

## **READING WORDS**

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| <b>Background knowledge</b>          | Knowledge that the students and readers have before they start reading a text. It is important to activate prior knowledge before reading. Prior knowledge activation does not only allow students to make connections between the text and what they already know, but it also lets students revise vocabulary related to the text. |
| <b>Bottom-up reading</b>             | Bottom-up reading happens when you try to understand a text by looking at the individual words and basic grammatical units and use these to understand the whole text.                                                                                                                                                               |
| <b>Top-down reading</b>              | Top-down processing relies on the background knowledge of the reader. Instead of using the individual words to understand the text, readers predict what the text will be about.                                                                                                                                                     |
| <b>Choral reading</b>                | The group reads the same text aloud.                                                                                                                                                                                                                                                                                                 |
| <b>Chunking</b>                      | Reading by grouping a text into short phrases.                                                                                                                                                                                                                                                                                       |
| <b>Close reading</b>                 | The careful reading and detailed analysis of a text in order to find intriguing features and cultural references in it.                                                                                                                                                                                                              |
| <b>Comprehension strategies</b>      | Plans and steps that readers use to understand texts.                                                                                                                                                                                                                                                                                |
| <b>Context clues</b>                 | Sources of information other than the words in the text that may help readers understand the meaning of unknown words.                                                                                                                                                                                                               |
| <b>Direct vocabulary learning</b>    | Learning new words through explicit tasks to understand the meanings of individual words.                                                                                                                                                                                                                                            |
| <b>Indirect vocabulary learning</b>  | Learning new words when they are seen or heard in different contexts, for example in conversations, songs, extensive reading or films.                                                                                                                                                                                               |
| <b>Duet reading - paired reading</b> | When a weaker reader and a more advanced reader read the same text aloud.                                                                                                                                                                                                                                                            |

## HELBLING BOOK CLUB

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| <b>Extensive reading</b>        | Extensive reading happens when students read in and out of the classroom, a wide range of reading materials, without any specific reading comprehension objectives. The purpose of extensive reading is reading for pleasure or finding interesting information. Students read alone, silently, and the texts are within the linguistic competence of students. |
| <b>Fluency</b>                  | The ability to read a text quickly and accurately.                                                                                                                                                                                                                                                                                                              |
| <b>Graded readers</b>           | Graded readers are books written at different levels for learners at different stages of learning a language. They may be original stories written specifically for learners, or they may be adaptations of stories. The texts are controlled in various ways, so as to ensure a satisfying, motivating and enjoyable reading experience.                       |
| <b>Guided reading</b>           | During reading sessions students work in small groups with a teacher to learn various reading strategies.                                                                                                                                                                                                                                                       |
| <b>Independent reading</b>      | Readers select books for themselves and can read with almost total accuracy.                                                                                                                                                                                                                                                                                    |
| <b>Intensive reading</b>        | Most of the reading tasks in the language classroom are intensive. These texts are designed and used to introduce new vocabulary and grammatical structures, give examples of language units and contextualise new language. Another use of intensive reading tasks is to improve specific reading skills.                                                      |
| <b>Literacy</b>                 | The ability to read, write and communicate.                                                                                                                                                                                                                                                                                                                     |
| <b>Modelled reading</b>         | The teacher reads a book aloud to the students to present fluency, chunking and thinking aloud.                                                                                                                                                                                                                                                                 |
| <b>Monitoring comprehension</b> | An important skill readers use to check what they understand and what they do not when they read.                                                                                                                                                                                                                                                               |
| <b>Sight words</b>              | High-frequency words that readers quickly recognize and do not need to decode.                                                                                                                                                                                                                                                                                  |