
GLOSSARY, CONCEPTS AND ACTIVITIES

GLOSSARY

Accent – stress placed on a word or part of a word; the mouth opens wider, the voice is louder and higher; all one-syllable words are accented

<http://library.neuhaus.org/class-room-videos/hand-gestures-accent>

<http://library.neuhaus.org/lessonnets/alphabet-activity-accenting-pairs>

Alphabetic Principle – letters represent sounds in a spoken language

Blend – two or three consonant letters whose sounds flow smoothly together; each letter keeps its own sound; a blend can be broken apart into separate sounds

Example: *bl, dr, sc, str, spr*

<http://www.neuhausacademy.org/video-library/language-arts/consonant-blends/>

Consonant – a set of speech sounds that are blocked or partially blocked by the tongue, teeth, or lips

One to one – 15 consonant letters make only one sound – *b, d, f, h, j, k, l, m, p, q, r, t, v, w, z*

Multiple sounds – 6 consonants make more than 1 sound – *c, g, n, s, x, y*

C – The letter *c* can be pronounced as /k/ or /s/. Before *a, o, u*, or any consonant the letter *c* is pronounced /k/ like *cat, cot, cup, crib*. Before *e, i*, or *y*, the letter *c* is pronounced /s/ like *cent, city, cycle*

G – The letter *g* can be pronounced as /g/ or /j/. Before *a, o, u*, or any consonant *g* is pronounced /g/, like *gate, got, gum, or glad*. Before *e, i*, or *y*, the letter *g* is pronounced /j/ like *gem, giant, or gypsy*.

N – The letter *n* can be pronounced as /n/ or /ng/. In initial or final position and usually in medial position, *n* says /n/ like *nap, snip* or *spin*. Before any letter that is pronounced /k/ or /g/ *n* says /ng/ like *sink, bank, or finger*

S – The letter *s* can be pronounced as /s/ or /z/. After an unvoiced sound, *s* is unvoiced and is pronounced /s/ as in *pits, naps, rocks*. After a voiced sound, *s* is voiced and is pronounced /z/ as in *pins, seems, hills*.

X – The letter *x* can be pronounced as /z/ or /ks/. In initial position, *x* says /z/, as in *xylophone, xylem, xenophobia*. In medial and final position, *x* says /ks/ as in *exit, excel, mix, wax*.

Y – The letter *y* can be pronounced as /y/, /ī/, or /ē/. In initial position, *y* is pronounced /y/. In initial position, the letter *y* is a consonant as in *yes, yogurt, yellow*. In an accented syllable, final *y* is pronounced /ī/, as in *fly, supply, reply*. Here, the letter *y* is acting as a vowel. In an unaccented syllable, final *y* is pronounced /ē/ as in *penny, candy, happy*. Here again, the letter *y* is acting as a vowel.

Decoding – the translation of symbols on a page into words (cat = /k/ /ă/ /t/)

<http://library.neuhaus.org/class-room-videos/phoneme-inventory-0>

Differentiated Instruction – addressing the diversity of learners’ needs, interests, abilities, and experiences when planning and delivering instruction. Differentiated instruction is a continuous cycle: plan, teach, observe, evaluate performance, and plan again to meet the needs of each learner.

<http://neuhaus.org/videos/differentiating-instruction-meet-learner-needs/>

Digraph – two letters together that represent one sound

Examples: *ch* as in *chin*, *ck* as in *duck*, *ng* as in *finger*, *sh* as in *wish*, *th* as in *thin* or *that* (The digraph *th* as in *thin* makes an unvoiced sound and a voiced sound as in *that*.)

Diagraph *ch* – The digraph *ch* has three different pronunciations depending on the origin of the word. The /*ch*/ pronunciation, as in *chair*, is the most frequent sound of the digraph *ch*. This pronunciation comes to the English language from the Anglo-Saxons. The /*k*/ pronunciation, as in *school*, comes from the Greek language. The /*sh*/ pronunciation, as in *chef*, comes from the French language.

