Online Workshop
Syllabus

(For students aged 4-9)
Introduction

Scientifically-based Method
The Reading Horizons method is a scientifically-based method. It is explicit, systematic, sequential phonics taught through multi-sensory, direct instruction.

Unique Marking System
A unique marking system is employed as part of the method. This marking system helps students examine and analyze the internal structure of words, identifying their likely and unlikely patterns.

Delivery Method
- Have the students stand at whiteboards or chalkboards
- Dictate the letter, sound, or word twice to the students
- Use your hands to draw attention to your mouth
- Students repeat twice and write once on the board
- As the students respond, reverse your hand motion
- Students benefit from active engagement
- The delivery method employs their auditory, visual, tactile, and kinesthetic modalities

Multi-sensory Instruction
Students are taught strategies in context of multiple senses, including visual, auditory, and kinesthetic-tactile modalities, to enhance memory and learning.
Letter Groups 1-5
Research shows that knowing all the sounds of the letters in the alphabet is very important. All students, regardless of age, should review the alphabet. The time spent on the introduction or review depends on the student’s age and ability.

In this program, the alphabet is introduced in Five Letter Groups.

Letter Group 1
As each letter is introduced, teach students the letter’s name, its sound, uppercase formation, and lowercase formation.

Vowel: Aa
Consonants: Bb, Ff, Dd, Gg
Sound: /ă/ as in at
Keyword: at
Kinesthetic Keyword: apple

The Slide
The Slide is a very important step in fluency. Begin by saying the sound /b/, and slide to /ă/. The sound produced is /bă/. Draw a slide arrow beneath the two letters.

\[ \text{ba} \]

Sliding is important for many reasons:
- Eliminates the separation of sounds
- Helps the student’s oral development
- Assists in more accurate pronunciation of consonants
- Can be helpful when teaching English Language Learners

Word Formation
With the letters from Letter Group 1, you can begin word formation. Most words have at least three sounds: a beginning sound, a vowel sound, and an ending sound. Once the ending sound is added, drop the slide arrow and place an x under the vowel. This x under the vowel is going to become a very familiar mark to our students because every word has a vowel.

\[ \text{bag} \]

Vocabulary Development
Most words students encounter are words they already know. New words come from what they read. When you dictate, it is important to use new words in sentences.
**Nonsense Words**
Using Nonsense Words provides a quick way to determine whether students are transferring their knowledge of phonics to reading and spelling without using context or memorization. Since Nonsense Words don't have meaning, reading and spelling Nonsense Words simulates the process of encountering a completely unfamiliar word. If a student misreads a Nonsense Word, it reveals gaps in their knowledge, which allows for the opportunity to reteach. Nonsense Words are marked with a preceding *.

*daf*

**Letter Group 2**
Consonants: Hh, Jj, Ll, Mm
Vowel: Ee
Sound: /e/ as in Ed
Keyword: Ed
Kinesthetic Keyword: “eh?” (hand cupped behind ear)

**Letter Group 3**
Consonants: Nn, Pp, Rr, Ss
Vowel: Oo
Sound: /o/ as in odd
Keyword: odd
Kinesthetic Keyword: /o/ (tongue depressor)

**Letter Group 4**
Consonants: Tt, Vv, Ww, Xx, Yy
Consonant Xx:
- Ending sound: /ks/ as in box
- Beginning sound: /z/ as in xylophone
- Ex sound: /gz/ as in exist
- Do not use in Slides
Consonant Yy:
- First introduced as a consonant
- Vowel sounds for y are taught later in the instructional sequence
Vowel: Uu
Sound: /u/ as in up
Keyword: up
Kinesthetic Keyword: up (“things that go up”)

**Letter Group 5**
Consonants: Zz, Qq, Cc, Kk
Consonant Qq:
- Sound: no sound unless with the vowel Uu
- Sound of qu: /kw/
- When q and u stand together, u is not acting as a vowel. It is only there to give q a sound.
Vowel: Ii
Sound: /i/ as in it
Keyword: it
Kinesthetic Keyword: itch
**Spelling with Cc and Kk**

*Cc and Kk* are taught in the last letter group because they both make the same sound. Students cannot spell with *c* and *k* until they know all the vowel sounds.

