

Glossary

Numbers

3PV 3RQ – an acronym used to remember evidence-based comprehension strategies for English Language Learners. These include purpose, preparing a connection, predicting, vocabulary, reading, reviewing, and answering questions.

504 Plan – a legal document created for a child who has a confirmed or suspected disability to ensure they receive accommodations critical to their academic success.

6+1 Traits of Writing Framework – an approach developed by Ruth Culham that focuses instruction into 6 manageable parts: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

A

Academic Language – includes vocabulary, grammar, and other aspects of communication that students must understand to learn and communicate in a school setting.

Accent Marks – marks used to indicate an accent, stress, etc. placed above a letter to indicate a special pronunciation.

Accessible Educational Materials (AEM) – educational materials and technologies usable for learning across the widest range of individual variability, regardless of format or features; this includes technology designed to be accessible for all learners or made accessible for learners with disabilities.

Accommodation – Changes how a student learns the material by adjusting how material is accessed. Changes may occur in curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in the general education curriculum. Accommodations should be considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results.

Accuracy – the ability to recognize words correctly.

Active Voice – when the subject of the sentence performs the action of the verb

Adaptation – the broader application of altering curriculum to meet the needs of learners, either by providing accommodations or modifications to what is being taught. Adaptation includes changes to curriculum, instruction, or assessments that fundamentally alter the requirements but that also enable a student with an impairment an opportunity to participate in general education. Adaptations include strategies that change the level of learning expectation.

Adept Diction – thoughtful or skillful use of words when talking or writing.

Adequate Progress – the level of improvement based on an individual student's trajectory toward expected grade-level performance within a reasonable time period, consistent with national or local growth rate comparisons.

Affixes –a word part added to the beginning or end of a root word to change the meaning (e.g., “un-” meaning not, “-able” meaning capable of, and “-ed” to indicate past tense).

Affricates – complex consonant sounds that begin as stops and release as fricatives. This means they start with a complete closure of the vocal tract, followed by a partial closure that creates friction. Examples of affricates in English include the sounds “ch” and “j”.

Alliteration – The repetition of consonant sounds at the beginning of words that are close together. For example: Harry the Happy Hippo hula-hoops with Henrietta.

Alphabet Knowledge – the ability to automatically recognize and name the 26 lowercase and 26 uppercase alphabet letters with ease and accuracy.

Alphabetic Principle – the knowledge that words are composed of letters and there is a predictable pattern between specific letters or letter combinations and the sounds they represent

Alternate Assessment – a specific assessment, developed by the state in lieu of statewide assessments or by the district in lieu of districtwide assessments, designed to measure functional skills within the same domains required by the regular statewide or districtwide assessments. An alternate assessment is designed for students who are unable to demonstrate progress in the typical manner and who meet the state-established criteria.

Analogy Phonics – a method of teaching children to read and spell words by identifying similarities between words they already know and new words

Analytic Instruction – pertains to instruction or a process that separates the whole into its constituent parts to reveal the relationship of its parts (Birsh, 2011).

Analytic Phonics – An approach to phonics instruction that works from known words to the sounding out of unknown words on the basis of analogy. Unlike synthetic phonics where phonemes associated with particular letters or letter combinations are sounded individually and blended together one at a time, analytical phonics involves decoding words on the basis of already known words. For example: sounding out the word rat, based on the letters used in already-known words like run and cat.

Anaphora Reference - a different word or phrase that can be used to refer to the antecedent (word, phrase or clause). Pronouns are often a type of anaphoric reference.

Angular Gyrus – a region of the parietal lobe that is associated with complex language functions including reading, writing, and interpretation of written material.

Assessment - the process of gathering data about an area of learning through tests, observations, work samples, and other means to help inform instruction.

Assistive Technology – any item, piece of equipment, software program, or product that is used to increase, maintain, or improve the capabilities of individuals with disabilities

Assistive Technology Service – any service that directly assists a student who has a disability with the assessment, selection, acquisition, or use of an assistive technology device.

Attention Deficit Disorders – a group of brain disorders that affect how people pay attention, sit still, and control behavior.

Auditory Multimodal Instruction – listening to stories, answering questions, and engaging in conversations

Autism - a neurodevelopment disorder that impacts communication and behavior. Also known as autism spectrum disorder.

Automaticity – performing a reading task without conscious effort. For example, reading words in connected text with automaticity means that there is no conscious attention paid to decoding words.

B

Background Knowledge – a specific subset of knowledge needed to comprehend a particular situation, lesson, or text

Base Words – can stand on their own or can serve as part of another word (e.g., “lock” and “unlock”).

Basic Interpersonal Communication Skills (BICS) – everyday language skills needed for casual, social interactions, typically acquired within one to two years of exposure to a new language.

Benchmark Assessment – a standardized assessment or evaluation used to measure student achievement or progress and specific points in the year

Blending – putting phonemes together to form a word.

Blending Boards – a deck of cards containing different phonemes, and a stand for arranging and displaying the cards during blending activities.

Bound Morphemes – a unit of language that cannot stand alone and must be attached to another word or word part to create a word. (e.g., the -s in cats and the un- in unfold). Bound morphemes can be prefixes or suffixes

Broca's Area – a region in the frontal lobe that is associated with speech function.

C

Characteristics – strengths and weaknesses in the various components of literacy associated with dyslexia. The characteristics are included in the definition of dyslexia as poor decoding, poor word recognition, poor fluency, and poor spelling.

