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| **http://t3.gstatic.com/images?q=tbn:ANd9GcRWdE6GYYzpdC6M8l2fI3mKjqnJ-sFuUpBh9FV6JzWCEOeXhDcEJA****Literacy Terms**

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| **Alphabet knowledge:** recognizing letters of the alphabet. |
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| **Assessment:** a way to evaluate reading development and proficiency. |
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| **Buddy reading:** pairing a child from an upper grade with a younger child. |
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| **Choral chanting:** the entire class, or a small group of children, reads a passage together. |
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| **Comprehension:** the ability to understand and gain meaning from what has been read. |
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| **Concepts of print:** knowledge about books: how to hold them, move from left to right, front to back. |
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| **Decoding:** the combination of phonemic awareness, letter recognition, and sound knowledge that enables us to break down new and unfamiliar words. |
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| **Echo chanting:** the teacher reads one line of text and the child then reads the same line.  |
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| **Emergent reading:** the time between birth and when children begin to read and write in conventional ways. |
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| **Encoding:** the combination of phonemic awareness, letter, and sound knowledgethat enables us to spell words by translating sounds into letters. |
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| **Fluency:** the ability to read text accurately and quickly. |
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| **Language acquisition:** the stages of listening and speaking development. |
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| **Language proficiency:** the level at which a person can speak and understand a language. |
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| **Letter identification:** recognizing the letters of the alphabet. |
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| **Letter-sound relationship:** recognizing the letters of the alphabet and their accompanying sounds. |
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| **Mental imagery:** the skill of visualizing what you see after you have been read to. |
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| **Partner reading:** involves peers reading together. |
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| **Phonemic awareness:** the ability to hear and identify sounds in spoken words |
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| **Phonics:** the relationship between the letters of written language and the sounds of spoken language. |
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| **Vocabulary:** the words students must know to communicate effectively. |

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