

# LITERACY

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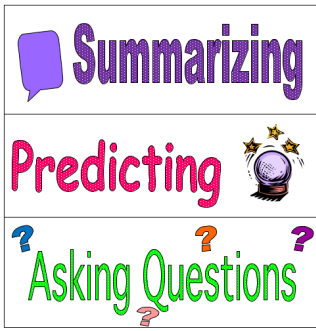
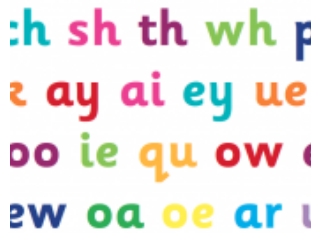

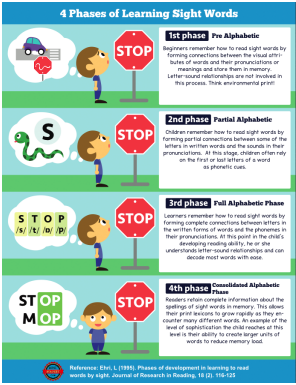
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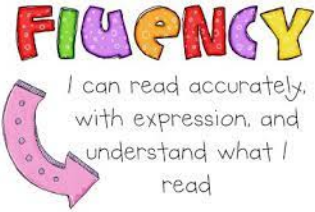

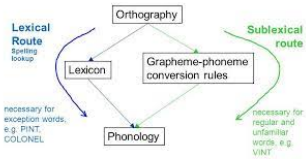
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# Essential Literacy Terminology

<u>Term</u>	<u>Definition</u>	<u>Image</u>	<u>Importance</u>																																																									
<p><b>alphabetic principle</b></p>	<p>The understanding that spoken words can be broken down into phonemes, and that written letters represent the phonemes of spoken language.</p>		<p>The ability to apply these predictable relationships to familiar and unfamiliar words is crucial to reading.</p>																																																									
<p><b>Affix (prefix &amp; suffix)</b></p>	<p>Beginning or End of word that changes the meaning</p>	<p><b>Affixes</b></p> <table border="1"> <thead> <tr> <th colspan="2">prefix - before</th> <th>suffix - after</th> </tr> </thead> <tbody> <tr> <td>prefix</td> <td>meaning</td> <td>example</td> </tr> <tr> <td>un</td> <td>against</td> <td>unhappy</td> </tr> <tr> <td>mis</td> <td>wrong</td> <td>misunderstand</td> </tr> <tr> <td>dis</td> <td>not</td> <td>dislike</td> </tr> <tr> <td>sub</td> <td>below</td> <td>subway</td> </tr> <tr> <td>inter</td> <td>among</td> <td>international</td> </tr> <tr> <td>intra</td> <td>within</td> <td>intra-team</td> </tr> <tr> <td>co</td> <td>together</td> <td>cooperate</td> </tr> <tr> <td>co-</td> <td>together</td> <td>cooperate</td> </tr> <tr> <td>co-</td> <td>together</td> <td>cooperate</td> </tr> <tr> <td>co-</td> <td>together</td> <td>cooperate</td> </tr> <tr> <td>co-</td> <td>together</td> <td>cooperate</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>affix</th> <th>meaning</th> <th>example</th> </tr> </thead> <tbody> <tr> <td>un-</td> <td>not or the opposite of</td> <td>unhappy</td> </tr> <tr> <td>dis-</td> <td>not or the opposite of</td> <td>dislike</td> </tr> <tr> <td>mis-</td> <td>the quality of</td> <td>misunderstand</td> </tr> <tr> <td>-ed</td> <td>past tense</td> <td>jumped</td> </tr> <tr> <td>-ing</td> <td>action of</td> <td>reading</td> </tr> </tbody> </table>	prefix - before		suffix - after	prefix	meaning	example	un	against	unhappy	mis	wrong	misunderstand	dis	not	dislike	sub	below	subway	inter	among	international	intra	within	intra-team	co	together	cooperate	co-	together	cooperate	co-	together	cooperate	co-	together	cooperate	co-	together	cooperate	affix	meaning	example	un-	not or the opposite of	unhappy	dis-	not or the opposite of	dislike	mis-	the quality of	misunderstand	-ed	past tense	jumped	-ing	action of	reading	<p>Important because it helps students to analyze specific unknown words they encounter</p>
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<p><b>Base word</b></p>	<p>a word to which a prefix or suffix may be added to form a new word (try + ing = trying)</p>		<p>Students are able to analyze specific unknown words they encounter,</p>																																																									
<p><b>blend</b></p>	<p>To combine the sounds represented by letters to pronounce a word; sound out.</p>		<p>Blending sounds help students to eventually be able to see letters in a word, think about the sounds the letters make, and blend the sounds to say the word.</p>																																																									

