

Terms: Phonemic Awareness and Phonics

Alphabetic principle: The concept that letters and letter combinations represent individual phonemes in written words.

Auditory discrimination skills: The ability to detect differences in sounds; may be gross ability, such as detecting the differences between the noises made by a cat and dog, or fine ability, such as detecting the differences made by the sounds of letters m and n.

Awareness of print: Understand that print has different functions depending on the context in which it appears understanding that print is organized in a particular way – for example, knowing that print is read from left to right and top to bottom. It is knowing that words consist of letters and that spaces appear between words. Print awareness is a child's earliest introduction to literacy.

Blends: Two or more consecutive consonants which retain their individual sounds (e.g., /bl/ in block; /str/in string).

Concept of print: The idea that print must be ordered and arranged systematically to communicate meaning effectively.

Digraphs: Two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

Diphthong: A vowel produced by the tongue shifting positions during articulation; a vowel that feels as if it has two parts, especially the vowels spelled ow, oy, ou, and oi.

Direct Instruction: The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

Explicit instruction: The teacher's language is concise, specific, and related to the objective. The actions of the teacher are clear, unambiguous, direct, and visible. Systematic instruction that involves teacher modeling and explanation (*I Do*), guided practice and application (*We Do*), and independent practice (*You Do*).

Grapheme: A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Implicit strategy: Not directly stated in the text, but may be inferred from the text; *reading between the lines*.

Letter-sound correspondence: A phoneme (sound) associated with a letter.

Morpheme: The smallest meaningful unit of language. A morpheme can be one syllable (*book*) or more than one syllable (*seventeen*). It can be a whole word or a part of a word such as a prefix or suffix. For example, the word *ungrateful* contains three morphemes: *un*, *grate*, and *ful*.

Onset and rime: In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow (e.g., the word *sat*, the onset is “s” and the rime is “at”).

Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words. A sound unit. The *c* in *cat* and the *m* in *mat* are phonemes.

Phonemic Awareness: The ability to notice, think about, or manipulate the individual phonemes in words. It is the ability to understand that sounds in spoken language work together to make words. This term refers to the highest level of phonological awareness.

Phonetically Irregular Words: Words that stray from the most common pronunciation; words that do not follow common phonic patterns (e.g., *were*, *was*, *laugh*, *been*).

Phonics: A system of teaching reading and spelling that focuses on sound/symbol relationships, or the direct predictable relationship between a phoneme and letter or letters that represent that phoneme.

Phonological Awareness: Phonological awareness covers a range of understandings related to the sounds of words and word parts, including identifying and manipulating larger parts of spoken language such as words, syllables, and onsets and rimes. It also includes phonemic awareness as well as other aspects of spoken language such as rhyming and syllabication.

Phonological Processing: Auditory processing skill. It relates to words, but occurs in the absence of print. It involves detecting and discriminating differences in phonemes or speech sounds under conditions of little or no distraction or distortion.

Semantics: The study of the development and change of the meanings of speech forms. Semantics is the study of how meaning is derived from symbols, signs, text and other meaning bearing forms.

Structural Analysis: Structural analysis is where you will break words down into their base components, root, prefix, and suffix, to try to better understand them.

Syntax: The word order pattern in sentences, phrases, etc.