



Affix	A prefix or suffix that is attached to the beginning or end of a root or base word to change its meaning. Prefixes are added to the beginning; suffixes are added to the end.
Alphabetic principle	The understanding that phonemes in spoken words can be represented by a letter or letter combinations.
Automaticity	The ability to perform a task with little or no conscious attention, usually in fewer than 2 seconds.
Blending	The skill of continuously combining syllables, onset-rimes, and phonemes into words.
Closed syllable	A syllable containing one vowel followed by one or more consonants in the final position. The vowel phoneme is typically short.
Coarticulation	The blending of speech sounds in oral language.
Cognitive	Related to mental processing.
Consonant	A phoneme in which airflow is blocked by the lips, tongue, teeth, or throat.
Consonant blend	Two or more adjacent consonants that each retain their phonemic quality (examples: bl, tr, nt).
Consonant digraph	Two adjacent consonants that represent one phoneme (examples: sh, ch, th).
Consonant -le syllable	An unaccented syllable in the final position of a multisyllabic word containing a single consonant, l, and silent e (examples: <u>stable</u> , <u>Google</u> , <u>puddle</u>).
Cumulative instruction	Instruction that includes review of previously taught skills and content.
Decodable text	A text that contains a large proportion (70-80%) of previously taught phoneme-grapheme relationships.
Decode	The act of converting written language into speech using knowledge of phoneme-grapheme relationships; also the act of sounding out a new word.



Diagnostic instruction	Observant of and responsive to student’s needs.
Direct instruction	The explicit teacher-led instruction of concepts and skills.
Dyslexia	The International Dyslexia Association defines dyslexia as: “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.” Some reading scientists define dyslexia as a reading disorder characterized by poor word-level reading and spelling.
Encoding	The act of converting speech into written language; matching graphemes to spoken phonemes (spelling).
Fluency	The ability to read with speed, accuracy, and proper expression.
Grapheme	A written representation of a phoneme.
High-frequency words	Words that occur at a high-frequency; two well-known high-frequency words list are the Dolch and Fry lists; words can be decodable or irregular (examples: a, the, and, at, of, is, his, has).
Irregular word	A word that has one or more irregular spellings (examples: said, of).
Listening comprehension	The ability to understand oral language if it is heard instead of read.
Morpheme	The smallest unit of meaning.
Morphology	The study of meaningful units of language and how they are combined.
Multisensory	Structured literacy instruction that simultaneously engages more than one sense (visual, auditory, tactile, kinesthetic); some reading scientists are moving away from the term multisensory and using the term multimodal, which refers to instruction that involves speaking, listening, reading, and writing.
Onset	The part of a syllable before the vowel; some syllables do not have



	onsets.
Open syllable	A syllable with a long vowel in the final position, spelled with 1 vowel letter (example: no, she, me).
Orthography	The study of how phonemes are represented in print.
Phoneme	The smallest unit of speech (example: “bat” has three phonemes, /b//a//t/).
Phoneme manipulation	The deletion, addition, and substitution of phonemes in different positions of a word.
Phonemic awareness	The awareness of individual phonemes (the smallest units of speech) within words.
Phonemic proficiency	The ability to isolate and manipulate phonemes automatically.
Phonics	The study of the sounds and corresponding symbols in a language.
Phonological awareness	The understanding that speech is composed of sub-parts (words, syllables, and phonemes).
Phonology	The study of phonemes in language.
Pragmatics	The rules about the social aspects of language (taking turns, asking questions, etc.)
Prefix	A morpheme that is placed before a base or root word.
Prosody	Rhythmic and expressive oral reading.
Rime	The part of a syllable that contains the vowel and following consonants (example: <i>at</i> in <i>sat</i>).
Rhyme	Repetition of the same medial vowel and final consonant(s) phonemes in two or more words.
Root	A syllable or morpheme from which other words are formed, usually through the addition of affixes (example: tract, struct)
Shwa	An indistinct vowel phoneme usually found in the unaccented syllable of a multisyllabic word (examples: nug <u>g</u> et, carr <u>o</u> t, velv <u>e</u> t, vocal <u>a</u> l).



Segmentation	The skill of dividing a word into syllables, onset-rime, or phonemes.
Semantics	The study of word and phrase meanings.
Sight word	Any printed word that is recognized effortlessly and automatically.
Structured literacy	A term that refers to the content and methods of reading instruction; general principles include: explicit, systematic and cumulative; multimodal; diagnostic and prescriptive.
Suffix	A letter or group of letters added to the end of a base or root word to change the word's meaning (examples: -s, -ing, -ed, -ful).
Successive blending	A blending technique used to teach children to blend the first two sounds of a word together, usually the first consonant and vowel, before adding the final consonant sound; successive blending reduces demands on working memory and prevents the addition of a schwa to the end of consonants.
Syllable	A word or part of a word with one vowel sound.
Syllable Types	There 6 syllable categories in English: closed, open, vowel-consonant-e, vowel team, vowel-r (also called r-controlled), and consonant-le.
Syntax	The conventions and rules for assembling words into sentences.
Trigraph	Three letters that represent one sound. For example, "tch" and "dge."
Unvoiced	A phoneme that does not vibrate the vocal cords. Consonant phonemes can be voiced or unvoiced.
Voiced	A phoneme that vibrates the vocal cords; vowel phonemes are voiced.
Vowel-consonant-e syllable	A syllable with a long vowel phoneme, spelled with one vowel, one consonant, and final silent e (example: bake, hide, note, compete).
Vowel-r syllable	A syllable with one vowel letter followed by r (ar, er, ir, or, ur); the /r/ changes the pronunciation of the vowel (examples: car, port, burn, shirt).
Vowel team	A vowel grapheme that uses two or more letters to represent a single vowel phoneme (examples: ai, ee, igh, oa)
Vowel team syllable	A syllable with a vowel phoneme that is spelled with two or more letters (examples: <u>tr</u> ain, <u>sh</u> ee <u>p</u> , <u>l</u> igh <u>t</u> , <u>bo</u> at, <u>co</u> il).



DC READING CLINIC

Vowel	A phoneme that is open, unobstructed by airflow, and voiced; the nucleus of every syllable.
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