Clinical Evaluation of Language Fundamentals (CELF) – a standardized assessment used to evaluate various aspects of a child's communication, including receptive and expressive language, phonological awareness, and pragmatics skills.

Closed Syllables – a closed syllable has one vowel followed by one or more consonants. The vowel has a short sound. Examples include “cat,” “rab/bit,” and “scratch.”

Cloze Passages – a reading exercise that involves filling in missing words in a text

Coarticulation – the articulation of one speech sound is influenced by the neighboring sounds, causing the movements of the tongue, lips, and jaw to overlap and blend during speech production, resulting in a smooth transition between phonemes.

Cognate – words in different languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, 30-40% of all words in English have a related word in Spanish. For example: familia/family, alfabeto/alphabet, and poema/poem.

Cognitive Load – the amount of mental effort required to process information. It's the amount of information our working memory can process at any given time.

Cognitive Psychology – the study of human mental processes including language use, memory, reasoning, perception, etc.

Complete sentence —

Comprehension – the ability to understand and make meaning from what has been read.

Comprehensive Assessment of Spoken Language (CASL) – a standardized tool used to evaluate spoken language skills in individuals aged 3 to 21

Concept of Word – awareness of each word in a spoken sentence

Connected Text – text that includes multiple sentences that are related to one another.

Consolidated-Alphabetic Phase – the fourth phase of Ehri's Four Phases where students consolidate their knowledge of grapheme-phoneme blends into larger units.

Consonant – a phoneme (an individual speech sound) made by partly or completely blocking airflow in the mouth with the teeth, lips, or tongue.

Content Lessons – specific knowledge, skills, and information presented during a class period usually focused on a specific area (history, math, science, etc).

Context Processor – the ability to interpret words based on the context of a sentence, experiences, and background knowledge.

Contextual Analysis/Contextual Relevance (morphology) – Sources of information outside of words that readers may use to predict the identities and meanings of unknown words. Context clues may be drawn from the immediate sentence containing the word, from text already read, from pictures accompanying the text, or from definitions, restatements, examples, or descriptions in the text.

Controlled Phoneme Texts – Refer to “Decodable Texts”

Core Instruction – the curriculum and instructional practices that are provided to all students in the general education setting.

Criterion-Referenced Assessment – a way to evaluate a student's learning by comparing it to a set of predetermined standards. CRAs are different from norm-referenced assessments, which compare a student's performance to other students

Cumulative — lessons build upon each other, ensuring mastery of foundational skills before introducing more complex concepts

Curriculum-Based Measurements (CBMs) – quick, simple assessments used to track a student's progress in key academic areas, such as reading, math, writing, or spelling
CVC Words – three letter words that follow a consonant-vowel-consonant pattern for example, “cat”.

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D

Decodable Text – texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.

Decoding – the process of sounding out words using letter-sound knowledge and blending those sounds together to pronounce the word. In the research literature, this process is referred to as phonological recoding or simply recoding

Development Language Disorder (DLD) – a lifelong communication disorder that affects a person's ability to understand and use language. It can impact a person's speaking, listening, reading, and writing

Diagnostic Assessment – Tests that can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a child is behind in reading growth, they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child's knowledge and skill so that instruction can be more precisely planned.

Dialogic Reading – a method of reading aloud to a child while having a conversation about the book.

Differentiation Instruction – adapting instruction to fit the needs of each student. This includes providing any necessary supports, resources, or scaffolds to make the lesson appropriately challenging for each student.

Digraphs – a combination of two letters representing one sound. For example: /sh/, /ch/, /th/, /ph/, /ea/, and /ck/.

Diphthong – a sound formed by the combination of two vowels in a single syllable in which the sound begins as one vowel and moves toward another (as in “coin,” “loud,” and “side”).

Discourse Markers – Used in speech and writing to signal shifts or emphasis (e.g., well, you know, actually).

Discourse Processing – the cognitive processes involved in understanding language beyond the sentence level.

Discourse Vocabulary – words and phrases that contribute to cohesion, coherence, and meaning across sentences, paragraphs, and entire texts. These include transition words, signal words, academic language, and domain-specific vocabulary.

Dual Coding Theory – a theory of cognition that suggests that the human mind processes information through two channels: verbal and nonverbal

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – a set of assessments designed to measure reading fluency and early literacy skills of elementary students.

Dyscalculia – a learning disability that impacts the ability to do math.

Dysgraphia – a learning disability that impacts the ability to write fluently and accurately.

Dyslexia – a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (IDA, 2002)

E

Early Alphabetic Phase – the second phase of Ehri's Four phases is the ability to recognize some letters and use them together with context to remember words by sight. Also referred to as Partial-Alphabetic.

Ehri's Phases of Word Reading – a four-phase model that describes how student learn to read words. The four phases are Pre-alphabetic, Early alphabetic, later alphabetic, and Consolidated alphabetic.

Elision – the ability to identify the remaining word when a specified sound is deleted.

Elkonin Boxes – a tool used during phonemic awareness and encoding instruction. One box is provided for each sound in a target word. For example, the word bat would have three corresponding boxes. A child listens to the pronunciation of the word and then moves a token or coin into one box as they segment each sound or phoneme in the word. Elkonin boxes are sometimes referred to as sound boxes.

Embedded Phonics – a method of teaching children to read by exposing them to authentic reading experiences

Encoding – the ability to break down a word into its individual sounds and then write the corresponding letters to those sounds.