<table>
<thead>
<tr>
<th>Cc</th>
<th>Kk</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>kid</td>
</tr>
<tr>
<td>✗</td>
<td>✗</td>
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</tbody>
</table>

<table>
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<tr>
<th>cob</th>
<th>kit</th>
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<tr>
<td>✗</td>
<td>✗</td>
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</table>

<table>
<thead>
<tr>
<th>cup</th>
<th>Ken</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

"K takes I and E; C takes the other three: A, O, and U."

Practice spelling and marking real and nonsense words that begin with the /k/ sound. Fill in the missing letter. Then mark the word by marking an x under the vowel.

__ ab   *__ax
__ in    __im
__ ub    __at
__ ot   *__em
__ ut   *__eb

**Blends**

- A Blend is two or three consonants standing together, each letter keeping its own sound
- Though Blends can appear at the beginning or end of a single-syllable word, they must be able to begin a word
- Blends are difficult to pronounce in isolation; slide to a vowel sound right away

**L-Blends**

`b l  c l  f l  g l  p l  s l`

**R-Blends**

`b r  c r  d r  f r  g r  p r  t r`
S-Blends

s  c  s  k  s  l  s  m  s  n  s  p  s  t  s  w

Three-Letter S-Blends

s  c  r  s  p  r  s  t  r  s  p  r  s  t  r  a  s  t  r  a  p

Two Extra Blends

t  w  d  w

Double S, F, and Z
If a one-syllable word ends in the consonants s, f, or z, that consonant is usually doubled.

k  i  s  s  m  u  f  f  f  u  z  z  c  l  i  f  f

g  l  a  s  s  f  l  u  f  f  c  l  a  s  s

Plurals
When a word ends in a single consonant or with a double f, add -s. When a word ends in double s, double z, or x, add -es.

hat  →  hats  kiss  →  kisses
Voiced and Voiceless

A voiced sound is a sound produced in the voice box. If you put your fingers on your voice box and say the sound of m, you will feel vibration.

A voiceless sound is produced in the mouth. The sound of s is voiceless. If you put your fingers on your voice box and say the sound of s, you will feel no vibration.

The sound of s depends on whether it follows a voiced or voiceless consonant. When it follows a voiceless consonant, it has the sound /s/. When it follows a voiced consonant, it has a /z/ sound.

When s follows a vowel, it has the /z/ sound because vowels are voiced. The s in -es always has the /z/ sound because it follows a voiced vowel.

hats: /t/ is voiceless = s says /s/ 
hugs: /g/ is voiced = s says /z/ 
kisses: E in -es is voiced = s says /iz/

List all of the consonants in the correct voiced or voiceless column.

<table>
<thead>
<tr>
<th>Voiced Consonants</th>
<th>Voiceless Consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write -s or -es to make each word plural.

bug__ ant__ dress__ fox__ buzz__ toss__
Special Vowel Combinations

-LL
A vowel followed by double l is called a Special Vowel Combination. The letter l becomes part of the vowel sound. Special Vowel Combinations are marked with an x under the vowel and an arc under all three letters.

\[ \text{all} \quad \text{ell} \quad \text{oll} \quad \text{ull} \quad \text{ill} \]

-NG and -NK
A vowel followed by -ng or -nk is also called a Special Vowel Combination and is marked the same as above.

\[ \text{ang} \quad \text{ong} \quad \text{ung} \quad \text{ing} \]
\[ \text{ank} \quad \text{onk} \quad \text{unk} \quad \text{ink} \]

Digraphs
Digraphs are made of consonants and are joined by an arc. They differ from Blends in that the letters that make up a Blend keep their own sounds. In Digraphs, the letters together make only one sound.

CH, SH, WH, TH, TH
These five Digraphs are part of the 42 Sounds of the Alphabet. You can pronounce them with a vowel element so they are easier to hear.

The two th Digraphs have two different sounds. One is voiced, as in the word then, whereas the other is voiceless, as in the word with.

There are ten Digraphs altogether. We will learn more about the other five Digraphs later. However, it may be beneficial for students if you introduce the ph Digraph with the other h Digraphs. The ph Digraph has the sound of the letter t, /t/, like in the word graph.
Short and Long Vowels
Students already know the names and the sounds of the vowels (Name: A; Sound: /ă/). Now they will learn the diacritical markings in preparation for learning the Phonetic Skills.

**Short**

| ā | ē | ō | ū | ų |

**Long**

| ā | ē | ō | ū | ų |

Combining with Consonants
Students will need some time to become familiar with both the diacritical markings and the ways to join a long vowel sound with a consonant. Give them some consonant/vowel combinations and mark them long and short.

bā  bā  rī  rī  sō  sō

Phonetic Skills 1-5
Students are now ready to learn the Five Phonetic Skills. These Five Phonetic Skills help students learn likely and unlikely sequences of letters. In the past, students have been asked to “mark” the word. Now they must “prove” the word.