<http://www.neuhausacademy.org/video-library/language-arts/spelling-consonant-digraphs/>

<http://www.neuhausacademy.org/video-library/language-arts/spelling-vowel-digraphs/>

<http://www.neuhausacademy.org/video-library/language-arts/the-two-sounds-of-digraph-th/>

Explicit Instruction – direct and purposeful teaching of skills and concepts; the learning of skills is not implicit or intuited

“Necessities of Critical Reading” <http://neuhaus.org/files/791/>

Fluency – the prosodic flow with which a skilled reader reads; reading with adequate speed to maintain attention and access meaning

Gradual Release – teacher modeling that leads to guided instruction and then to independent use of a skill or strategy

Grapheme – a letter or group of letters that represent a specific sound

Example: *cheek* has five letters – *c, h, e, e, k* and three graphemes – *ch, ee, k*

Irregular Words – Words that are irregular for reading have unexpected pronunciations (e.g., *to, of, the, who, friend, from, where, push, blood, again, could, thought, thorough science, draught, tonight*).

<http://www.neuhausacademy.org/video-library/language-arts/crazy-is-irregular-remembering-irregular-spellings/>

Language or Listening Comprehension – understanding words at the oral level

<http://library.neuhaus.org/class-room-videos/oral-language-describing-first-grade-ell>

Learner Profile – a learner’s exact instructional strengths and needs. A Learner Profile is determined via standardized testing or observational data

<http://neuhaus.org/videos/determining-learner-profiles-inform-instruction/>

Letter – a symbol that represents a speech sound

Example: *m, t, y, o*

Orthography – way in which a language is written; letters represent sounds in a spoken language

Pathway – on neuhausacademy.org, a sequence of videos that introduce and reinforce the skills adults and adolescents need to be fluent readers with good comprehension

Pathway 1: the Phonology and Orthography (PO) of words, the spelling and pronunciation

Pathway 2: the meanings of the parts of a word and how it would be used in speaking and writing (Morphology, Semantics, and Syntax, or MSS)

Pathway 3: covers first the PO and then the MSS lesson for each word.

<http://neuhaus.org/videos/neuhaus-academy-adult-learners/>

Phoneme – an individual speech sound that changes the pronunciation or meaning of a word; changing /m/ in /măt/ to /s/ changes the word to /săt/ and changes the pronunciation and meaning

Example: *sat* has 3 phonemes /s/ /ă/ /t/

three has 3 phonemes /th/ /r/ /ē/

break has 4 phonemes /b/ /r/ /ā/ /k/

<http://library.neuhaus.org/class-room-videos/phoneme-inventory-0>

Phoneme Characteristics –

Blocked – the position of the tongue, teeth, or lips blocks the production of sound

Example: /m/ /d/ /s/

Partially blocked – there is a release of the tongue, teeth or lips during the sound production; the sound is not blocked during the entire production of the sound

Example: /p/ /t/ /k/

Continuant (continuous) and clipped – a continuant sound is produced continuously as with /l/, /s/, and /m/; a clipped sound has a brief production as with /g/, /t/, and /p/; it is important to not add /ŭh/ to the end of clipped sounds

Voiced and unvoiced – voiced sounds activate the vocal cords during production as in /l/ and /m/; unvoiced sounds do not activate the vocal cords during production as in /s/ and /t/

Phonics – instruction that connects sounds and letters and teaches reliable patterns for reading

Reading Comprehension – the ability to attach meaning to words that have been translated from symbols

Regular Words – words that follow reliable, frequently occurring letter patterns; regular words can be sounded out

Sight Words – words that are common everyday words that appear frequently in reading and writing; sight words can be regular or irregular words

Example: there, their, way, once, said, where, were, was, say, it's, the, a

Sound-symbol Correspondences – the pairing of phonemes and graphemes; knowledge of these associations enables students to sound out unfamiliar words

Sustained Practice – continued practice of a concept or skill so that the concept or skill is learned to automaticity and is remembered over time

Syllable – a word, or part of a word, that has one vowel sound; counting syllables means you are counting vowel sounds

<http://www.neuhausacademy.org/video-library/language-arts/what-is-a-syllable/>

<http://library.neuhaus.org/class-room-videos/what-syllable>

Syllable Division Patterns – patterns that determine the division of words with two or more syllables; the most common patterns in the English language are VCCV and VCV

VCCV – A common pattern in English is the VCCV pattern. In this pattern, there are two consonants between two vowels. This pattern appears in words such as: *napkin*, *combine*, and *secret*.