English Language Development (ELD) – Instruction that is specially designed for

Multilingual Learners to develop their listening, speaking, reading, and writing skills in English.

English Language Learners (ELLs) – students whose first language is not English and who are in the process of learning English. Defined by the U.S. Department of Education as national-origin-minority students who are limited-English-proficient. Often abbreviated as ELLs. See also: Emergent bilingual.
Etymology – the history of a word or word part that includes its origin (i.e., Anglo-Saxon, French, Latin, Greek)

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Evaluation – using all required procedures to determine whether a child has a disability and to determine the nature and extent of the special education and related services the child needs.

Evidence-Based – any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. Among the most common applications are evidence-based decisions, evidence-based school improvement, and evidence-based instruction. The related modifiers data-based, research-based, and scientifically based are also widely used when the evidence in question consists largely or entirely of data, academic research, or scientific findings.

Executive Function – a set of mental skills that we used every day in school and in life, and include working memory, flexible thinking, and self-control. Trouble with executive function can make it hard to focus, follow directions, plan, organize, problem-solve, handle emotions, and manage tasks and schedules.

Explicit and Direct Instruction – Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do we do, you do). Explicit instruction includes practice with immediate corrective feedback

Expository Text – text that provides factual information about a topic

Expository Writing – also called informational writing. This type of writing works to explain, inform, or describe a topic.

Expressive Language – Language that is spoken

Expressive Language Disorder – impacts the ability to communicate and express oneself.

Extrinsic – an outside influence, comes from outside oneself

F

False Cognates – words in different language that appear similar but have different meanings

Far Transfer – the ability to apply knowledge and skills from one context to another that is very different

Fiction – writing or information that is not true, usually made up of imaginary events or people

Fidelity – an adjective describing an intervention that is done as the author of the program intended.

Fidelity of Implementation – the degree to which an instruction follows the intent and design of the program.

Fine Motor – the coordination of small muscles in movement with the eyes, hands, and fingers

Five Pillars of Reading – Phonemic awareness, phonics, fluency, vocabulary, and comprehension

Fluency – refers to the ability to read text accurately, quickly, and with proper expression

Fluency-Struggling Readers – readers that can decode words but have difficulty reading with fluency

Formative Assessment – an intentional process — not a single test. Used during instruction to provide the information needed to effectively direct and target teaching and learning as it occurs OR a process that teachers use to evaluate student learning and provide feedback during the learning process. The goal is to improve student learning and teaching by identifying areas for improvement

Four-Part Processing Model for Word Recognition – Largely based on the work of

Seidenberg & McClelland (1989), this refers to how the brain recognizes words while reading, consisting of four key processors: phonological (sounds), orthographic (letter patterns), meaning (word meanings) and context (meaning based on surrounding text).

Free and Appropriate Public Education (F.A.P.E.) —

Free morpheme – A word part that can stand alone as a word, also referred to as an unbound morpheme or free-standing morpheme

Fricatives – consonants produced by forcing air through a narrow constriction in the vocal tract, creating a turbulent airflow. Most often associated with letters such as f, s, v, and z. These can be voiced if vocal cords vibrate (v in vase, th in the, z in zoo, zh in measure) or unvoiced if vocal cords don't vibrate (f in face, th in think, s in sun, sh in she).

Frontal Lobe – located at the front of the brain, controls functions including motor tasks, problem-solving, abstract thinking, and more.

G

Genre – category of composition

Glides – also known as semivowels, are sounds that have vowel like qualities but function as consonants. They involve a smooth, gliding motion of the articulators and are usually followed by a vowel. Examples of glides in English are: /y/ /w/ /wh/

Grade Equivalency (GE) – a norm-references score that represents how a student's performance compares with other students.

Gradual Release of Responsibility – A teaching methodology that includes “I do” where the teacher models, “We do” where the class works with the teacher or with each other, and “You do” where students work independently.

Grapheme – A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

Graphic Organizer – Visual frameworks that help structure thinking. They make thinking processes visible by showing connections between data. Examples include concept maps, flowcharts and cause-and-effect patterns

Gross Motor – movements that require whole body movement and that involve the large muscles of the body to perform everyday functions such as standing, walking, running, jumping, and sitting upright at a table.

Guided Discussions or Guided Practice – a teaching strategy in which the instructor guides a structured conversation with students to explore a topic, critically think, further develop understanding, etc.

H

Handwriting Fluency – the ability to write quickly and neatly without effort

High-Frequency Words – Words that appear most frequently in printed text

Homographs – words that have the same spelling but different pronunciation and meaning.

Homonyms – words that have the same spelling/pronunciation but different meaning.

Homophones – words that have the same pronunciation but different spelling and meaning (e.g., sail vs. sale).

Hyperlexic Reader – children who can read at a level that is much higher than what is expected for their age

I

IDA Knowledge and Practice Standard (KPS) – the standards that measure the knowledge and skills that instructors need to teach students to read proficiently.

Independent Educational Evaluation (IEE) – one or more assessment(s) conducted by a qualified examiner(s) who is not employed by or contracted by the public agency or district responsible for the education of the student in question.

Indicator – a sign that shows or suggests the condition of something. Indicators of dyslexia are the early warning signs indicating a child might have dyslexia. Indicators of dyslexia may differ at different ages.