**Phonetic Skill 1**
First, go under the word and mark the vowel with an x. A “guardian star” is always placed over the “guardian consonant” that follows a vowel. The job of the guardian consonant is to make the vowel short. Mark the vowel short. Now the word has been proven.

If there is one guardian consonant, the vowel is short.

**Phonetic Skill 2**
Going under the word, mark the vowel with an x. Come up and mark the second guardian consonant first. Then mark the other guardian consonant. Then mark the vowel short.

If there are two guardian consonants, the vowel is short.
Phonetic Skill 3
This skill is critical to learn before we begin decoding multi-syllabic words. First, mark the vowel with an x. There are no guardian consonants. The vowel will be long. Mark the vowel long.

\[ g \overline{x} \quad b \overline{x} \]

If there are no guardian consonants, the vowel is long.

Phonetic Skill 4
Mark everything under the word (vowels, Blends, Digraphs). The e is silent, so draw a line through it to show that it is no longer a sounded vowel. The silent e makes the first vowel long. Mark the vowel long.

\[ p \overline{\text{\textasciitilde}} \quad a \text{\textasciitilde} \quad n \overline{x} \quad b \overline{x} \quad k \overline{x} \]

If there is a silent e, the first vowel is long.

Phonetic Skill 5
This skill is the adjacent vowel rule. In this skill, two vowels are next to each other. For this skill, mark the vowels first. Come up and mark the second vowel silent and the first vowel long.

\[ b \overline{x} \quad a \overline{x} \quad t \overline{x} \quad s \overline{\text{\textasciitilde}} \quad p \overline{x} \quad e \overline{\text{\textasciitilde}} \quad a \overline{\text{\textasciitilde}} \quad k \overline{x} \]

If the vowels are adjacent, mark the second vowel silent and the first vowel long.

Adjacent Vowel Help
Common Ending Adjacent Vowels
Sometimes in the Middle of Words
a y
e e
eo
e e

Common Middle Adjacent Vowels
Sometimes at the Beginning of Words
a i
e a
eo
u a
i
Nonsense Words
Using Nonsense Words is very useful for teaching the Five Phonetic Skills. Try this exercise. Use a word like glain.
Have students remove or substitute letters to make different words.

\[ *g\,l\,\tilde{a}\,n \quad g\,\tilde{a}\,n \quad g\,r\,\tilde{a}\,n \quad p\,\tilde{a}\,n \quad *g\,l\,\tilde{a}\,n ^* \]

Suffixes
The Five Phonetic Skills were taught consecutively so that you could clearly see them in sequence. In actuality, additional concepts are taught in between the Five Phonetic Skills.

Adding Suffixes to Words Following Phonetic Skills 1 and 2
After Phonetic Skill 2 is taught, the suffixes -ing, -ed, -er, and -est are introduced. In order to add these suffixes to words following Phonetic Skills 1 and 2, there must be two guardians. To prove the word, students first prove the base word. If a word follows Phonetic Skill 1, students double the final consonant of the base word and then add the suffix. If a word follows Phonetic Skill 2, they just add the suffix. Then students underline the suffix.

\[ \text{run}^* \quad \rightarrow \quad \text{running} \]
\[ \text{jump}^* \quad \rightarrow \quad \text{jumped} \]
\[ \text{fast}^* \quad \rightarrow \quad \text{faster} \]
\[ \text{flat}^* \quad \rightarrow \quad \text{flattest} \]

The X Exception
There is one consonant that students need to watch for when adding suffixes. The letter x has two sounds: /k/ + /s/. So in a word like box, the x does not need to be doubled.

\[ \text{box}^* \quad \rightarrow \quad \text{boxing} \]
Adding Suffixes to Words Following Phonetic Skills 3, 4, and 5

If a word follows Phonetic Skill 3, just add the suffix.
If a word follows Phonetic Skill 4, drop the final e and add the suffix.
If a word follows Phonetic Skill 5, just add the suffix.

\[
\begin{align*}
\text{b} \overline{\text{e}} & \quad \rightarrow \quad \text{b} \overline{\text{e}} \text{i} \text{n} \text{g} \\
\text{h} \overline{\text{o}} \text{p} \overline{\text{e}} & \quad \rightarrow \quad \text{h} \overline{\text{o}} \text{p} \text{e} \text{d} \\
\text{c} \overline{\text{l}} \overline{\text{e}} \overline{\text{a}} \overline{\text{n}} & \quad \rightarrow \quad \text{c} \overline{\text{l}} \overline{\text{e}} \overline{\text{a}} \text{n} \text{e} \text{s} \text{t}
\end{align*}
\]

Practice adding suffixes to words that follow the Five Phonetic Skills. Add the designated suffix to each of the words listed. Remember to prove the base word first. Then rewrite the word with the suffix, and then underline the suffix.

