

Glossary of Terms-Allison Gunne Ph.D., (931) 273-7119, www.ajgunne.com

Accommodations-Changes within the general classroom to enable students to keep up with the education program, such as intensive instruction; reduced assignments; adapted test procedures; and use of computers, calculators, and tape recorders. **Modifications**-A term used to refer to changes in how an alternate assessment is administered. **Interventions**-Direct use of supplemental programs in addition to the regular education curriculum for the purpose of remediating an academic skill and closing the gap between a student's academic deficit and grade level achievement. **Inclusion**-1) the opportunity for all students with disabilities to have access to and participate in all activities of the school environment. 2) An educational placement in which a qualified student with disabilities receives special education and related services in the least restrictive environment, which may involve to the extent possible, placement in the general education classroom.

Affricate-A consonant speech sound that is articulated with the tongue touching the roof of the mouth (e.g. /ch/ in chair, /j/ in judge).

Alphabet- A series of letters or signs arranged in a fixed sequence, each of which represents a spoken sound of that language. Knowledge of the 26 letters of the English alphabet is essential to the language skills-phonics-reading writing and spelling.

Alphabetic Language- A language, such as English, in which letters are used systematically to represent speech sounds or phonemes.

Alphabetic Principle- The concept, understood by readers, that the letters on the page represent or map on to the sounds in spoken words.

Analytic- Pertaining to instruction or a process that separates the whole into its constituent parts to reveal the relationship of the parts. Analytic phonics separates the whole word into its constituent parts so that students can deduce the phonic relationships of the separate orthographic patterns. **Synthetic**-Pertaining to instruction or a process that begins with the parts and builds to the whole Synthetic phonics starts with individual letter sounds that are blended together to form a word.

Antonyms-Words of opposite meaning. **Synonyms**- Words having similar meaning.

Articulation-The vocal production of speech, in which the mouth, tongue, lips, teeth, and other parts of the vocal tract are used in specific ways.

Attention Deficit /Hyperactivity Disorder AD/HD-A disorder characterized by difficulty with attending to and completing tasks, impulsivity, and or hyperactivity that frequently co-occurs with a learning disability. There are three categories AD/HD primarily inattentive type; AD/HD primarily hyperactive-impulsive type, and AD/HD combined type (both inattention & hyperactivity-impulsivity).

Auditory Discrimination- The process of noting differences between stimuli. Auditory discrimination involves listening for the position of a particular sound (phoneme) in a word.

Automaticity- Ability to respond or react without attention or conscious effort. Automaticity in word recognition permits full cognitive energy to be focused on comprehension.

Blend and Blending-Two or more adjacent consonants (a consonant blend) or two or more adjacent vowels (a vowel blend) whose sounds flow smoothly together (e.g. saying m-a-p as “map”; saying tooth and brush as “toothbrush.”)

Closed Syllable-A syllable ending with one or more consonants (e.g. mat, hand).The vowel is usually short. **Open Syllable**-A syllable ending with a long vowel sound (e.g., the first syllables in labor & freedom).

Cognitive Strategies-Self regulating mechanisms, including planning, testing, checking, revising & evaluating during an attempt to learn or to problem solve. Use of cognitive strategies is a higher order cognitive skill that influences and directs the use of lower order skills.

Compound Word-A word composed of two or more smaller words (e.g., doghouse) A compound word may or may not be hyphenated depending upon its part of speech and conventions of usage (e.g., in modern usage football is not hyphenated).

Comprehension-Making sense of what we read. Comprehension is very dependent on word recognition, fluency, vocabulary, worldly knowledge & language ability.

Concept of a Word-Understanding that sentences are made up of strings of words; the ability to count words in oral sentences and to match spoken words to printed words as demonstrated by pointing to the words of a text while reading. **Finger-Point-Reading**-A form of pretend reading in which pre-readers point their fingers at the words on a page as they recite the story from memory and synchronize spoken words with words in print. Finger-Point-Reading is facilitated by the ability to segment phonemes and match them with written letters.

Consonant-One of a class of speech sounds in which sound moving through the vocal tract is constricted by the lips, tongue or teeth during articulation. (Consonant Blend & Consonant Digraph). **Vowel**- A class of open speech sounds produced by the easy passage of air through a relatively open vocal tract. English vowels include a, e, i, o, u, and sometimes y.