Immediate Corrective Feedback – the immediate response to an error or incorrect answer done through correcting the mistake, affirming the competence, and correcting misconceptions.

Incidental Word Learning – learning vocabulary naturally through listening to and participating in conversations, listening to books read aloud, engaging in wide reading, and interacting with multimedia.

Individualized Education Program (IEP) – A written learning plan for special education services that is designed to meet the specific learning needs of a child.

Individualized Instruction – instruction that is designed to meet the specific needs of the student in a small group setting. Individualized instruction is intensive and highly concentrated instruction that focuses on the student's area(s) of primary difficulty and the instructional delivery necessary to assist students in accelerating their learning, maximizing student engagement in the process of learning.

Individuals with Disabilities Education Act (IDEA) – The federal law that guarantees all children with disabilities access to a free and appropriate public education (FAPE). It was first passed in 1975 and most recently updated in 2004.

Inflectional Endings – a letter or group of letters added to the end of a word that changes its grammatical function, such as tense, number, or possession, without altering the word's core meaning or part of speech

Informational Text –

Informative Writing – also known as expository writing; This type of writing works to explain, inform, or describe a topic.

Inquiry-Based Learning – a student-centered teaching method that encourages students to ask question and investigate real world problem.

Interactive Read Aloud – a teaching strategy where a teacher reads a text aloud to a group of students, pausing to discuss the text

Interleaving – Practice that is spaced out over time, consisting of two or more subjects or skills related to an instructional target within the same practice task

International Dyslexia Association (IDA) – a non-profit, scientific, and educational organization that is dedicated to the study and treatment of dyslexia

Interventions – sets of teaching procedures used by educators to help students, who are struggling with a skill or lesson, to succeed in the classroom.

Instructional Intervention – an action or strategy based on an individual student's problem that is designed to remedy, improve, or eliminate the identified problem.

Intrinsic – belonging naturally, innate, comes from within oneself

Ipsative Assessment – compares a person's current performance to their previous performance. It is a self-referencing method that focuses on personal growth and progress

Irregular (spelling, morphology) – a word that is spelled differently than the way it sounds

K

Kansas Blueprint for Literacy – a framework for improving literacy rates developed using the Science of Reading meant to equip educators with proven methods of literacy instruction

Kinesthetic-Tactile Multimodal Instruction – involves physical activity, touch, and movement to learn new information which can include acting out vocabulary words, using gestures for story elements, or engaging in interactive activities like role-playing.

L

Language Comprehension – the ability to understand spoken or written language, including vocabulary, sentence structure, and background knowledge

Language Disorders – conditions that affect a person's ability to understand and use language.

Later Alphabetic Phase – During the third phase of Ehri's Four phases, students can draw from an extensive working knowledge to understand fully the connections between graphemes and phonemes in words. Also referred to as the Full alphabetic phase.

Learning Disability – a disorder in one or more of the basic psychological processes in understanding or using language, spoken or written, that may

manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Learning Objective – brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period.

Least Restrictive Environment (LRE) – the concept that students with disabilities are integrated into general education classrooms with other students as often as possible.

Left Superior Temporal Gyrus – located in the temporal lobe, supports auditory processing and language comprehension. Essential for decoding unfamiliar words and developing phonemic awareness.

Lesson Objective – a brief statement that describes what students will be expected to learn by the end of a lesson.

Letter-Sound Correspondence – the relationship between a letter (or group of letters, called a grapheme) and the sound it represents (called a phoneme)

Leveled Text – Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole text, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features

Lexical Knowledge – knowledge of words

Linguistic Units – a natural unit of language that can be analyzed

Linguistics – the scientific study of language and its structure.

Liquids – consonant sounds where the tongue produces a partial closure in the mouth, resulting in a resonant, vowel-like quality. The English liquids are /l/ and /r/. These sounds can be syllabic, acting as the nucleus of a syllable, or nonsyllabic.

M

Meaning Processor – the process by which we understand and organize word meanings through spelling patterns, categories, relationship, etc.

Mental Model – a cognitive representation of a situation, system, or concept that helps us understand, reason about, and predict events

Meta-analysis – A set of statistical techniques for combining data from many independent studies to produce a single estimate of effect.

Metacognition –the process of thinking about one's own thinking. Students may engage in metacognition when they explain their thinking or ask themselves how they came to a certain answer.

Metacognitive Skills – strategies that help students to “think about their thinking” before, during, and after they read.

Mixed Reading Difficulties (MRD) – a reading profile that describes students who have trouble with both word recognition and language comprehension

Morphemes – The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element)

Morphological Awareness – the ability to recognize and understand how words are made up of smaller units of meaning, called morphemes

Morphological Patterns – the rules that govern how words are formed and changed by combining smaller units of meaning

Morphology – The study of word formation patterns and how words are formed by looking at their meaningful parts — prefixes, roots, and suffixes (e.g., mis-spelling).

Multimodal – see “Multisensory Structured Language Education”

Multisensory Structured Language Education (also multimodal) – a teaching method that uses multiple sensory pathways (visual, auditory, and kinesthetic) to learn to read and write

Multisensory Instruction – instruction that incorporates the simultaneous use of two or more sensory pathways (visual, auditory, kinesthetic, and tactile) during teacher presentations and student practice.

Multisyllabic – Words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

Multi-Tiered System of Supports (MTSS) – A schoolwide framework used to provide targeted support to struggling students. MTSS is a proactive approach that includes universal screening for all students early in each school year, increasing levels of targeted support for those who are struggling, and integrated plans that address students' academic, behavioral, social, and emotional needs through different levels of intensity.