<http://library.neuhaus.org/lessonnets/syllable-division-review-vccv-words>

VCV – Another common pattern in the English language is the VCV (vowel-consonant-vowel) pattern. In this pattern, there is one consonant between two vowels. This pattern appears in words such as *rotate*, *event*, and *cabin*.

<http://library.neuhaus.org/lessonnets/syllable-division-review-vcv-words>

VCCCV – The VCCCV (vowel-consonant-consonant-consonant-vowel) is another pattern. In this pattern, there are three consonants between two vowels. This pattern appears in words such as *lobster*, *surprise*, and *pumpkin*.

<http://library.neuhaus.org/lessonnets/syllable-division-review-vcccv-words>

VV – This is VV (vowel-vowel) pattern. In this pattern, there are two adjacent or side by side vowels that do not form a vowel pair. This pattern appears in words such as *chaos*, *boa*, and *duet*.

<http://library.neuhaus.org/lessonnets/syllable-division-review-vv-words>

Syllable Type – There are six different types of syllables in the English language. Knowing the types of syllables gives the reader a strategy to decode an unfamiliar word and not rely on guessing.

Open Syllable – An open syllable is a word or part of a word that ends in one vowel. The vowel is long or says its name. (e.g. he, so, hi, cogent, compliant)

<http://library.neuhaus.org/class-room-videos/open-syllable>

Closed Syllable – A closed syllable is a word or part of a word that ends in at least one consonant after one vowel. The vowel in a closed syllable makes its short sound. (e.g. bat, clock, aberration, description)

<http://library.neuhaus.org/class-room-videos/closed-syllable-0>

Vowel-Consonant-e Syllable – A vowel consonant e syllable has 1 vowel, 1 consonant, and a final e. The e is silent and the vowel is long or says its name. (e.g. cake, like, impue, bellicose)

<http://library.neuhaus.org/class-room-videos/vowel-consonant-e-syllable>

Vowel-r or r-Controlled Syllable – A vowel-r syllable is a word or part of a word that has an r after the vowel. The vowel is not short but makes an unexpected, but reliable sound. (e.g. her, far, bird, corn, burn, parched, brokerage)

<http://library.neuhaus.org/class-room-videos/vowel-r-syllable>

Vowel Pair Syllable – A vowel pair syllable has two adjacent or side by side vowels. (e.g. feet, boat, disdain, feasible)

<http://library.neuhaus.org/class-room-videos/vowel-pair-syllable>

Final Stable Syllable – A final stable syllable is part of a word that always comes at the end of a word. A final stable syllable is always stable or reliable in its pronunciation and spelling. (e.g. candle, giggle, aberration, heritage)

<http://www.neuhausacademy.org/video-library/language-arts/final-stable-syllable-tion-shun/>

<http://www.neuhausacademy.org/video-library/language-arts/final-consonant-le-words/>

<http://library.neuhaus.org/class-room-videos/final-stable-syllable>

Trigraph – three adjacent letters that represent one speech sound

Example: (*tch* as in *sketch*, *igh* as in *fright*)

Vowel – speech sounds that open the mouth; vowels in English are: *a*, *e*, *i*, *o*, *u* and sometimes *y*

<http://www.neuhausacademy.org/video-library/language-arts/consonant-y-is-also-a-vowel/>

CONCEPTS AND ACTIVITIES

SIMPLE VIEW OF READING

Reading is an interactive process of translating symbols on a page into words and attaching meaning to those words. Without the ability to translate symbols into words, the reader cannot access meaning from a printed page. Without the ability to attach meaning to the words on a printed page, the reader gains nothing for his or her translation efforts.