<table>
<thead>
<tr>
<th>-ED</th>
<th>-ING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prove the base word.</strong></td>
<td><strong>Rewrite the word with the suffix -ed. Then underline the suffix.</strong></td>
</tr>
<tr>
<td>fix</td>
<td>slip</td>
</tr>
<tr>
<td>jump</td>
<td>go</td>
</tr>
<tr>
<td>bike</td>
<td>float</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-EST</th>
<th>-ER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prove the base word.</strong></td>
<td><strong>Rewrite the word with the suffix -est.</strong></td>
</tr>
<tr>
<td>red</td>
<td>big</td>
</tr>
<tr>
<td>brave</td>
<td>shop</td>
</tr>
<tr>
<td>blue</td>
<td>wide</td>
</tr>
</tbody>
</table>
Digraph Blends

Digraphs can be joined with the letters l, r, and s to form Digraph Blends.

- R can be joined with voiceless th
- When l, r, and s are added to the digraph ch, it causes ch to change from /ch/ to /k/
- L and r can be added to the Digraph ph
- L and r are the final consonant in a Digraph Blend, and s is the initial consonant in a Digraph Blend

The Digraph Blends are shr, thr, chl, chr, sch, phl, and phr. When proving words with Digraph Blends, mark all three letters together.

Another Sound for C and G

Another Sound for C

When c is followed by an i or an e, the sound produced is /s/, or the “soft sound” of c. The new marking is called a Rainbow S.

The new sound for c also applies when c is followed by a silent e. If the word ends in -ce, the e will be silent, but the c will still make the /s/ sound.

Another Sound for G

When g is followed by a, o, or u, it usually says its hard sound, /g/. When g is followed by i or e, it frequently has the soft sound, /j/. The new marking is called Rainbow J.

-CE and -GE Endings

When there are two guardians between silent e and the vowel, the vowel will be short. The one exception is the letter combination -ange, in which the a will say its long sound.
Many Jobs of Y
The letter y says its consonant sound only if it is the first letter in a word. If y comes anywhere else in the word, it will function as a vowel. To determine its vowel sound, apply the Five Phonetic Skills.

Phonetic Skill 1
If y is the only vowel and it has one guardian, it will have the short sound of i.

m y t h

Phonetic Skill 2
If y is the only vowel and it has two guardians, it will have the short sound of i.

c r y p t

Phonetic Skill 3
If y is the only vowel and is at the end of the word, it will have the sound of long i.

f l y

Phonetic Skill 4
When y is the only vowel in a word with silent e, y will have the sound of long i.

t y p e

Phonetic Skill 5
When y is an adjacent vowel, it is silent.

p l a y

Rainbows
When y is preceded by a c or g, it will cause a Rainbow S or a Rainbow J.

c y s t

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Two Decoding Skills

Decoding Skill 1
When a vowel is followed by just one consonant, that consonant must go forward and join with the next vowel. “One must run.”

Mark everything under the word. Look at the first vowel and determine how many consonants follow it. If there is only one, that consonant will move to the next syllable. The syllable break will be between the vowel and the consonant. Now apply the Five Phonetic Skills to decode each syllable separately. At this point, guardians are no longer marked in multi-syllabic words.

m o t e l  p r o v i d e

Last Job of Y
If y is the last letter in a multi-syllabic word, it will have the sound long of e.

l a d y

If an n, f, or l precedes that y, and if the word is a verb, then y will say the sound of long i.

d e n y  d e f y  r e p l y

Decoding Skill 2
When two consonants follow a vowel, they will split.