N

Narrative Text – Text that relates a series of events; this can include both fiction and nonfiction

Nasals – sounds produced by lowering the velum to allow air to escape through the nose while the mouth is occluded. Common nasal sounds in English are /m/, /n/, and /ŋ/ as in "sing". These sounds are voiced, meaning the vocal cords vibrate during their production.

Narrative Writing – writing style that tells a story that can be either fiction or nonfiction

National Reading Panel (NRP) – NRP was a government body that assessed the effectiveness of different methods of teaching kids to reading

Near Transfer – the application of a learned skill to a new situation that is similar to the original learning context

Neuroscience – the study of the nervous system which focuses on the brain and its impact on behavior and cognitive behavior

Nonfiction – writing or information that is factual and real

Nonsense Word – 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 how to apply phonetic decoding.

Nonstrategic Comprehenders – students who struggle to apply strategic reading strategies but have typical phonological and early word recognition skills.

Norm – the standard of performance on a test that is derived by administering the test to a large sample of students.

Norm-Referenced Assessment – a standardized test that compares a student's performance to a group of other students. The goal of a norm-referenced assessment is to rank students in relation to their peers

Not-so-Simple View of Writing – developed by Joan Sedita. Expands on the Simple View of Writing framework by including executive function, self-regulatory processes, working memory, and short-term memory to reflect the complexity of writing.

O

Occipital Lobe – located at the back of the brain and is the visual processing hub of the brain

Onset-Rime Phonics – The natural division of a syllable into two parts. The onset is the initial consonant sound, blend, or digraph, and the rime is the following vowel and all subsequent sounds in the syllable. These words are divided to show the onset and rime: tr-ap, sw-im, h-at, and ch-in. Words that share the same rime are considered rhyming words. For example: fresh, mesh, and flesh

Opaque Language – languages that are inconsistent and not always predictable in their correspondences between letters and sounds

Open-Syllables – An open syllable is a syllable that ends in one vowel. The vowel has a long sound

Oral Language – communication through speaking and listening

Orthographic Knowledge – understanding of the rules and patterns used in written language

Orthographic Mapping – The mental process readers use to permanently store words for immediate retrieval. Readers map the sounds (phonemes) of words they already know to the letters in a word and permanently store the sounds, letters, and meanings of these words. Orthographic mapping is required for effortless, accurate, and fluent reading. It explains how children learn to read words by sight, spell words from memory, and acquire vocabulary words from print.

Orthographic Processor – the system that is responsible for recognizing and recalling letters and words.

Orthography –the conventional spelling system of a language, including rules and conventions for representing spoken sounds with written symbols

Outcome Assessment – evaluate overall reading achievement, often at the end of a grade or instructional period

P

Parietal Lobe – located near the upper back part of the brain, interprets multisensory information to develop a unified understanding.

Passive Voice – when the subject of the sentence is acted upon rather than doing the action. The focus is on the action itself or the recipient of the action, rather than who is performing it.

Peabody Picture Vocabulary Test (PPVT) – a standardized assessment tool designed to measure an individual's receptive vocabulary

Peer-Assessment – a learning activity where students evaluate and provide feedback to each other's work. It can help students improve their understanding of course material and develop skills for self-assessment

People First Language —

Percentile Rank – a statistical measure that indicates the percentage of scores in a data set that fall at or below a specific score

Performance-Based Assessment – a way to evaluate a student's knowledge and skills by having them create a product, perform a task, or solve a problem. PBAs are also known as authentic assessments

Phoneme(s) – the smallest units of sound in speech (e.g., the phonemes in cat are /k/, /ă/, /t/; the phonemes in fish are /f/, /ĩ/, /sh/).

Phoneme-Grapheme Correspondence – the ability to match a phoneme (sound) to a grapheme (written representation) and vice versa.

Phonemic Awareness – The ability to notice, think about, and work with the individual sounds in spoken words. One example of how beginning readers show that they have phonemic awareness is combining or blending the separate sounds /c/ /a/ /t/ in the word cat

Phonics – Instruction to teach how print/letters represent the sounds of spoken language.

Phonics Through Spelling – Teaching students to segment words into phonemes and to select letters for those phonemes (i.e., teaching students to spell words phonemically).

Phonological Awareness – One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. It is an "umbrella" term that encompasses awareness of individual words in spoken sentences, syllables, onset-rime segments, and individual phonemes

Phonological Processor – the system that uses phonemes to process spoken language. It includes phonological awareness, phonological memory, phonological retrieval, and rapid automatic naming.

Phonological Sensitivity – a person's ability to recognize and manipulate the sound relationships between individual letters (graphemes) and their corresponding spoken sounds (phonemes)

Phonology – the rule system within a language that describes how individual speech sounds (called phonemes) combine to produce language

Phonology Disorders – errors involving phonemes, sound patterns, and the rules governing their combinations.

Phrase – a group of words that functions as a unit within a sentence but lacks a subject-verb combination and cannot stand alone as a complete thought.

Phrasing – the ability to group words together as in normal speech, pausing appropriately between phrases, clauses, and sentences. Phrasing requires readers to read texts in meaningful chunks, paying attention to prepositions and punctuation.