<p>comprehension</p>	<p>The skill of understanding written and spoken text..</p>		<p>Adds understanding and explanation to reading.</p>
<p>digraph</p>	<p>A digraph is two letters that make one sound. The digraph can be made up of vowels or consonants.</p>		<p>Important because it brings letters together to make one sound.</p>
<p>diphthong</p>	<p>Two vowel sounds joined in one syllable.</p>		<p>Important because it changes the word at the end.</p>
<p>Ehri's Phases</p>	<p>Four phases:  1. Pre-alphabetic  2. Early Alphabetic  3. Later Alphabetic  4. Consolidated Alphabetic</p>		<p>Useful because it is a helpful tool of organization</p>

<p><b>fluency</b></p>	<p>The ability to read with quickness, certainty, and appropriate speech.</p>		<p>Is important for reading comprehension.</p>																					
<p><b>high frequency words</b></p>	<p>High frequency words are quite simply those words which occur most frequently in written material, for example, "and", "the", "as" and "it". They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence</p>	<p><b>Some High Frequency Words</b></p> <table border="0"> <tr><td>the</td><td>I</td><td>she</td></tr> <tr><td>and</td><td>of</td><td>is</td></tr> <tr><td>a</td><td>it</td><td>for</td></tr> <tr><td>to</td><td>was</td><td>at</td></tr> <tr><td>said</td><td>you</td><td>his</td></tr> <tr><td>in</td><td>they</td><td>but</td></tr> <tr><td>he</td><td>on</td><td>that</td></tr> </table>	the	I	she	and	of	is	a	it	for	to	was	at	said	you	his	in	they	but	he	on	that	<p>Learning just 13 of the most frequently used words will enable children to read 25% of any text</p>
the	I	she																						
and	of	is																						
a	it	for																						
to	was	at																						
said	you	his																						
in	they	but																						
he	on	that																						
<p><b>irregular/trick words</b></p>	<p>An irregular word is a word that presents a challenge for decoding</p>		<p>Integrating high-frequency words into phonics lessons allows students to make sense of spelling patterns for these words.</p>																					
<p><b>Lexical</b>  <b>Sublexical</b></p>	<p>refers to whole words</p> <p>using phonics to decode or chunk to "sound out"</p> <p>Called the dual route to reading.</p>		<p>increases recognition of the trained patterns</p>																					

morpheme/  
morphology

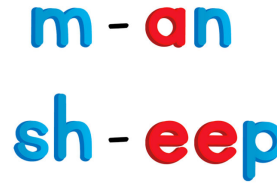
Morphology is the study of words and their parts



Understanding morphology helps a reader determine the meaning of an unfamiliar word by enabling the reader to segment, or break down, a word into its root word and its affixes

Onset  
And  
rime

The **ONSET** of the word is the consonant sound or sounds that come before the first vowel in the word or syllable. The **RIME** is the vowel or vowels and remaining consonants, or what's left after the onset is taken away.



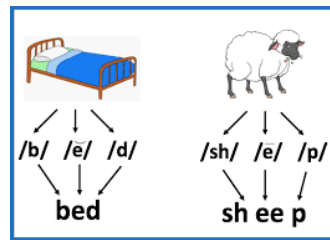
onset & rime

LearningAtThePrimaryFond.com

helps learners decode new words when reading and make it easier for them to spell words when writing

Orthographic  
mapping

connection is made between the correct spelling sequences and the words we know



With orthographic mapping, oral language comprehension provides the foundation for understanding written text

Phoneme-

the smallest unit of sound we hear in a word.

