

# Defining Literacy Terms

<b>Blending</b>	Putting sounds together (orally in phonemic awareness tasks or with print when sounding out a word)
<b>Consonant blend</b>	Two or three consonant phonemes that occur together within a word or syllable in which each consonant keeps its sound. For example, the word spring has a blend made of <s> <p> <r>.
<b>Consonant digraph</b>	Two consonant letters that together represent one phoneme. For example, the word cash has the digraph <sh>. The letters are combined to represent one sound.
<b>CVC words</b>	Words consisting of a consonant followed by a vowel letter representing a short vowel sound and another consonant letter. For example, sit has the consonant <s>, vowel <i>, and consonant <t>.
<b>CVCe words</b>	Words consisting of a consonant, followed by a vowel letter representing its long vowel sound, another consonant, and a final -e, which signals that the internal vowel will have its long sound. For example, make has the consonant <m>, vowel <a>, consonant <k>, and final <e>.
<b>Grapheme</b>	One or more letters that spells an individual phoneme. For example, a grapheme may be one, two, three, or four letter, such as e, ei, igh, or eigh.
<b>Onset</b>	The part of a syllable that comes before the vowel. For example, the onset in pat is p.
<b>Rime</b>	The vowel and what comes after it in a syllable. For example, the rime in wild is ild.
<b>Orthographic mapping</b>	Connecting a printed word's spelling, pronunciation, and meaning.
<b>Phoneme</b>	The smallest unit of sound in words.

# Defining Literacy Terms (continued)

<b>Phoneme segmentation</b>	separating a spoken word into its separate phoneme. For example, <c> <a> <t>.
<b>Phonemic awareness</b>	learning the relationships between graphemes (letters) and their associated sounds (phonemes) and between larger spelling patterns.
<b>Phonics</b>	Two consonant letters that together represent one phoneme. For example, the word cash has the digraph <sh>. The letters are combined to represent one sound.
<b>Phonological awareness</b>	The ability to analyze and manipulate the sounds in spoken words. Phonological awareness is an umbrella term that includes phonemic awareness as well as the ability to attend to larger units of sound – such as being able to identify rhyming words.
<b>R-controlled vowels</b>	Vowels that are influenced by the letter <r> that immediately follows them (ar, er, ir, or, ur). Neither the short nor long sound of the vowel can be distinctly heard. For example, car, sister, fork.
<b>Vowel teams</b>	Two or three letters that together represent one vowel phoneme. The following are examples of vowel teams: <ai> in train, <ea> in leaf, <ie> in pie, <oa> in toad.

## Resource:

Scanlon, D., Anderson, K., Barnes, E. & Sweeney, J. (2024). Early Literacy Instruction and Intervention: The Interactive Strategies Approach (3rd ed.). The Guildford Press, New York, NY.