Pragmatic Language – Pragmatics is knowledge of the social uses of words and expressions in different contexts. Pragmatic language ability includes knowing what to say, how to say it, the associated body language, and the appropriateness of communication when interacting with people in different situations

Pre-alphabetic Phase – the first phase of Ehri's Four Phases where students read words by memorizing the visual features or guessing words using context clues.

Predictable Text – Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

Prefix – A morpheme that precedes a root and that contributes to or modifies the meaning of a word. For example: 're' in reprint.

Prescriptive Instruction — instruction is tailored to meet individual student needs, based on ongoing assessment

Present Levels of Performance – a statement of the student's current level of achievement or development in an area of need, and how the student's disability affects his or her involvement and progress in the general education curriculum. Present levels of academic achievement and functional performance (PLAAFP), typically shortened to 'present levels,' is a central component of the IEP and is intended to comprehensively describe a child's abilities, performance, strengths, and needs. Present levels are based on all the information and data previously collected and known about the child, most especially the full and individual evaluation of the child that must be conducted in accordance with IDEA's evaluation/eligibility provisions.

Procedural Safeguards – the formal requirements of Part B of the IDEA 2004 that are designed to allow a parent/adult student to participate meaningfully in decisions concerning an appropriate educational program for a student with a disability and, if necessary, dispute such decisions. Also referred to as special education rights.

Progress Monitoring – Administered frequently throughout instruction to track student progress over time used to determine whether students are making adequate progress and to determine whether instruction needs to be adjusted.

Progress Monitoring Assessments – a tool to determine whether students are making adequate progress. This may be curriculum embedded (measuring to what extent students have mastered curriculum) or general/external (measuring critical reading skills, such as phonemic awareness, phonics fluency, vocabulary, or comprehension). They serve to predict success in meeting grade-level expectations (Hougen & Smartt, 2012).

Prosody – Reading smoothly with expression and intonation that represents the meaning and comprehension of connected text.

R

Rapid Naming or Rapid Automated Naming (RAN) – the ability to name a series of familiar items, such as letters, numbers, colors, or objects, quickly and automatically. RAN assessments indicate how efficiently phonological information can be accessed and retrieved from long-term memory, an important skill in reading development.

Readable Text – writing that is easy to read and understand

Reading Comprehension – combines both decoding and language comprehension

Reading Rate – the speed of reading at the single word level or at the connected text level. (Mather & Wendling, 2012).

Realia – everyday objects and materials used as teaching aids

Receptive Language – Language that is heard

Receptive Language Disorder – impacts the ability to understand language

Reliable – the degree to which a measurement or test consistently produces the same results when repeated under similar conditions.

Research-Based Instruction – instruction that is based on the findings of scientific research

Response to Intervention (RTI) – three-tiered approach designed to address the learning needs of all students. The first tier of support provides all students with high-quality instruction. Those who do not make sufficient learning progress are given additional intervention teaching and, perhaps, special education depending upon their response to the intervention.

Rhyming – spoken words that have the same ending sound

Risk and Resilience Model of Dyslexia – a framework for understanding why some individuals with risk factors for dyslexia develop significant reading difficulties while others do not.

Root Word – A morpheme, usually of Latin or Greek origin, that usually cannot stand alone but is used to form a family of words with related meanings. Most root words need a prefix and/or suffix to create a stand-alone word — for example, the Latin root word aud- meaning “to hear or listen” is not a word on its own, but it is the root of words such as audio, audible, or auditorium. Some

root words can be stand-alone words — for example, the Greek root word *scope* meaning “viewing instrument” in the words *microscope* and *telescope*.

Rule-based approach – explicitly teaching and practicing grammatical rules to improve language skills

S

Scaffolding – temporary supports that help students do something so that they can complete a similar task alone

Scarborough’s Reading Rope – This 2001 model from Dr. Hollis Scarborough identifies the multiple components of oral language comprehension and word recognition necessary to become a skilled reader. The metaphor of a woven rope illustrates the inter-connectedness of each “strand” — as well as the complexity of helping students become skilled readers.

Schema – The prior knowledge and experience that a reader brings to the text.

Science of Reading (SoR) – “The science of reading is a vast body of research from multiple fields (i.e., education, linguistics, psychology, neuroscience) and derives from multiple studies that explain how individuals learn to read and the practices most effective in maximizing student literacy outcomes. This body of research informs the ‘what’ and ‘how’ of teaching literacy (reading and writing). It also informs the focus of teacher preparation programs, the instructional materials districts select and the professional learning most likely to impact teaching and learning” (Iowa Department of Education, 2024).

School Psychologist – specialists who support students’ learning, mental health, and behavior in schools.

Scooping – strategy where students use their finger to “scoop” under a group of words that form phrases within sentences

Scope and Sequence Schema – a road map for instruction that tells you two things: what to teach (scope) and when to teach it (sequence). A scope and sequence should be cumulative and systematic, meaning that students begin with simple concepts before advancing to more complex ones

Screening – an informal, although organized, process of identifying students who are not meeting or who may not be meeting **Oklahoma Academic Content Standards**.

Screening Assessment – Given before instruction to inform teachers where (1) to begin teaching core instruction, (2) to differentiate instruction, and (3) to flag students who are at risk for developing reading difficulties and/or who need intervention support

Segmenting – Breaking a spoken word into its individual phonemes

Self-Assessment – the process of evaluating yourself and your actions to identify strengths and weaknesses

Semantic Processing – the cognitive process of understanding and interpreting the meaning of words, phrases, and sentences.