Consonant-le Syllable-A syllable in the final position of a word that ends in a consonant, an l, and final silent e (e.g. middle, rifle). **Final Stable Syllable**-A syllable with non-phonetic spelling and relatively stable pronunciation that occurs frequently in final position in English words (e.g., -tle, -sion, -cial)

CVC Consonant-Vowel-Consonant-Pertaining to a word or syllable composed of letters with a consonant-vowel-consonant pattern. Short words or syllables with this pattern are a common starting point for reading phonetically regular words.

Context Clue-Information from the immediate setting in which a word occurs, such as surrounding words, phrases, sentences, illustrations, syntax or topography that might be used to determine the meaning and/or pronunciation of a word. Also called contextual clue & visual hint.

Controlled Text-Text that is written using only sound-symbol relationships already taught to provide practice with specific decoding skills; Used to apply phonics in reading of a text.

CVCe Consonant-Vowel-Consonant Silent E-Pertaining to a word or syllable composed of letters with a consonant-vowel-consonant pattern and ending with an e which is silent.

Decodable Text-Text that is written at the independent reading level of a student; For the text to be decodable the student should be able to read 95% to 100% of the words independently with no more than one error per 20 words.

Decode-1) To break the phonetic code (to recognize a word) . 2)To determine the pronunciation of a word by noting the position of the vowels and consonants.

Diagnostic and Prescriptive Instruction- Instruction in which students are engaged in components of the lesson while the teacher observes how the students are handling the discrete components (diagnostic instruction) so that the teacher may plan instruction. The prescriptive part of the lesson may involve changes to permit additional practice, review, and/or multisensory activities.

Digraph-Two adjacent consonants (a consonant digraph) or two adjacent vowels (a vowel digraph) in the same syllable representing a single speech sound (e.g. sh in wish, ee in feet).

Diphthong-Two adjacent vowels in the same syllable whose sounds blend together with a slide or shift during the production of the syllable (e.g. oy in toy, ow in cow).

Double Deficit-A deficit in phonological awareness and rapid serial naming.

Due Process-A requirement that basic procedural protections be provided before a school system can separate children with disabilities from those in general education; includes the parent's right to receive notice of changes in the child's educational plan and a hearing if they disagree with the changes,

Encode-1)To represent a sound by writing its grapheme or letter. 2) To spell a word.

Embedded Phonics-Phonological awareness and phonics taught implicitly through the reading of real words in text.

Emergent Literacy-A level of cognitive maturation characterized by well-developed oral language ability, exposure to written language, and metalinguistic awareness.

Executive Functioning Difficulties-Difficulties with certain cognitive skills such as poor planning, disorganization of time and materials, difficulty narrowing a topic in writing, and procrastination.

Evidence Based or Scientifically Based Research-A process that gathers evidence to answer questions and to bring new knowledge to a field so that effective practices can be determined and implemented

Executive Functioning-Executive function is a set of mental processes that helps connect past experience with present action. People use it to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space

Expository Writing-Writing that explains or informs , including persuasive or descriptive writing , and compare and contrast compositions.

Figure-Ground Perception-Ability to attend to one aspect of a visual field while perceiving it in relation to the rest of the field; Ability to identify and focus on salient information.

Fine Motor Skills- The strategic control of small sets of voluntary muscles , such as in writing, grasping small objects,, controlling eye movements, or producing speech.

Fluency-In reading, the ability to translate print to speech with rapidity and automaticity that allows the reader to focus on meaning. **Prosody**-Features of spoken language, such as intonation and stress, that fluent readers use for appropriate phrasing of text into meaningful units.

Formative Data Collection-Procedure- to gather information about a student's progress in acquiring particular skills or knowledge to be applied to short-term instructional goals; Usually collected using criterion and curriculum referenced tests

Fricative-A consonant produced by partial obstruction of the airflow, which creates friction and slight hissing noise (e.g. /s/ /f/).

Glide-A vowel like consonant (i.e. /w/ /y/) produced with little or no obstruction of the air stream in the mouth.

Grapheme- A written letter or letter cluster representing a single speech sound ((e.g., l, igh). Phoneme- An individual sound unit in spoken words; The smallest unit of speech that makes one unit of speech distinguishable from another in a phonetic language such as English (e.g., /f/makes fat distinguishable from vat; /j/ makes jump distinguishable from chump).