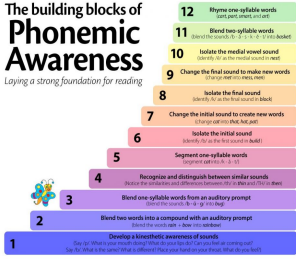



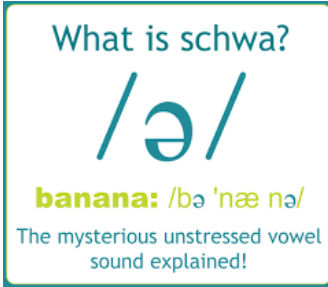
24 Consonant Phonemes / Graphemes					
Phoneme (Sound)	Examples	Graphemes (written phonemes)	Phoneme (Sound)	Examples	Graphemes (written phonemes)
/b/	bat, bubble	b, bb	/f/	fish, coffee	f, ff, OF, OF, OF, CFC
/d/	dog, mad	d, dd, th, dh, th	/g/	goat, giggle	g, gg
/t/	top, catch	t, tt, th, th	/k/	cat, kick	k, ck
/p/	pat, apple	p, pp	/x/	chocolate	x
/m/	map, ham	m, mm	/j/	jam, job	j, ge
/n/	nap, sun	n, nn	/z/	zip, zone	z, zz, zz, zz, zz
/l/	lap, all	l, ll	/ch/	chair, school	ch, ch, ch, ch
/r/	run, car	r, rr	/sh/	ship, wish	sh, sh, sh, sh
/s/	sat, bus	s, ss	/ph/	phone, ship	ph, ph, ph
/z/	zap, buzz	z, zz	/th/	the, this	th, th
/k/	cat, back	k, ck	/ng/	king, long	ng, ng
/g/	goat, giggle	g, gg			

Grapheme-

a letter or group of letters that represent a single phoneme.

20 Vowel Phonemes / Graphemes					
Phoneme (Sound)	Examples	Graphemes (written phonemes)	Phoneme (Sound)	Examples	Graphemes (written phonemes)
/i/	kit, bid	i, ee, y	/o/	top, hot	o, oo, oo, oo, oo
/e/	bed, dress	e, ea, y	/u/	put, good	u, oo, oo, oo, oo
/ɜ/	bird, stir	ir, er, ur	/ɔ/	hot, odd	o, oo, oo, oo, oo
/a/	trap, bad	a, aa, ay	/ɒ/	hot, odd	o, oo, oo, oo, oo
/ɔ/	lot, odd	o, oo, ay	/ɔ/	hot, odd	o, oo, oo, oo, oo
/u/	put, good	u, oo, ay	/ɔ/	hot, odd	o, oo, oo, oo, oo
/ɜ/	bird, stir	ir, er, ur	/ɔ/	hot, odd	o, oo, oo, oo, oo
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/e/	bed, dress	e, ea, y	/u/	put, good	u, oo, oo, oo, oo
/ɜ/	bird, stir	ir, er, ur	/ɔ/	hot, odd	o, oo, oo, oo, oo
/a/	trap, bad	a, aa, ay	/ɒ/	hot, odd	o, oo, oo, oo, oo
/ɔ/	lot, odd	o, oo, ay	/ɔ/	hot, odd	o, oo, oo, oo, oo
/u/	put, good	u, oo, ay	/ɔ/	hot, odd	o, oo, oo, oo, oo

Important because it is essential for success in learning to read and spell as students learn that words are made up of distinct sounds