The Simple View of Reading proposed by Gough and Tunmer in 1986, holds that Reading Comprehension – the ultimate goal of reading – is based on two components: Decoding and Language Comprehension. Decoding is the ability to translate symbols on a page into words. Language Comprehension is understanding what words mean.

The Simple View of Reading does not assume that learning how to read is easy, but it provides a straightforward model for understanding what skills need to be in place in order for skilled reading to occur.

Think of the Simple View of Reading as a multiplication formula with reading comprehension as the product of decoding and language comprehension. If any piece



is missing or is a zero, then reading comprehension will falter. For example, someone could have a great oral vocabulary. They know, understand, and use lots of words at the speaking level, but they struggle when the words are at the written level. If you cannot decode or read a word, it does not matter if you understand the word, your reading comprehension will still be a zero. A person could be able to decode accurately and fluidly but not be able to attach any meaning to these words. Reading comprehension will also be a zero.

PHONEMES (SOUNDS)

<http://library.neuhaus.org/class-room-videos/phoneme-inventory-0>

Phonemic awareness is the ability to hear sounds, identify sounds, and manipulate sounds in spoken words. Spoken words are made up of speech sounds that are called phonemes. English has 40-44 speech sounds or phonemes. For learners to become successful in understanding how sounds and symbols go together, learners must be able to detect phonemes in words.

A *phoneme* is the smallest unit of spoken language that makes a difference in the meaning of a word or changes the pronunciation of a word.

Let's practice counting phonemes.

Say a word out loud. Count out only the sounds that you hear, not the letters that you see.

Dog. How many sounds? 3 – /d/ /ŏ/ /g/

Three. How many sounds? 3 – /th/ r/ /ē/

Articulation is the vocal production of speech in which the mouth, tongue, lips, teeth, and other parts of the vocal tract are used in specific ways.

It is important to be articulate and pronounce your sounds distinctly and clearly because learners imitate the sounds in the words that they hear. Many times when we speak we glide over sounds, blend them together, or leave sounds off words. (Like someone might say “Didja get it?” or “I am fixin’ the leaky faucet.”)

This can be a problem for some learners when they start to read and spell because the word they hear does not match the word in print. So teaching sounds or phonemic awareness requires close attention to clearly enunciating the sounds.

All phonemes have certain characteristics.

Let's make a discovery about vowels. Say /ă/. Your mouth is open. Place your fingers on your vocal chords and say /ă/. Can you feel your vocal chords vibrate? Vowels are open and voiced.

Now, let's make a discovery about consonants. Say /l/. Notice that the sound is blocked by your tongue. Say /s/. This sound is blocked by your teeth. Now say /m/. What blocks this sound? The /m/ sound is blocked by your lips, isn't it? Say /b/. The lips are together and blocking the sound and then the lips release. When you say a consonant sound, it closes your mouth. Consonant sounds are blocked or partially blocked by the tongue, teeth, or lips.

Now, place your fingers on your vocal chords. Say /m/. Do you feel your vocal chords vibrate? Yes. The /m/ sound is voiced. Say /s/. Do you feel your vocal chords vibrate? No, and so the /s/ sound is said to be unvoiced. Consonant sounds may be either voiced or unvoiced.

Sounds may be:

Open – If a sound is open, that means the mouth is open and NOT blocked by the tongue, teeth or lips. It does not mean the mouth is wide open, it means that nothing in the mouth is blocking the sound. All the vowel sounds in English are open. (All the consonant sounds are blocked or partially blocked except for one – h.)

Blocked – The positions of the tongue, teeth, and lips are constant through the entire sound production. /m/ is a blocked phoneme. The position of the lips never changes.

Partially blocked – There is a release of the tongue, teeth, or lips during the sound production. /b/ is a partially blocked phoneme. The lips are released during production.

Consonant phoneme sounds may be continuant or clipped. A continuant phoneme is prolonged – you can continue to make the sound until you run out of breath – like the phoneme, /m/.

A clipped phoneme is not prolonged – it is brief. The important idea is to make sure you do not add /uh/ to the end. An example of a clipped phoneme is /t/. Notice the sound is not /tuh/. Say it again, /t/.