Graphomotor Production Deficit-Difficulty writing in which the larger muscles of the wrist and forearm are used during letter formation because they are under better control than the small muscles of the fingers.

Graphophonemic – Pertaining to letter sound patterns.

High Frequency Word- A word that is encountered numerous times in text and is important to know as a sight word.

Independent Level-That level of academic engagement in which a student works independently without need for instructional support. Independent level behaviors demonstrate a high degree of accuracy, speed, ease, fluency, and mastery. When used in the context of reading instruction, this is most often referred to as independent reading level. In reading, an independent level is usually defined as reading 90% to 100% of the words in a given passage correctly , with no more than one error per 20 words.

IDEA Individuals with Disabilities Improvement Act of 2004 (PL 108-446)- Special education legislation, originally passed in 1975, and amended in 1990 and 1997, that serves as a mechanism to help fund special education. This legislation mandates that states receiving federal monies must provide special education and other services to qualified students with disabilities (from birth to age 21). IDEA protects a student's right to a free appropriate education (FAPE) in the least restrictive environment (LRE).

IEP Individual Education Program- A document that sets out the student's placement in special education as well as the specific goals, short-term objectives, and benchmarks for measuring progress each year. Creation and implementation of the IEP must include the opportunity for meaningful participation by the parents.

Invented Spelling-Spelling that is not the same as conventional orthography and that may be encouraged from preschool to first grade to help students develop phonemic awareness and apply their knowledge of sounds, symbols, and letter patterns. The use of invented spelling is temporary until regular orthography is learned.

Irregular Word-A word that has an unexpected spelling either because its orthographic representation does not match its pronunciation (e.g., colonel, Wednesday) or because it contains an infrequent orthographic representation of a sound (e.g., soup). **Regular Word**-A word that is spelled the way it sounds. Also called a phonetically regular word. **Sight Word**-A word that is immediately recognized as a whole and does not require decoding to identify. A sight word may or may not be phonetically regular.

Kinesthetic- Pertaining to the sensory experience stimulated by bodily movements and tensions; Often pertaining to the student's feeling of letter shapes while moving parts of the body through space.

Kinesthetic Memory-A voluntary motor sequence that is recalled by the student after repeated practice and training, such as daily writing of cursive letter shapes while associating them with the name and sounds represented by each.

Language is defined by component parts:

- **Phonology**-Rules for sound usage & production; The science of speech sounds
- **Morphology**-Smallest units of meaning in language; Study of word formation patterns
- **Semantics**-Study of word meanings and the relationship among words
- **Syntax**-Grammatical rules of structure or ordering of phrases & sentences; sentence structure
- **Pragmatics**-Social context of use or rules of conversation

Learning Disability—“A generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, and math abilities or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur with other handicapping conditions (e.g., sensory impairment, intellectual disability, social and emotional disturbance), with socioenvironmental influences (e.g., cultural factors), and especially with attention deficit disorder, all of which may cause learning problems, a learning disability is not the direct result of those conditions or influences.” (The Interagency Committee, 1985, as cited in Kavanagh & Truss, 1988, pp. 550-551).

Left Angular Gyrus- Part of the left hemisphere of the brain that is the primary location for translating visual-orthographic information into phonological representations (linking symbol to sound).

Letter Cluster-Group of two or more letters that regularly appear adjacent in a single symbol (e.g., oo, ng, th, sh, oi, igh). In spelling instruction a pattern of letters in a single syllable that occurs frequently together. The pronunciation of at least one of the component parts may be unexpected, or the letters may stand in an unexpected sequence (e.g., ar, er, ir, or, qu, wh). A cluster may be a blend (two or more letters that represent more than one sound) or a digraph (two letters that represent one sound) Blend, digraph, diphthong, quadrigraph, trigraph.

Linguistics- Study of the production, properties, structure, meaning, and/or use of language.

Long Vowel-A vowel sound that is produced by a slightly higher tongue position than the short vowels. The long sounds represented by the written vowels (e.g. a, e, i, o, u) are usually the same as their names. **Short Vowel**-A vowel that is produced with a short sound, which is unrelated to the name of the letter. A short vowel usually occurs in a closed syllable.

Metacognition-The deliberate rearrangement, regrouping or transfer of information; the conscious choice of the strategies used to accomplish a task and process to provide feedback on learning and performance.

