

Dyslexia Handbook Session: Definitions

Throughout today's session, you may hear some words that are new to you. The purpose of this document is to provide a handy list of words, acronyms, and definitions to support common understanding.

Frequently Used Words and Definitions

Automaticity: The ability to read a word correctly and instantly.

Background Knowledge: Pre-existing knowledge of facts and ideas.

Blending: Reading words from left to right by linking each letter or group of letters to their sounds.

Decoding: The ability to translate a word from print to speech.

Evidence-based: Empirically proven practices (rigorous field testing, use experimental design, peer reviewed)

Explicit Instruction: Teaching that is clear, direct, and step-by-step, including explaining and showing how to do something; "First, I do it, then we do it together, then you do it"

Family: All parents, guardians, and/or caregivers and the student.

Fluency: Reading with sufficient accuracy, rate, and expression.

Grapheme: A printed letter or group of letters that represent a sound in a syllable or word.

Instructional Methods: Techniques or strategies used by teachers to support students' acquisition and mastery of skills across content areas.

Language Comprehension: The ability to extract and construct meaning from spoken language.

Language Structures: Includes understanding of syntax (word order) and semantics (word and phrase meanings).

Literacy Knowledge: Understanding how to read and interact with the text.

Multisyllabic Words: Words with more than one syllable, like “interactive.”

Phoneme: The smallest sound part in spoken language, like /c/ in “cat.”

Phonemic Awareness: Ability to hear and manipulate sounds in words.

Phonics: Letter-sound correspondence in printed text and writing.

Phonological Awareness: The ability to recognize that spoken words are made up of individual sound parts.

Reading Comprehension: The ability to extract and construct meaning from text.

Science of Reading: Evolving evidence, scientific explanations about reading and writing based in research from 50 years, across multiple counties, from many fields of study, informs development of skills and how to teach as well as how to improve literacy outcomes through prevention and intervention.

Simple View of Reading (SVR): The Simple View of Reading is depicted as a multiplication formula. Word Recognition (Decoding) multiplied by Language Comprehension equals Reading Comprehension.

Syllable: The unit of pronunciation organized around a vowel.

Verbal Reasoning: The ability to understand and use language to reason and solve problems.

Vocabulary: Knowledge of, and memory for, word meanings.

Word Recognition: The ability to read words accurately and quickly.

References

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