<p><b>Phonemic awareness</b></p>	<p><i>the understanding that spoken words are made of individual sounds called phonemes.</i></p>		<p>helps students understand the alphabetic principles to read words</p>
<p><b>phonics</b></p>	<p><i>The method of instruction that teaches learners letter-sound relationships. It is an essential component of reading and writing practice and instruction in the primary grades.</i></p>		<p>Phonics knowledge leads to word knowledge.</p>
<p><b>Phonological awareness</b></p>	<p><i>The ability to learn how sounds map to letters or the understanding that speech is composed of a series of individual sounds.</i></p>		<p>is critical to hearing and segmenting words for students to be able to spell, and blend together the sounds of words.</p>
<p><b>Root word</b></p>	<p><i>A <b>root word</b> is a basic word with no prefix or suffix added</i></p>		<p>Root words can help students break down large, new words into smaller units to discover their meanings.</p>
<p><b>Schwa</b></p>	<p><i>the sound a vowel makes in an unaccented syllable</i></p>		<p>Important because it accounts for 20% of all vowels spoken,</p>

<p><b>Science of reading</b></p>	<p><i>research that reading experts, especially cognitive scientists, have conducted on how we learn to read.</i></p>		<p>helped debunk older methods of reading instruction that were based on tradition and observation, not evidence.</p>																					
<p><b>Sight words</b></p>	<p><i>Sight words are common words that kids recognize instantly without sounding them out</i></p>		<p>“sight words account for up to 75% of the words used in beginning children’s printed material</p>																					
<p><b>Simple view of reading</b></p>	<p><i>Shows that reading can be two interdependent processes- word recognition and language comprehension.</i></p>		<p>Both of these skills together were necessary for skilled reading comprehension—neither alone could result in skilled reading.</p>																					
<p><b>Syllable types</b></p>	<p><i>Includes 6 syllable types to help students breakdown words for understanding.</i></p>	<table border="1"> <thead> <tr> <th colspan="3">6 Syllable Types</th> </tr> </thead> <tbody> <tr> <td>closed</td> <td> <ul style="list-style-type: none"> <li>ends in a consonant</li> <li>short vowel sound</li> </ul> </td> <td>cat </td> </tr> <tr> <td>open</td> <td> <ul style="list-style-type: none"> <li>ends with a vowel</li> <li>vowel has long sound</li> </ul> </td> <td>go </td> </tr> <tr> <td>magic e</td> <td> <ul style="list-style-type: none"> <li>ends with a silent e</li> <li>long vowel sound</li> <li>1 consonant between the vowel and silent e</li> </ul> </td> <td>cake </td> </tr> <tr> <td>vowel team</td> <td> <ul style="list-style-type: none"> <li>2 vowels making 1 sound</li> </ul> </td> <td>boat </td> </tr> <tr> <td>r controlled</td> <td> <ul style="list-style-type: none"> <li>at least 1 vowel followed by r</li> <li>ar, er, ir, or, ur</li> </ul> </td> <td>star </td> </tr> <tr> <td>consonant -le</td> <td> <ul style="list-style-type: none"> <li>ends with a consonant and -le</li> </ul> </td> <td>turtle </td> </tr> </tbody> </table>	6 Syllable Types			closed	<ul style="list-style-type: none"> <li>ends in a consonant</li> <li>short vowel sound</li> </ul>	cat	open	<ul style="list-style-type: none"> <li>ends with a vowel</li> <li>vowel has long sound</li> </ul>	go	magic e	<ul style="list-style-type: none"> <li>ends with a silent e</li> <li>long vowel sound</li> <li>1 consonant between the vowel and silent e</li> </ul>	cake	vowel team	<ul style="list-style-type: none"> <li>2 vowels making 1 sound</li> </ul>	boat	r controlled	<ul style="list-style-type: none"> <li>at least 1 vowel followed by r</li> <li>ar, er, ir, or, ur</li> </ul>	star	consonant -le	<ul style="list-style-type: none"> <li>ends with a consonant and -le</li> </ul>	turtle	<p>Important for language comprehension, skilled reading, and word recognition</p>
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<p><b>vocabulary</b></p>	<p><i>A collection of words with specific meanings.</i></p>		<p>It is important for understanding written text.</p>																					