Mark everything under the word. Look at the first vowel and determine how many consonants follow it. If there are two, they will split. The syllable break will be between those two consonants. Now apply the Five Phonetic Skills to decode each syllable separately.

c a m p u s  e x t r e m e

Schwa
In words with more than one syllable, the vowel sound in one of the syllables will frequently be an unstressed schwa sound. The schwa sound is often pronounced as the sound of short u, /ʌ/, and it is marked with an upside down e: a
**-LE Endings**
The -le ending has a schwa or short u sound that precedes the sound of the letter l. The sound of the -le ending is /ull/.

- Final l's in English almost always have this sound
- The sound can also be heard in some one-syllable words such as mail or sale
- Mark the e silent and write the symbol for the schwa sound right before the -le ending
- -LE is a common ending syllable in English

| table | noble | crumble | eagle |

**Murmur Diphthongs**
A Diphthong is a vowel blend. A Murmur Diphthong is vowel blended with an r. Murmur Diphthongs are predictable vowel sounds that are neither long nor short. The five Murmur Diphthongs are ar, or, er, ur, and ir. To mark a Murmur Diphthong, place an x under the vowel and arc the two letters together.

**AR Murmur Diphthong**
The ar Murmur Diphthong has a sound like the name of the letter r.

cart  →  start

**OR Murmur Diphthong**
The or Murmur Diphthong sounds like the word or.

storm  →  born

**ER, UR, IR Murmur Diphthongs**
The er, ur, and ir Murmur Diphthongs all have the same sound of /er/. In words with the sound /er/, er is the most frequent spelling.

her  →  fur  →  sir

**Adding Suffixes**
To add suffixes to Murmur Diphthongs, there must be two consonants between the vowel and the suffix. If the Murmur Diphthong ends the word, add the letter r before adding the suffix.

start  →  starting

star  →  starring
Murmur Diphthong Exceptions
When silent e follows directly after a Murmur Diphthong, the word follows Phonetic Skill 4.

\[ \text{fír} \quad \text{fír e} \]

If adjacent vowels precede a Murmur Diphthong, the word follows Phonetic Skill 5.

\[ \text{fēər} \quad \text{ā ir} \]

Whenever \( w \), or the sound of \( w \), precedes the vowel \( a \) or \( o \), it changes the vowel sound.

\[ \text{wārd} \quad \text{wərk} \quad \text{squād} \]

More Digraphs
These Digraphs are not new sounds, but new spellings for sounds already learned.

\[ \text{PH, GN, KN, CK, WR} \]

The \( ph \) Digraph has the sound /f/. GN and kn share the same sound: /n/. WR has the sound of /r/. CK has the sound /k/.

\[ \text{p h o n e} \quad \text{gnōmē} \quad \text{kneē} \quad \text{stīck} \quad \text{w rīt} \]

Special Vowel Sounds
Special Vowel Sounds are Diphthongs. When proving words with Special Vowels Sounds, put an x between the vowels and arc them together.

\[ \text{AU, AW} \]
The first two Special Vowel Sounds have the sound /aw/. If the sound comes in the middle of a word, the correct spelling must be memorized. But, if the sound comes at the end of the word, it will be spelled \( aw \).

\[ \text{paul} \quad \text{shawl} \quad \text{claw} \]
**OU, OW**
These Special Vowel Sounds have the sound /ow/. If the sound comes in the middle of the word, the correct spelling must be memorized. If the sound is at the end of the word, it will be spelled ow. Sometimes, ow can say the sound of long o.

- **shout**
- **crow**
- **cow**
- **crow**

**OI, OY**
These Special Vowel Sounds make the sound /oy/. The only time oy comes in the middle of word is in coined words. Otherwise, the oy Special Vowel Sound will always come at the ends of words and syllables.

- **coin**
- **joy**

**OO, OO**
These two Special Vowel Sounds are spelled the same but have different sounds. The first has the sound /oo/, as in zoo. The second has the sound /oo/, as in look.

- **zoo**
- **look**

**Other Suffixes**

**-TION, -SION**
The suffixes -tion and -sion both have the sound /shun/. Mark these letter combinations with an x under the vowels and arc all four letters. These suffixes always make their own syllable.

- **station**
- **mansion**

**-OUS**
The suffix -ous has the sound of the word us. It is marked with an x under the vowels and an arc under all three letters.

- **famous**
Decoding Words of Any Length
To decode any length word, mark everything under the word. Apply the Two Decoding Skills and the Five Phonetic Skills to each syllable.

\[ \text{cucumber} \quad \text{introduce} \]
\[ \text{contemplate} \quad \text{important} \]

Exceptions
The system of decoding you have just learned will work with most English words, but there are exceptions. For example, the word \textit{robin} when decoded properly should say /ro-bin/. So how do we handle this exception?