Metalinguistic- Pertaining to an awareness of language as an entity that can be contemplated; crucial to early reading ability, to understand discourse patterns in the classroom, and to analyze the language being used to teach the language that must be learned. Metalinguistics is one kind of Metacognition.

Mnemonic Strategies-Formal schemes designed to improve memory, including using key words, chunking rhyming, and visualizing. Arbitrary language is more difficult for the dyslexic student than learning that is related and logical, so devices such as mnemonic strategies for grouping needed facts are essential.

Multiple Spellings-The various ways in which a sound may be spelled (e.g., long /a/ may be spelled a, ay, ei, eigh, ey, or ai).

Multisensory- Referring to any learning activity that includes the use of two or more sensory modalities simultaneously for the taking in or expression of information.

Multisensory Strategy-A procedure used most often for novice or poor readers, that involves an auditory, visual, tactile-kinesthetic, or an articulatory-motor component in the carefully sequenced teaching of language structure.

Multisensory Structured Language Instruction (MSLI)-Instructional approach that incorporates the simultaneous use of visual, auditory, kinesthetic, and tactile sensory modalities to link listening, speaking, reading, and writing together.

Nasal-A sound produced in which air is blocked in the oral cavity, but escapes through the nose. The consonants in mom and no are nasal sounds.

Nonsense word or pseudoword-A word having no meaning by itself, the spelling of which is usually phonetic (e.g., vop). Reading and spelling nonsense words are phonic reinforcement for students who have already memorized a large number of words. Nonsense words can be used for teaching older students to apply phonetic decoding.

Norm Referenced Test - Assessment or evaluation of performance in relation to that of the norm group used in the standardization of the test. Norm-referenced tests produce scores that permit comparisons between a student and students of the same age. All norm-referenced tests are standardized.

Orton-Gillingham Approach-A multisensory method of teaching language-related academic skills that focuses on the structure and use of sounds, syllables, words, sentences and written discourse. Instruction is explicit, systematic, cumulative, direct, and sequential.

Otitis Media- Inflammation of the middle ear that can lead to temporary conductive hearing loss, or sometimes permanent hearing loss. A young child who experiences hearing loss from frequent ear infections may have resulting speech or language difficulties which could lead to complications in beginning to understand sound symbol relationships and early basic reading skills.

Phonological Awareness- Both the knowledge of and sensitivity to the phonological structure of words in a language. Phonological awareness involves a sophisticated ability to notice, think about, or manipulate sound segments in words. It can progress from rhyming; to syllable counting; to detecting first, last, and middle sounds; to segmenting, adding, deleting, and substituting sounds in words.

Phonemic Awareness-Awareness of the smallest units of sound (phonemes)in the speech stream and the ability to isolate or manipulate the individual sounds in words. Phonemic awareness is one aspect of the larger category of phonological awareness.

Phonological Loop- Part of short-term memory that can store small bits of speech information as they are being processed.

Phonological Processing-An umbrella term for a large category of oral language processing abilities that are related to the sounds in words and are associated with the ability to read well.

Phonological Rules- Implicit rules governing speech-sound production and the sequence in which sounds can be produced in a language.

Phonology-The science of speech sounds, including the study of the development of speech sounds in one language or the comparison of speech sound development across different languages.

Print Awareness- Children's appreciation and understanding of the purposes and function of written language. **Prephonetic Stage-**Stage in spelling development in which not all of the sounds of the word are represented by letters "ct" for cat. **Semiphonetic Stage-**Stage in spelling development in which a child usually strings consonants together to represent speech sounds in words & syllables "ntr" for enter. **Phonetic Stage-**Stage in spelling development in which every sound is represented , but the complete knowledge of conventional orthography is not.

Prescriptive-When used in the context of instruction, entailing the changes made to a lesson to tailor it for more practice, review, and/or multisensory activities.

Prosody- Features of spoken language, such as intonation and stress, that fluent readers use for appropriate phrasing of text into meaningful units.

Rapid Automatic Naming- A speed naming task, most often administered to prereaders, in which the individual is asked to name quickly a series of printed letters , numbers, or blocks of color, repeated over and over in random order.

r-Controlled-Pertaining to the phenomenon in English in which the letter r affects the way a preceding vowel is pronounced.

