



Source: National Institute for Literacy's *A Child Becomes a Reader*  
([http://lincs.ed.gov/publications/pdf/reading\\_pre.pdf](http://lincs.ed.gov/publications/pdf/reading_pre.pdf))

- **alphabetic knowledge** - Knowing the names and shapes of the letters of the alphabet
  - **alphabetic principle**- The understanding that written letters represent sounds, for example, the word *big* has three sounds and three letters
  - **big books**- Oversized books that allow for the sharing of print and illustrations with a group of children
  - **blending**- Putting together individual sounds to make spoken words
  - **comprehension**-The ability to understand and gain meaning from what has been read
  - **decodable books**- Books that are made up of words that contain only the letter-sound relationships that the children are learning, along with a few words that are taught as sight words
  - **decode**- The ability to recognize and read words by translating the letters into speech sounds to determine the word's pronunciation and meaning
  - **developmental spelling**-The use of letter-sound relationship information to attempt to write words
  - **emergent literacy**-The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful reading and writing activities
  - **environmental print**- Print that is part of everyday life, such as signs, billboards, labels, and business logos
  - **experimental writing**- Efforts by young children to experiment with writing by creating pretend and real letters and by organizing scribbles and marks on paper
  - **explicit instruction**- Direct, structured, systematic teaching of a task
  - **fluency**- The ability to read text accurately and quickly with expression
  - **graphic organizers**- Diagrams that visually represent the organization and relationships of ideas in a text
  - **informational text** - Text that conveys information - this may include books, magazines, websites, directions, etc.
- invented spelling**- The use of letter-sound relationship information to attempt to write words
- **irregular words**- Frequently used words that don't follow the letter-sound relationship rules that children are learning

- **leveled books**- Books that have been assigned a particular level (usually a number or letter, such as Level 1 or Level B) intended to indicate how difficult the book is for children to read
- **literacy**- Includes all the activities involved in speaking, listening, reading, writing, and appreciating both spoken and written language
- **phonemes**- The smallest parts of spoken language that combine to form words - For example, the word *hit* is made up of three phonemes (/h/ /i/ /t/) and differs by one phoneme from the words *pit*, *hip*, *hot*.
- **phonemic awareness**- The ability to hear and identify the individual sounds in spoken words
- **phonics**- The relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words
- **phonological awareness**- The understanding that spoken language is made up of individual and separate sounds - Phonological awareness activities can involve work with rhymes, words, sentences, syllables, and phonemes.
- **predictable books**- Books that have repeated words or sentences, rhymes, or other patterns
- **prefix**- A word part such as *re-*, *un-*, *pre-* that is added to the beginning of a root word to form a new word with a new meaning
- **pretend reading**- Children's attempts to "read" a book before they have learned to read - Usually children pretend read a familiar book that they have practically memorized.
- **print awareness**- Knowing about print and books and how they are used
- **root word**- A word or word part to which a prefix or suffix is added
- **segmentation**- Taking spoken words apart sound by sound
- **sight words**- Words that a reader recognizes without having to sound them out - Some sight words are "irregular," or have letter-sound relationships that are uncommon. Some examples of sight words are *you*, *are*, *have*, and *said*.
- **suffix**- A word part such as *-ness*, *-able*, or *-er* that is added to the end of a root word to form a new word with a new meaning
- **syllable**- A word part that contains a vowel or, in spoken language, a vowel sound (*e-vent*, *news-pa-per*, *pret-ty*)
- **vocabulary**- The words we must know in order to communicate effectively - *Oral* vocabulary refers to words that we use in speaking or recognize in listening. *Reading* vocabulary refers to words we recognize or use in print.
- **word walls**- Word-study and vocabulary words that are posted on the classroom wall so all children can easily see them - Usually, word walls are arranged alphabetically, with words starting with a certain letter listed under that letter for easy location.
- **word recognition**- The ability to identify printed words and to translate them into their corresponding sounds quickly and accurately so as to figure out their meanings