Semantics – the study of the meaning of words, phrases, and sentences

Sensory impairment – a vision or hearing impairment, or a combination of both, that cannot be corrected to a degree that the student can receive educational benefit from print and/or auditory information.

Sequencing – in multisensory structured language education, the orderly presentation of linguistic concepts based on frequency and ease of learning in a continuous series of connected lessons (Birsh, 2011).

Shared Reading – a teaching strategy where a teacher and students read a text together, with the teacher modeling reading skills

Sight Word – words that can be recognized instantly and effortlessly without the need for decoding

Signal Words – specific words or phrases in a text that give clues or hints as to what is going to happen next and/or relationships between ideas/concepts

Simple View of Reading – Developed by Gough and Tunmer in 1986 and widely accepted, this model states that reading comprehension depends on two basic components: word recognition (decoding) and language comprehension. Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC).

Simple View of Writing – a theoretical framework that outlines how both foundation writing skills (transcription) and text generation (composition) are necessary for skilled written expression

Six Syllable Types: There are 6 different types of syllables. They are closed, open, vowel pair, consonant + le (Final Stable Syllables), vowel-consonant-e, and r-controlled vowels.

Skill – refers to the ability to perform tasks well, ranging from simple tasks such as naming a letter of the alphabet to more complex tasks such as analyzing literary texts. Skills are developed through practice and experience and can be executed automatically once mastered

Small Group – a typical classroom reading group with a maximum of 5-6 students. If a student exhibiting the characteristics of dyslexia hasn't been successful in the typical small reading group, he or she will likely need a smaller group for the dyslexia intervention. The group size for dyslexia intervention begins with the program guidelines, but it should also take into consideration the severity of the reading deficiency and may need to be adjusted based on the individual student's progress monitoring data.

Social Emotional Learning (SEL) – The process of developing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making — key skills for success in school, work, and life

Sociocognitive – a term that describes the connection between social and cognitive properties, especially when they are essential for solving a problem

Sound-Letter Identification – a phoneme (sound) associated with a letter or letters (grapheme); also called sound-letter correspondence.

Sound-Symbol Correspondence – The relationship between a grapheme, or printed letter(s), and its corresponding phoneme, or individual speech sound (i.e., <c> can correspond to the phoneme /k/ or /s/)

Sound Symbol Recognition – ability to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks.

Specific Comprehension Difficulties (SCD) – a child can decode and read words, but struggles to comprehend what they read.

Specially Designed Instruction – adapted content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the student's disability. Specially Designed Instruction ensures access to the general education curriculum so the student can meet the education standards of that district that apply to all students. As defined in IDEA, specially designed (tiered)

instruction is the unique set of supports provided to an individual student, based on his or her learning needs, to remove barriers that result from the student's disability. The supports are reflected in the student's individual educational plan (IEP) and are infused throughout the student's learning experiences and environments as described in the IEP.

Specific Language Disorder – a communication disorder characterized by significant difficulties in understanding and/or using language, despite normal intelligence, hearing, and no other known neurological or sensory impairments

Specific Learning Disability (SLD) – a disorder in one more of basic learning processes involved in understanding or using language that can appear in speaking, reading, writing, math, and more.

Specific Word Recognition Difficulties (SWRD) – students who have good comprehension skills but poor word recognition and decoding skills.

Speech-Language Pathologists (SLPs) – specialists that work to evaluate a person's communication, speech, language, literacy, fluence, etc. abilities.

Speech or Language Impairment (SLI) – an IDEA disability category that includes articulation/phonology, voice, and fluency disorders.

Speech-Language Pathologist (SLP) – a professional who can assess and treat persons with speech, language, voice, and fluency disorders. This professional coordinates with, and may be a member of, the evaluation and IEP teams.

Standard Scores – the number of standard deviations by which the value of a raw score (i.e., an observed value or data point) is above or below the mean value of what is being observed or measured

Statistical Data – the outcomes or observations of standardize assessments including standard scores, percentile ranks, and more which can inform evidence-based instruction.

Stops – consonant sounds produced by completely obstructing the airflow in the vocal tract, creating a build-up of pressure that is released suddenly. This category includes sounds like /p/, /t/, and /k/. Stops can be further divided into oral stops, where the airflow is blocked entirely, and nasal stops, where the airflow is redirected through the nose.

Strategy – an instructional approach to a task, including expected outcomes of the task, required materials and tools, and how a person thinks and acts when planning, executing, and evaluating performance on a task

Strategy-Based Instruction – providing instruction in the step-by-step processes needed for students to independently complete complex tasks.

Structural Analysis – the perception and examination of syllables and morphemes. Structural analysis enables the reader to recognize different syllables and decode long, unfamiliar words (Birsh, 2011).

Structured Literacy (SL) – an approach to reading instruction that is grounded in the science of reading. It includes instruction in the following concepts: phonology, orthography, syntax, semantics, and morphology. Structured literacy instruction is explicit, systematic, cumulative, and diagnostic

Structure of the English Language – English language structure consists of morphology (understanding the meaningful roots and affixes that make up words in the language), semantics (understanding how language carries meaning), syntax (understanding the conventions and rules for structuring meaningful sentences), and pragmatics (understanding how language conveys meaning in specific situations).

Suboptimal Comprehenders – students who struggle to be able to fully understand text.

Suffix – A morpheme (meaningful part of a word) attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word. For example: 'ful' in joyful or 'er' in teacher.

