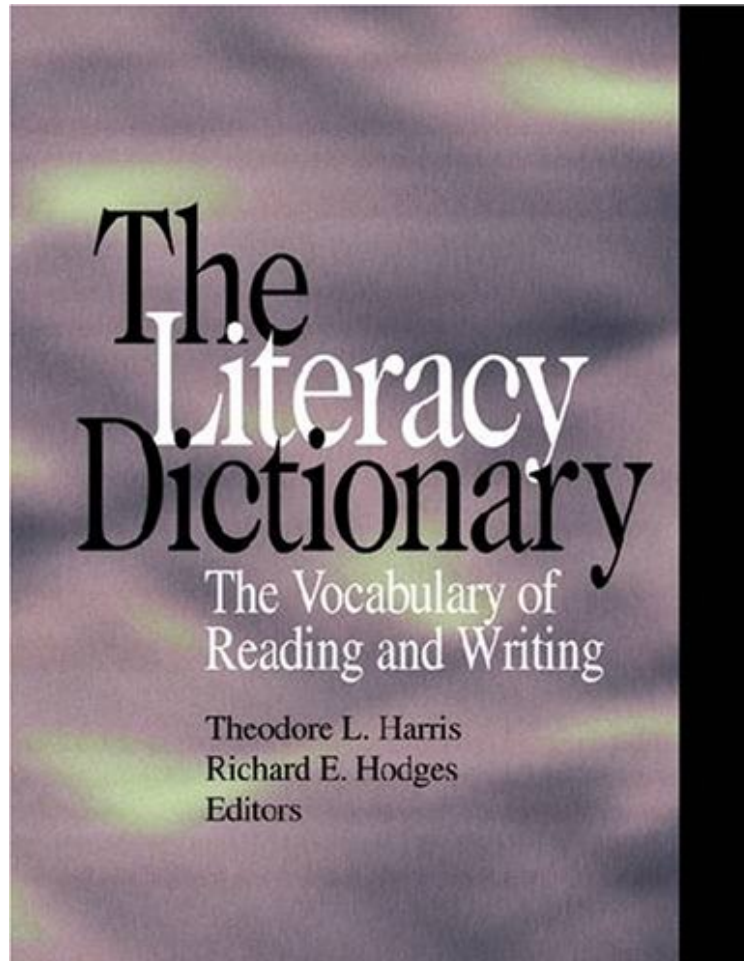


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# The Literacy Dictionary: The Vocabulary of Reading and Writing

*Theodore Lester Harris*

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**Theodore Lester Harris : The Literacy Dictionary: The Vocabulary of Reading and Writing** before purchasing it in order to gauge whether or not it would be worth my time, and all praised *The Literacy Dictionary: The Vocabulary of Reading and Writing*:

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University students and faculty, scholars, classroom teachers, reading specialists, and administrators will find this book a necessary addition to their bookshelves. Drawing from input from hundreds of members of the reading profession and related disciplines, *The Literacy Dictionary* defines reading- and literacy-related terms, as well as

vocabulary from other areas that contribute to the study of reading. Definitions represent both technical and nontechnical perspectives on vocabulary used in the classroom and in the research arena. Selected terms include citations for further illustration, and leading professionals address certain controversial words and phrases. The International Reading Association is the world's premier organization of literacy professionals. Our titles promote reading by providing professional development to continuously advance the quality of literacy instruction and research. Research-based, classroom-tested, and peer-reviewed, IRA titles are among the highest quality tools that help literacy professionals do their jobs better. Some of the many areas we publish in include: -Comprehension-Response To Intervention/Struggling Readers-Early Literacy -Adolescent Literacy-Assessment-Literacy Coaching-Research And Policy

From the Back Cover Extensive changes in educational theory and practice call for a new kind of dictionary. Among these changes include deeper understandings of the social nature of language development and of the constructive nature of learning, the development of holistic views of curriculum and instruction, and more comprehensive, innovative ways of assessing learning. As a result of theoretical and practical advances, a reconceptualization of literacy appears warranted at this time. The primary purpose of "The Literacy Dictionary" is to provide a resource to help educational practitioners, researchers, and other interested persons in the national and international community to understand terms used in contemporary and historical writings about literacy. We define literacy as competence in reading and writing, with full recognition that such competence ordinarily rests upon an extensive experience base in the use of spoken language. Within this context, we seek to provide authenticated definitions of the technical terminology of the nature, study, and practice of literacy. We have designed "The Literacy Dictionary" to be a reference tool of literacy terms beyond the scope of its 1981 predecessor by introducing or extending several innovative features that expand the function of standard dictionaries. These features include a Wordex, collective terms, notes, illustrative contexts, editorial essays, and invited essays.