text. Example: "The library has _____, _____, and _____ to help students learn about geography." These blanks name something, so they must be nouns. Possible answers are *globes*, *maps*, and *atlases*.

considerate text. Considerate texts support readers' intellectual access. Considerate fictional texts present story elements clearly and follow a narrative frame. Considerate informational texts provide organizational features that offer support, such as subtitles, tables of contents, indexes, glossaries, and graphics. These text features signal the main ideas presented.

Dewitt Wallace–Reader's Digest Library Power Project. Library Power was a ten-year initiative that affected seven hundred schools serving more than one million students in high-poverty communities around the United States. The project was built on the principles outlined in *Information Power: Guidelines for School Library Media Programs* (AASL and AECT 1988). The goal of the project was to ensure that all learners in Library Power schools, both students and adults, had increased opportunities to become effective users of ideas and information. The project provided funding,

resources, professional development support, and opportunities for school librarians to become leaders in instruction in their schools through classroom-library collaboration.

differentiated instruction. In teaching with differentiated instruction, educators plan for groups of learners to conduct and demonstrate their learning in different ways depending on students' learning styles or strengths, as long as they achieve the same learning outcomes. Two goals of differentiated instruction are to increase student motivation and involvement in learning.

essential elements of instruction (EEI). Also known as the Madeline Hunter method (Hunter 1994), EEI is a lesson implementation sequence that includes the following steps: introductory or anticipatory set, statement of the lesson objectives, input, modeling, check for understanding, guided practice, independent practice, and closure, which includes assessment and a bridge to transfer learning to a new situation.

evidence-based practice. This movement in school librarianship is founded on the need for school librarians to document their impact on student achievement (Todd 2001). Educators measure student outcomes by comparing pretest data to posttests and students' learning products.

flexibly scheduled library. In a flexibly scheduled library, teaching time in the library is booked after classroom teachers and school librarians have coplanned a lesson or unit of instruction and determined the length of time the instruction and practice require. The school librarian's schedule is based on the needs of students, teachers, and curriculum. This is the ideal arrangement for best practices in the school library.

genre. A genre is a particular category of book, one with a typical style, form, or content. Examples include realistic fiction, historical fiction, science fiction, fantasy, traditional

literature (folktales, fairytales, fables, legends, and myths), biography, and informational texts.

higher-order thinking. Higher-order thinking often refers to the top three levels of Bloom's taxonomy: analysis, synthesis, and evaluation. At these levels, the answers to learning problems are not predetermined, and multiple solutions are possible. This level requires original thinking on the part of the learner.

illustration. Illustration is the graphic component of a text and can include images and artwork created with a variety of media. Charts, graphs, maps, and time lines can also be considered illustration. Authors and illustrators can also use font variations and variety to communicate information graphically; this can be considered illustration. Illustrations convey meaning.

information and communication technologies (ICT). ICTs are skills that combine digital literacy (the ability to find, use, analyze, and produce information using digital technology) and technological literacy (the ability to use appropriate technologies to communicate, solve problems, access information, and more) (AASL 2009a).

inquiry. Inquiry is a "student-centered approach to learning in which students interact with information, use existing knowledge to form new understandings, and use newly formatted skills to construct new knowledge" (AASL 2009a, 25). In inquiry, learners are motivated by personal interests and are actively engaged in authentic tasks that involve relevant, meaningful, real-world problems.

inside-outside circle. In this arrangement, students are divided into two groups; one forms the inside circle, and the other forms the outside circle. People in the two circles face one

another to create partners. Partners can then share information. By rotating one circle to the left or right, partners are changed and sharing is repeated.

literacy engagement. Literacy engagements are planned learning experiences that take into account students' motivation, level of comprehension, and enjoyment of texts. They incorporate reading authentic texts and writing for a purpose as well as fostering oral conversation and developing listening skills.

literature circle. In this text discussion framework, readers take the primary responsibility for guiding conversation. Going beyond summaries and retellings to reach for deeper understandings through reader response is one goal of literature circles. Educators can support literature circles by serving in different roles, such as facilitator, participant, mediator, or active listener.

mentor text. A mentor text is one that is used to teach a strategy or concept and can be referred to later to help students access their schemas, make connections, and transfer their learning to new situations.

metacognition. Metacognition is "thinking about thinking." It is people's awareness or analysis of the cognitive processes they use to think and to learn. Think-alouds are one way educators can demonstrate metacognition.

multigenre text. Multigenre texts have elements of more than one genre. Examples: a book that uses expository text to illuminate the references in a poem; a historical fiction picture book that has a narrative storyline plus text boxes with expository information inserted in the illustration.

multimodal texts. Multimodal texts combine various sign systems, such as alphabetic, oral, and visual, to make meaning. Multimodal texts are created in multiple formats and include a

range of representational and communicational modes including art, music, movement, drama, and various technologies.

narrative frame. This framework is most often found in various types of fiction. It contains the story elements characters, setting, plot, conflict, and resolution. In a narrative frame, the main characters respond to an initiating event. As the plot unfolds, the consequences of their actions lead to some sort of resolution. In much of children's literature, readers can expect a linear narrative frame in which the plot has a clear beginning, middle, and end.

new literacies. The "new literacies" are the ever-evolving literacies that have been made possible by digital technologies, such as Internet searching, blogging, collaborating with wikis, communicating via instant and text messaging, telecomputing projects, and more.

