

1 **ABE: *Adult Basic Education.* ABE programs generally provide instruction in reading and other basic skills of writing and math, usually to learners whose skill level is between 0 (nonreader) and grade-level 9.

2 **CASAS: *Comprehensive Adult Student Assessment System.* Students take pre- and post-tests in Math and Reading. Achievement often referred to as *benchmarks*, is tied to certain funding sources.

3 **TABE: *Tests of Adult Basic Education.* TABE assesses reading, math, language and spelling. In order to enter the adult high school program (ASE) a student should score 9.0 on the TABE. Most community adult schools use the Reading section of the Survey as the assessment tool for determining this score. Students scoring below 9.0 are enrolled in ABE classes.

4GED:** *Tests of General Educational Development.* Students passing the 5 GED tests receive a certificate commonly referred to as the high-school equivalency diploma. Pre-GED refers to materials written at ABE reading levels (below 9th grade)

5 alphabetics: the process readers use to decode, or translate, printed words into meaningful spoken words. Alphabetics is one of the four key components of reading.

6 alphabetic principle: the association of sounds with letters and the use of these sounds to form words

7 auditory discrimination: the ability to hear the differences between similar sounds, as /d/ and /b/.

8 base word: a word to which affixes may be added to create related words. Example: Play in replay, playing, or player.

9 basic skills: those skills relating to the general categories of reading, writing, computation, communication, problem-solving and interpersonal skills.

10 cloze: technique in which words or parts of words are left out of a text so that readers can supply the missing words using context clues.

11 competency: the demonstrated ability to perform a given task.
competency-based education (CBE): instruction based on clearly stated competencies.

12 fluency: the ability to read with efficiency and ease.

13 vocabulary: body of words whose meanings an individual knows and understands

14 comprehension: the goal of reading; the process and product of understanding.

15 context clues: words or phrases that surround a new or difficult word and that are used to help make logical guesses about the meaning of the new word.

16 contract: a formalized agreement, signed and in writing between two or more parties

17 cooperative learning: use of small groups of students or teams working together to help learning.

18 critical thinking skills: higher-order thinking skills suggested by such words as analyze, infer, hypothesize, and critique. Critical thinking is a process that involves the use of logic and reasoning in problem-solving.

19 cursive (writing): handwriting using connected letters.

20 decode: the use of the knowledge of letters, sounds, and word patterns to read and pronounce (sound out) unknown words in text.

21 digraphs: two letters that represent one speech sound, such as ch for /ch/ in chair or ea for /e/ in bread.

22 diphthong or vowel blend: two vowel sounds within one syllable that blend to become one sound as in boil, ground, auto.

22 direct instruction: an instructional approach in which the teacher clearly and directly explains and models the skill or concept being taught, guides learners as they practice multiple times, and provides opportunities for application. The teacher makes clear the objectives and purpose of each learning activity and how the activities relate to students' broader learning goals.

23 fluency: the ability to read with ease, efficiency and meaning. Fluency is one of the four components of reading.

24 graphic organizer: an instructional tool used to help students organize thoughts and ideas in an illustrative format.

25 guided practice: practice that is supported and that leads students from what is easier to what is more challenging.**26 high-frequency words:** a word that appears many more times than most other words in spoken or written language.

27 learning disability: some type of neurological dysfunction that interferes with a person's ability to learn.

28 learning style: how a person learns. Students may be visual, auditory or tactile/kinesthetic learners.

29 literacy: the skills (e.g., decoding, drawing inferences, etc.) needed to use printed and written information to function in society

30 manuscript writing: printed letters shaped separately.

31 modeling: demonstrating to learners how they will go about a particular activity or task.
needs assessment: the process of gaining information from students for purposes of planning instruction or activities.

32 phoneme: a speech sound; a minimum sound unit which, if changed, will change meaning, such as /b/ in book contrasts with /t/ in took, /k/ in cook, /h/ in hook.

33 phonics: a system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words, especially in beginning instruction.

34 rubric: a guideline or scoring guide specifying the qualities that must be present in order to evaluate student work.

35 sight word: a word that is immediately recognized as a whole and does not require word analysis for identification.

36 small-group instruction: a way to organize and deliver instruction. Students are grouped according to need or level or other criteria in order for the teacher to provide the same instruction to all students in the group.

37 syntax: the way words are put together in phrases, clauses and sentences to create meaning.

38 think-aloud: a technique for modeling the thought process that takes place during a task.. To do this, the teacher verbalizes for students his/her thoughts while reading a particular text (e.g., "So far I've learned..," "That doesn't make sense, "I bet _____ is going to happen now."

39 vocabulary: the body of words whose meanings an individual knows and understands. Vocabulary is one of the key components of reading.

40 speech sounds. Vowel sounds, for example, are voiced. Consonant sounds such as /d/ and /g/ are voiced. A voiceless sound is produced without vibration of the vocal cords. The consonant sounds such as /t/ and /f/ are voiceless.

41 writing process: a five-step process to help students improve their writing. The steps of the writing process are: prewriting, drafting, revising, editing, publishing

42 word attack skills: ability to decode (convert) letter symbols into meaningful language. Sounding out words, using context, and identifying the root or base word are examples of word attack skills.

43 prefix: letters placed before a base word to modify the meaning, for example, to make negative by adding “*un*”; *unkind, unfamiliar, unjustified, unfortunate*

44 suffix: letters added to the end of a word to change its meaning

45 table of contents: the parts of a book organized to show the order in which the parts appear, usually includes titles, chapters, page numbers, etc.

46 index: an alphabetical list of names, subjects, etc., with references to the places where they occur, typically found at the end of a book

47 glossary: an alphabetical list of terms or words relating to a specific subject

48 cite: quote

49 summarize: give a brief statement of the main points of (something)

50 resume: a brief account of a person’s education, qualifications, and previous experience, typically sent with a job application

51 portfolio: a collection of high quality class work to demonstrate progress

52 journal: a daily record of news and events of a personal nature

53 academic: relating to education

54 edit: modify; change; correct

55 syllabus: an outline of the subjects in a course

56 goal: target; intention; plan