Avoid these words until the end of the method sequence. By this time, students are familiar enough with the skills taught in the method that they can recognize exception words and determine the proper pronunciation from context.

Teach students that any vowel marked long can be made short in pronunciation.

\[ \text{robin} \quad \text{camel} \quad \text{river} \]
Additional Terms Related to Phonics Instruction

**Alphabetic Principle:** The idea or concept, understood by readers, that letters and letter combinations represent sounds in written text.

**Automaticity:** The immediate recognition of words during decoding.

**Decodable Text:** Text in which a large portion of the words is made up of sound-symbol relationships that have already been taught. Decodable text is used to provide practice with specific decoding skills and to transfer the learning of phonics to the application of phonics in independent reading of text.

**Decode:** Translating a word from print to speech. Decoding ability usually occurs by employing knowledge of sound-symbol correspondences. Also, the act of deciphering a new word by sounding it out.

**Dyslexia:** "Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge" (Lyon, Shaywitz, and Shaywitz, 2003; Annals of Dyslexia). Dyslexia occurs in approximately one out of five people with normal intelligence. Research has shown that the neurological circuitry in the brains of dyslexic children can actually be rewired if they receive explicit, systematic phonics instruction between preschool and third grade. Dynamic, life-changing improvement has also been demonstrated in older students when they receive explicit, systematic phonics instruction.

**Explicit Phonics:** Explicit phonics instruction begins with a single letter or phoneme and blends and builds into a complete word. Explicit phonics instruction includes a curriculum with a specified appropriate sequence, instruction that is direct, precise, and clear, and an emphasis on the transfer of phonics to connected text that is decodable in relation to the sequence of instruction.

**Fluency:** The ability to translate print to speech rapidly and with automaticity, allowing the reader to focus on meaning. Fluency is gained as one masters the alphabetic code.

**Grapheme:** A letter, or letter combination, that represents a phoneme—the visual or written form of the sound. English has more graphemes than phonemes. Graphemes are organized into either consonant or vowel patterns.

**Implicit Phonics:** Implicit phonics instruction goes from a whole word to the parts that make the word. Typically, this type of instruction requires students to infer the sound of a letter from words that contain that letter, by looking at whole words and analyzing the beginning sound, the ending sound, and the vowel sounds. This type of instruction relies to some extent on incidental factors such as the shape of the word and the context with which the word is used within a sentence, often with the aid of pictures.

**Irregular Word:** A word that has an unexpected spelling; the spelling does not match the pronunciation (e.g., colonel, eye).

**Multi-sensory Instruction:** Instruction using the simultaneous linking of visual, auditory, and kinesthetic-tactile modalities to enhance memory and learning by linking listening, speaking, reading, and writing together.  
- **Auditory:** Relating to information gained by listening.  
- **Kinesthetic:** Pertaining to the sensory experience stimulated by bodily movements.  
- **Tactile:** Relating to the sense of touch.  
- **Visual:** Relating to information gained by sight.

**Orthography:** The writing system of a language including correct or standardized spelling according to established usage.
Phoneme: A speech sound that combines with other speech sounds to make words. For example: the three phonemes /k/, /a/, and /t/ can combine to create several words like cat, act, and tack. A phoneme is the smallest unit of sound. The English language has approximately 42 phonemes.

Phonemic Awareness: The awareness that words are made up of individual sounds/phonemes and the ability to identify and manipulate those individual phonemes within spoken words.

Phonological Awareness: All levels of awareness of the speech-sound system including word boundaries, syllables, onset-rime units, and phonemes.

Schwa: The word schwa is of Hebrew origin. It is the same sound produced by that of a short u, /ū/, and sometimes short i, /i/. All vowels in unstressed syllables can assume the schwa sound. In the dictionary, it is represented by an upside down e: ē.

Sequential Instruction: The orderly presentation of simple to complex concepts in a continuous series of connected lessons.

Sight Word: A word that is immediately recognized as a whole and does not require decoding to identify. A sight word may or may not be phonetically regular, such as can, would, and the.

Syllable: Unit of pronunciation that is organized around a vowel; it may or may not have consonants before or after the vowel. Multisyllabic words are words with more than one syllable.

Systematic Instruction: Methodical; carried out using step-by-step procedures determined by the nature of the system being taught.

Vocabulary: A large store of words that a person recognizes and/or uses in his or her spoken and written language for communication and comprehension.