notemaking. Recording information in one's own words is what distinguishes notemaking from note taking. Notemaking requires that learners pass information through their prior knowledge and experience and determine what is important to record. Note taking is essential for recording quotes, but notemaking more clearly indicates what the student has learned or understood from the text.

numbered-heads-together. This is a whole-class question-and-answer participation strategy. Students sit in groups of equal number. Each student is assigned a number. For example, if there are six groups of four, six students have the number one, one student in each group. A question is posed and all groups have a set time to caucus on the answer. When time is up, each grouped is call on in a set rotation. A number is called at random, and the person in that group with that number answers for the group. If the answer is incorrect, the person with the same number in the next group is asked to provide her group's answer. Keeping score is optional.

open access. In an open-access school library, students can use the library any time during the school day. Students can check out and return materials or stay in the library to use materials, even when the school librarian is teaching other students. Open access facilitates serving students at the point of need. Depending on the size of the facility, open access can also include whole-class access under the classroom teacher's supervision if the school librarian is teaching other students.

pathfinder. An Internet pathfinder is a web page with a list of links to online resources. The purpose of a pathfinder is to provide learners and educators with reliable, preselected websites so they can focus on accessing the information itself rather than spending time searching for appropriate resources.

piggyback text or song. A piggyback text or song is created when a writer imitates another work or uses the musical score of a song as the basis for a new story or new lyrics. This is one way writers can capitalize on the reader-singer's prior knowledge of the original.

print. Print is the words of a text.

QAR (question-answer relationships). In this model, students are asked to classify questions by the source of their answers. Questions can be answered "on the line" (literal), "between the lines" (inferential), or as readers' judgments (evaluative) (Ouzts 1998).

reader response. When readers respond to texts, they bring their prior experiences and unique perspectives to the reading event. In responding, readers can make connections, ask questions, and expand on the ideas and information provided by the author or illustrator. They can employ various sign system to express their responses. Responding to text is not a retelling of a story or a restatement of the facts.

reading transaction. Rosenblatt (1978) developed a theory of reading as a transaction among the reader, the text, and intention of the author. She posited that readers bring their own individual feelings, personality, and experiences to the text and that readers are different each time they revisit a particular text. Meaning does not reside in the text itself but is made by the reader during the transaction with the text.

Response to Intervention (RTI). A regulation of the 2004 Individuals with Disabilities Education Act, RTI is a strategy to provide "appropriate instruction" for all students as a means of reducing the number of students who end up in special education. RTI involves assessing, providing services, and monitoring individual students' reading development.

scaffold. Scaffolds are structures or tools implemented by educators that support students' learning. Scaffolds help learners reach a level of achievement that they may not be able to reach without the scaffold. A lesson plan format is a procedural scaffold. Outlines and graphic organizers are examples of instructional scaffolds.

schema. Schema theory suggests that knowledge is stored in abstract structures called schemas. People organize and retain information in their memories based on a hierarchy of characteristics. For instance, in my schema for my dog Tessa, I have an overarching concept of animal, then pet, then dog, then poodle, then finally the specific traits of this particular dog. When applied to reading comprehension, schema theory postulates that readers have preconceived concepts that influence their understanding of texts. This background knowledge is applied when texts are being read. Schemas change when new information supplants old or is integrated into prior understandings.

semantic cue. Semantics is the study of meanings, often meanings conveyed by words. Readers learn to recognize semantic cues that authors provide to help fine-tune meaning. These

meanings are influenced by the reader's background knowledge and are often culturally specific. Example: "His knees began to knock as the dark figure slinked out of the shadows." The reader can use semantic cues to infer that the character is frightened (knocking knees) and that the dark figure may be a threat (slinked out of the shadows).

sign system. Sign systems are ways to express meaning and understanding. Readers can respond to literature and information using different modalities, including language, art, drama, music, and math.

story element. Characters, setting, plot, conflict, and theme are the basic story elements. Point of view, style (which includes cultural features), and visual elements in illustrated works can also be considered story elements.

text. The text is the totality of the work that weaves together print and illustration, whether in paper or electronic format.

text feature. Text features help organize information. Tables of contents, indexes, time lines, glossaries, graphics (including illustrations, photographs, charts, maps, tables, and captions and labels), headings or titles, subheadings or subtitles, font variations, and other print effects are text features often used in informational texts.

text structure. Text structures are frameworks that can be used in both narrative and expository texts. Examples include description, cause and effect, comparison and contrast, problem and solution, and sequencing. In some cases, certain words signal particular structures. For instance, sequencing can be indicated by words such as *first*, *next*, *then*, and *finally*.

think-aloud strategy. Think-alouds are used by educators and students when they wish to share their thinking processes orally. In how-to strategy lessons, educators use a think-aloud strategy in modeling. Think-alouds help others understand what is going on inside

people's heads when they are learning. Think-alouds are a form of metacognition—thinking about thinking. When students understand their own thinking processes, they learn better.

think-pair-share. In this procedure, a question or problem is posed. Students think about a response or solution and turn to a partner to share their responses, and then the educators ask for volunteers to share with the larger group or whole class.

web. A web is a nonlinear representation that uses words, shapes, colors, and symbols in such a way as to show relationships between ideas or concepts. When learners add information to webs, they are engaged in "webbing." Search Google images to see a wide variety of web formats.

word clouds. A word cloud is a graphical representation of text that gives "greater prominence to words that appear more frequently in the source text" (see www.wordle.net). Word clouds are created with Web 2.0 tools such as Wordle.net and Tagxedo.com. Students and educators can use them to summarize keywords and concepts.