In-depth Consultation on the Global Framework of Reference for Reading - Glossary

**Alphabetic principle:** the idea or understanding that letters of the alphabet represent specific sounds in speech.

**Automaticity:** the automatic processing of information as, for example, when a reader or writer does not need to pause to work out words as they read or write.

**Blend:** to join sounds together.

**Comprehension:** The ability to understand and draw meaning from spoken, written, and visual communications in all media.

**Comprehension strategies:** A variety of cognitive and systematic techniques that students use before, during and after listening, reading, and viewing to construct meaning from texts. Examples include: making connections to prior knowledge and experience and to familiar texts; visualizing to clarify or deepen understanding of a text; finding important ideas; questioning; summarizing information; inferring; analyzing and synthesizing; skimming text for information or detail; scanning text to determine the purpose of the text or type of material; adjusting reading speed according to the level of difficulty of the text or the kind of reading.

**Content (speaking):** refers to the meaning of language.

**Decoding:** process by which a sequence of letters is transformed into its phonological form.

**Form (speaking):** Refers to the rules, grammar and sounds of the language (phonetic and phonology) and the characteristics of its pronunciation, as well as the structure of words (morph syntax).

**Grapheme:** a written unit that represents one phoneme, e.g., f, th, o, ee.

**Homonym:** A word that has the same spelling as another word but a different meaning.

**Homophone:** A word that has the same sound as another word but a different meaning (e.g., seas and seize).
**Implicit meaning:** Ideas and concepts that are present but stated indirectly.

**Inferring:** Drawing meaning from or reaching a conclusion using reasoning and evidence from a text, based on what the author states and implies in the text and what the reader brings to the text from his or her prior knowledge and experience.

**Metacognition:** The process of thinking about one’s own thought processes. Metacognitive skills include the ability to monitor one’s own learning.

**Onset:** The consonant or consonants that occur before a vowel in a syllable (e.g., the g in gain, the fr in fright).

**Phoneme:** the smallest segment of sound in spoken language.

**Phoneme–grapheme relationships:** the relationships between spoken sound units and the written symbols that represent them.

**Phonics:** Instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

**Phonological awareness:** The ability to focus on and manipulate units of language, including phonemes and larger spoken units such as syllables and words. Phonological awareness activities can also involve rhymes, onsets, and rhymes.

**Pragmatics:** The study of how people choose what they say or write from the range of possibilities available in the language and the effect of those choices on listeners or readers. Pragmatics involves understanding how the context influences the way sentences convey information (e.g., the speaker/author/producer’s choice of text form, text features, use of conventions, and presentation style affect how the listener, reader, or viewer will understand the text).

**Reading fluency:** The ability to read with sufficient ease and accuracy to focus the reader’s or listener’s attention on the meaning and message of a text. Reading fluency involves not only the automatic identification of words but also qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels, as well as anticipation of what comes next in a text.
Reading strategies: Approaches used before, during, and after reading to figure out unfamiliar words, determine meaning, and increase understanding of a text. Examples include comprehension strategies and word-solving strategies, including the use of cueing systems. Good readers use a combination of word-solving and comprehension strategies, while maintaining a focus on developing and deepening their understanding of a text.

Rhyme: The part of a syllable that contains the vowel and all that follows it (e.g., -one in bone and tone). A rhyme is smaller than a syllable but larger than a phoneme.

Segment: to separate sounds out.

Semantics: The meaning in language, including the meaning of words, phrases, and sentences, alone and in context.

Use (speaking): intentionality in the use of language. See also pragmatics.

Vocabulary: a set of words and other terms (including phrases or idioms that have a single meaning), e.g., activate, exercise book, and bury the hatchet are all vocabulary items (or lexical items).