

affix a word part added to the beginning or end of a base word that changes the meaning of the word; taught in all Level B lessons as Word Endings (-ed, -ing, -er) and in all Level C lessons

alphabetic principle the understanding that letters and sets of letters stand for sounds

automaticity the ability to decode words automatically and correctly

blending combining units of sounds to form a word; can be combining individual phonemes or combining syllables to form a word; taught in Level A Lessons 1-16, Level B Lessons 1-6

blend a.k.a. consonant blend; two consonants next to each other, and the sound of each is audible when reading the word; taught in Level A Lessons 20-23, 27-30

closed syllable a syllable that has a short vowel sound and ends with a consonant (e.g., *bag*, both syllables in *picnic*, both syllables in *bath tub*); taught in all lessons

connected text a group of words that make a sentence, or a group of related sentences that make a paragraph, article, or story; sentence-level reading and passage-level reading of connected texts are in all lessons

continuous sound a consonant or vowel sound whose pronunciation can be held for a few seconds without distorting the sound, for example, /mmm/, /sss/, /āāā/, /ōōō/; taught in all lessons

CVCe consonant vowel consonant final-e; a word with this structure indicates the vowel and the final-e together represent the vowel sound; taught in Level B Lessons 13-20

decoding identifying the sound that a letter or set of letters stands for and putting those sounds together to read a word; taught in all lessons

decodable text connected text that is highly controlled for readability using letter/sound associations that have been taught; featured in all lessons

digraph two letters that stand for one sound; consonant digraphs are taught in Level A Lessons 17-19, 24-26; vowel digraphs are taught in Level B Lessons 1-9, Level C Lessons 1-3, 31-36

diphthong two vowels that stand for one sound, where the beginning of the sound is close to the first vowel's sound and end of the sound is close to the second vowel's sound; taught in Level C Lessons 4-9, 13-15, 28-30

encoding spelling; identifying the letter or set of letters that represent a sound; taught in all lessons

explicit instruction a.k.a. systematic instruction; instruction that teaches skills in a systematic, sequential way using defined steps and teacher actions to support student learning; includes modeling and ample practice ("I do. We do. You do.")

foundational skills the skills required as the basis for becoming a fluent reader, which include concepts of print, the alphabetic principle, phonological awareness, phonics, word recognition including high-frequency words, fluency

fluency a.k.a. oral reading fluency; the ability to accurately read text with good pacing (rate) and expression; practiced and taught in all lessons

grapheme one or more letters that stand for a sound; taught in all lessons

high-frequency words words that occur most frequently in printed text, and sometimes have irregular sounds and spellings; taught in all lessons

letter/sound association a.k.a. letter/sound correspondence; the idea that a letter or set of letters represent a sound; knowing letter/sound associations is the foundation for decoding; taught in all lessons

long vowel the vowel sound heard when saying the name of the vowel, i.e., *a*, *e*, *i*, and *o*; taught in Level B, Lessons 1-20

morpheme the smallest part of a word that has meaning; can be a single syllable (e.g., *sit*), more than one syllable (e.g., *inhale*), or a word part (e.g., *pre* or *heat* in *preheat*); taught in all lessons

multisyllabic word a word with more than one syllable; taught in all lessons

onset the consonant sound or sounds that come before the first vowel in a word or syllable; for example, /lll/ in *light*, /ch/ in *chase*, /t/rrr/ in *trail*

open syllable a syllable that ends with a vowel sound, often a long vowel sound (e.g., *stay*, the first syllable in *seaweed*, the second syllable in *enjoy*); taught in most Level B and Level C lessons

phoneme a sound; can be represented by one letter or more than one letter; taught in all lessons

phonemic awareness an aspect of phonological awareness that is the ability to recognize individual sounds in spoken words; taught in Level A Lessons 1-30, Level B Lessons 1-12

phonological awareness the ability to recognize parts of spoken words, including sounds, syllables, rhymes, and onsets and rimes; taught in Level A Lessons 1-30

phonics reading instruction focused on the alphabetic principle, teaching how to decode words; students who lack a strong phonics base often have difficulty with comprehension because their cognitive effort is focused on decoding rather than understanding; taught in all lessons

prefix an affix added to the beginning of a base word that changes the meaning of the word; taught in all Level C lessons

r-controlled vowel a vowel whose sound is altered by the letter *r* that immediately follows it (e.g., *ar* as in *cart*, *ir* as in *thirst*); taught in Level B Lessons 21-30

readability the combination of decodable words and high-frequency words that indicates how challenging a text is to read

rhyming when words have the same ending sound(s) or pattern, for example *cake* and *lake*; rhyming words are sometimes called word families; taught in all lessons

rime the vowel or vowels and the remaining sounds in a word after the onset; for example, /lɪt/ in *light*, /oʊz/ in *chose*, /aɪl/ in *trail*; the rime part of a word is the part that rhymes with other words, such as *bright* and *light*; rime is the underpinning of pattern recognition in the Word Families activity in all lessons

segmenting breaking a word into its individual units of sound; can be breaking a word into individual phonemes or into syllables; taught in Level A Lessons 17-30, Level B Lessons 7-12

short vowel the vowel sound heard in words with a consonant-vowel-consonant (CVC) syllable pattern (e.g., *hat*, *sit*, *leg*, *top*, *napkin*, *sunset*) or minor sounds for vowel digraphs (e.g., *down*, *book*, *head*); CVC syllables taught in all Level A lessons and reviewed in all Level B and C lessons; minor spellings of short vowel sounds taught in Level C, Lessons 25-36

sight words words that a student recognizes automatically, by sight; sight words vary by student

stop sound a consonant sound pronounced quickly to avoid distorting the sound, including /b/, /d/, /g/, /j/, /k/, /p/, /t/, /ks/; taught in all lessons

suffix an affix added to the end of a base word that changes the meaning of the word; taught in all Level B lessons as Word Endings (-ed, -ing, -er) and in all Level C lessons

syllable a word or word part that has a vowel sound (e.g., *dog*, *bright* and *ness* in *brightness*); taught in all lessons

words in isolation words that are not part of connected text but presented either individually or in lists; taught in all lessons

word recognition the ability to recognize words instantly