Summative Assessment – administered at the end of each year and designed to provide systems-level information for state, district, and school decision-making
Superlatives – an adjective or adverb expressing the highest or a very high degree of a quality

Syllabication – the ability to divide words into individual syllables in both speech and print.

Syllables – a larger unit of speech, bigger than an individual sound and organized around a vowel sound

Syntactic Processing – the ability to understand the relationship between words and phrases in a sentence.

Syntax/Syntactic – refers to the order of words in a particular language—the rules that explain how words can and cannot combine

Syntactic Awareness – the ability to understand and manipulate the structure of sentences; crucial for effective communication and reading comprehension

Synthetic Phonics - An approach to phonics instruction that emphasizes teaching the sounds of letters or groups of letters in isolation and how to blend or synthesize these separate sounds into pronunciations of the words. ‘R’ sounds like r-r-r in rat. A-a-a is the middle sound in rat. T-t-t is the final sound of /t/ in rat. Compare with analytic phonics.

Syntactic Processing – the ability to understand the relationship between words and phrases in a sentence.

Synthesis – the combining of various parts and pieces of information to form a complex whole. Comprehension is an important part of this skill.

Systematic and Sequential Instruction – The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex

T

Temporal Lobe – located near the temples of the brain, it processes auditory information, forms memories, comprehends language, and regulates emotions.

Test of Language Development (TOLD) – a standardized tool used to assess a child’s language abilities

Text Structure – refers to the organization of and relationship among the ideas in a text (e.g., sequence, compare and contrast, problem and solution, cause and effect)

Text Type – (include genre alignment with KSDE language)

Think Alouds – when a teacher orally explains everything they are thinking and doing when practicing a particular skill or strategy. Think alouds allow students to hear how a skilled reader processes print or information and to understand what is expected when applying the skill or strategy

Think-Pair-Share – a collaborative learning strategy where students think individually on their own, pair up with other students to discuss their ideas, and then finally share their ideas with the class.

Through Spelling Phonics – a method of teaching children to spell words by breaking them down into sounds, or phonemes, and then writing letters to represent those sounds

Tolman's Hourglass – an illustration that shows the relationship between awareness in spoken language and written syllable decoding

Transfer – applying information and skills to new contexts and situations. See Near Transfer and Far Transfer.

Transparent Language – languages that are consistent and predictable in their correspondences between letters and sounds.

T-scores – a type of standardized score used to compare a student's performance to a norm group

Two Sounds – represented by combinations of letters that produce unique phonetic outputs. Two examples are the sounds /x/ and /qu/. The sound /x/ is typically represented by the letter "x" in English words. It is a combination of two sounds: /k/ and /s/. The sound /qu/ is another example of a two-sound combination, represented by the letters "qu." This combination produces the sounds /k/ and /w/.

Typical Readers – students who develop reading skills as expected for their age and grade level.

U

Universal Design for Learning (UDL) – a scientifically valid framework for guiding educational practice that: (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations or supports, and challenges and maintains high achievement expectations for all students, including students with disabilities and students who are limited in English proficiency (Definition of UDL included in the Higher Education Opportunity Act 2008).

Universal Screeners – an assessment given to all students three times a year (fall, winter, and spring) to identify students who are potentially at risk for reading difficulties.

V

Validity – the ability of the assessment to test what it intend to measure

Variant Vowel – Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh)

Visual Multimodal Instruction – using picture cards, videos, or anchor charts to support meaning.

Visual Word Form Area (VWFA) – a functional region of the left gyrus and surrounding cortex that is involved with identifying words and letters from lower-level shape images, prior to association with phonology and semantics.

Visualization – a strategy that allows for increased engagement by creating mental images based on prior experiences and knowledge. This strategy is personal and unique to the reader, promoting creative thinking and enhancing comprehension.

Vocabulary – refers to the words students must know to communicate effectively through reading and writing. Includes understanding the meaning of words along with how words are used in different contexts.

Voiced Consonant – a consonant sound produced in which the vibration of vocal cords is present (e.g., /b/, /d/, etc.) (Hougen & Smartt, 2012).

Vowel – a speech sound produced by the free flow of air through the vocal tract (Hougen & Smartt, 2012).

Vowel – a speech sound articulated through an open vocal tract

W

Wernicke's Area – located in the left posterior superior temporal lobe, helps with language comprehension, allowing readers to make sense of what they decode.

Word Consciousness – an awareness and interest in words and their meanings, encouraging curiosity, a deeper understanding of word nuances, and more intentional word choice when communicating.

Word Order – the arrangement of words in a sentence. Typical word orders include subject-verb-object (SVO) and subject-object-verb (SOV)

Word Origins (Etymology) – the historical roots of words; where they come from and how words evolved over time.

Word Recognition – the ability to easily and without effort read a word without having to decode it.

Working Memory — the process of holding onto and manipulating information

Writing Rope – a comprehensive framework for teaching writing that breaks the process into distinct yet interconnected components consisting of Critical Thinking, Syntax, Text Structure, Writer's Craft, Transcription

Z

Zone of Proximal Development (ZPD) – refers to the concept in educational psychology that describes the space between what a learner can do independently and what they can achieve with guidance from a more knowledgeable person, like a teacher or peer, essentially representing the range of skills a learner is close to mastering with support

Z-scores – a way to measure how far a student's test score is from the average (or mean) score of a group, expressed in terms of standard deviations