Schema- A student's prior knowledge and experience relevant to a new topic as it contributes to a frame of reference, factual or attitudinal, for the new information, thus creating links or structures through which the new information can be assimilated.

Schwa-An unaccented vowel whose pronunciation approximates the short /u/ sounds. Often students add a schwa sound when pronouncing short vowels and need to learn to clip their sounds to just the sound itself.

Segmentation- 1) Separating a word into units, such as syllables onsets and rimes, or individual phonemes, for the purpose of reading or spelling. 2) Breaking down a targeted skill into smaller step-by-step sequenced units and then synthesizing the parts into a whole.

Sequencing- In multisensory structured language education (MSLE), the orderly presentation of linguistic concepts based on frequency and ease of learning in a continuous sequence of connected lessons (i.e. Wilson Language program).

Short-term Memory- Memory that lasts only briefly , has rapid input and output, is limited in capacity, and depends directly on stimulation for its form. Short-term Memory enables the reader to keep parts of the reading material in mind until enough material has been processed for it to make sense. Short-term Memory is also referred to **Working Memory**-the ability to mentally manipulate sounds, numbers and words in memory. **Visuospatial Loop-** Part of short-term memory that can store print or graphic information. **Long-Term Memory-**Permanent storage of information by means of primarily semantic links, associations, and general organizational plans; Includes experiential, semantic. Procedural, and automatic habit memories.

Sight Word- A word that is immediately recognized as a whole and does not require decoding to identify. A sight word may or may not be phonetically regular (e.g. can, would, the).

Simultaneous Oral Spelling (S.O.S.)- A structured sequence of procedures to teach the student how to think about the process of spelling. The student looks and listens to the word, unblends it, spells it aloud, writes it while naming each letter, , codes it and reads it aloud for proofreading.

Sound Deletion- Early literacy task in which the student is presented with a word and is asked to say all of the sounds in the word except one (e.g. "Say bat without /b/." The ability to delete sounds is an important component of phonemic awareness.

Sound Dictation- Procedure in which the teacher dictates individual phonemes, words, or sentences, and the student repeats and responds by writing them down. Sound dictation may involve oral and/or written review with a sound or spelling deck to develop automaticity in translating sounds to spellings.

SQ3R- Survey, question, read, recite, review.

Standardized Test- A test that is standardized using a carefully selected sample of people representative of the larger group of people for whom the test was created; Such a test must be administered and scored following procedures prescribed in the manual accompanying the test. **Informal Test-** A test that is structured but not standardized; it typically follows the format of a standardized test but can be modified to probe student responses in ways that are not permissible with standardized tests.

Strategy- An individual's approach to a task, including how the person thinks and acts when planning, executing, and evaluating performance on a task and its subsequent outcome.

Structural Analysis- The perception and examination of syllables and morphemes. Structural analysis enables the reader to recognize different kinds of syllables and decode long, unfamiliar words.

Study Skills- Those competencies associated with acquiring , synthesizing, remembering, and using information and ideas learned in school or other instructional arenas.

Subskill- A skill that is part of a more complex skill or group of skills. Subskills of reading include phonological awareness and knowledge of letter-sound correspondences.

Syllable- A spoken or written unit that must have a vowel sound and that may include consonants that precede or follow that vowel. Syllables are units of sound made by one impulse of the voice.

Syllable Division- The process of breaking down multisyllabic words into separate syllables for greater ease in learning, pronunciation, or spelling.

Syllable Division Patterns- Patterns for dividing words into syllables. There are 4 major syllable division patterns in English: VCCV, VCV, VCCCV, VV.

Syllable Types- Orthographic classifications of syllables. There are 6 syllable types in English: Closed, open, vowel-consonant-e, vowel pair (vowel team), vowel-r (r-controlled vowel), and consonant-le.

Tracking- The ability to finger point while reading a text, demonstrating the concept of a word.

VAKT- Visual, Auditory, Kinesthetic, Tactile) as in MSLE Multisensory Structured Language Education.

Vocabulary- A large store of words that a person recognizes and/or uses in his or her oral and written language for communication and comprehension.

VCe Vowel Consonant silent e- A one syllable word or final syllable of a longer word in which a final silent e signals that the vowel before the consonant is long (e.g., cake, rope, cube, five, athlete).

Reference

Birsh, J.R. (2005). Multisensory teaching of basic language skills 2nd ed. Paul H. Brooks Publishing Company.