Go back to the charts in your handouts and determine which sounds are continuant or clipped.

(Note: Vowel sounds are not counted as being continuant or clipped because they open the mouth.)

When voiced phonemes are produced, the vocal cords are activated during production. Place your fingers on your throat and say /m/. /m/ is voiced because it activates the vocal cords – you feel a vibration.

When unvoiced phonemes are produced, the vocal cords are not activated during production. Place your fingers on your throat and say /s/. /s/ is unvoiced because the vocal cords are not activated – you do not feel vibration.

Determine which sounds are voiced, or vibrating the vocal chords, and which are unvoiced, not vibrating the vocal chords.

Phoneme	Key Word
/ā/	apron
/ē/	equal
/ī/	iris
/ō/	opener
/ū/	unicorn
/ar/	star
/er/	fern
/or/	fork
/oo/	book
/oo/	moon
/au/	saucer
/oi/	coil
/ou/	out
/ī/	itch
/ě/	echo
/ă/	apple
/ö/	octopus
/Û/	umbrella
/b/	bat
/d/	dog
/f/	fish
/g/	goat

Phoneme	Key Word
/h/	house
/j/	jam
/k/	kite
/ks/	box
/kw/	queen
/l/	leaf
/m/	mitten
/n/	nest
/p/	pig
/r/	rabbit
/s/	sock
/t/	table
/v/	valentine
/w/	wagon
/y/	yarn
/z/	zipper
/ch/	chair
/sh/	ship
/ng/	king
/th/	mother
/th/	thimble
/zh/	explosion
/hw/	whistle

SYLLABLE SORT

There are more than 700,000 words in the English language and it is impossible to be able to read every single one of them without some assistance. To know how to pronounce a word correctly, you can have someone tell you what the word is or you can determine the syllable type to know how to pronounce the vowel. The majority of the words in English can be categorized into six syllable types. Knowing these syllable types provides a reliable strategy to learning how to decode and read unfamiliar words.

When we talk about identifying syllable types, remember that a syllable is a word or part of a word that is made with one opening of the mouth. Every syllable has one vowel sound. When you are identifying syllables, you are identifying what the vowel is in each syllable and what that vowel will say.

The most confusing part of reading is trying to figure out what a vowel says in an unfamiliar word. Vowels can have more than one sound. Knowledge of the six syllable types can help a reader know if a vowel is going to be long or short or have an unexpected sound.

The more than 700,000 words in English represent one syllable type or a composite of several different syllable types. The value of knowing the syllable types is that the reader can better determine the sound of the vowel.

To reinforce the concepts syllable types, learners can sort syllables.

For example, “The first syllable ends in one vowel.” Learners identify the syllable type: “This is an open syllable.” Then learners identify the vowel. “A vowel in an open syllable is long.” Lastly, learners read the word. “The word is *me*.”

Let’s look at the next syllable. The syllable ends in at least one consonant after one vowel. The syllable is a closed syllable. The vowel in a closed syllable is short. The word is ‘sat.’

Try this strategy. The syllable ends _____. The syllable is a(n) _____ syllable. The vowel is _____. The word is _____.

SYLLABLE SORT VIDEOS

<http://library.neuhaus.org/lessonets/syllable-sort-open-and-closed-syllables>

<http://library.neuhaus.org/lessonets/syllable-sort-open-and-vowel-consonant-e-syllables>

<http://library.neuhaus.org/lessonets/syllable-sort-open-and-vowel-r-syllables>

<http://library.neuhaus.org/lessonets/syllable-sort-open-and-vowel-pair-syllables>

<http://library.neuhaus.org/lessonets/syllable-sort-vowel-consonant-e-and-closed-syllables>

<http://library.neuhaus.org/lessonets/syllable-sort-vowel-consonant-e-and-vowel-r-syllables>

<http://library.neuhaus.org/lessonets/syllable-sort-vowel-consonant-e-syllables-and-vowel-pair-syllables>

<http://library.neuhaus.org/lessonets/syllable-sort-vowel-r-and-vowel-pair-syllables>