

# Progress Report Glossary

## Reading and Spelling Glossary

### A

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**Affix**

A spelling pattern added before (see **prefix**) or after (see **suffix**) a root word to modify its meaning

**Alphabetic principle**

The idea that letters and letter patterns represent the sounds of spoken language

**Anchor chart**

A student-created visual aid that facilitates long-term memory recall for letter sounds, spelling rules, strategies, etc.

**Auditory discrimination**

The ability to detect differences in sounds (e.g., hearing the difference between /m/ and /n/)

**Automaticity**

Reading without conscious effort or attention to decoding

### B

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**Base word (free morpheme)**

A unit of meaning that can stand alone as a whole word (e.g., **friend**, **pig**)

**Blending**

The process of smoothly combining all the sounds or parts of a word to read it as a whole

**Bossy E Rule**

A spelling/reading pattern where the **e** at the end of a word (after a consonant) makes the vowel preceding the consonant a long vowel, whereby the vowel “says its name” (e.g., **cake**, **time**, **mile**)

### Tricky Bossy E rules

- Sometimes an **s** followed by an **e** makes a /z/ sound as in **fuse**
- Sometimes a **c** followed by an **e** makes a /s/ sound as in **face**
- Sometimes a **g** followed by an **e** makes a /j/ sound as in **cage**
- No words in English end in the letter **v**, so a silent **e** always follows a final /v/ sound; sometimes it is a Bossy **E** word as in **save** and **five**, but most of the time the vowel stays short as in **have** and **give**

## C

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### CCVC Words

Single syllable words, often beginning with a **digraph** or **consonant blend** and following the pattern: consonant, consonant, vowel, consonant (e.g., **this, slip, chat**)

### Chunking

Breaking words, sentences, or sections into smaller 'chunks' to make them more manageable

### CK Rule

A spelling pattern, mostly used at the ends of words, where **-ck** is used to make the /k/ sound after a short vowel - it can sometimes be found in the middle of a word, but never at the beginning

### Clicker

A reading tool that helps students notice and kinaesthetically mark punctuation, spelling patterns, or other details while reading

### Consonant

A letter of the alphabet whose sound is produced when the flow of air is obstructed (e.g., **b, c, d**); it can be combined with a vowel to form a syllable

### Consonant blend

A combination of consecutive **consonants** whose sounds blend together, but each individual sound can still be heard

#### Types of blends

- **s-blends** – **sp, sk, sm**, etc.
- **l-blends** – **pl, bl, gl**, etc.
- **r-blends** – **dr, pr, br**, etc.
- **digraph blends** – formed when a digraph is blended with another consonant (**shr, thr, nch**, etc.)
- **three-letter blends** – blends with three letters (**scr, spr, str, spl**, etc.)

- **final blends** – two consonants that blend at the end of words (**mp, nt, st, ft, nd, lk, ld, lf**, etc.)

### **Consonant digraph**

Two consonants that together produce only one sound (e.g., **ch, sh, th, wh, ck**)

### **Contraction**

A shortened form of two words, where the omitted letter (usually the vowel of the second word) is replaced with an apostrophe (e.g., **did not** → **didn't**)

### **CVC Words**

Single syllable words following the pattern: consonant, vowel, consonant (e.g., **cat, sit, ten**)

## **D**

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### **Decodable readers**

A type of text/story in which readers can decode words using the phonics skills they have previously learned (i.e., all of the words in the text follow rules that students have already learned)

### **Decoding**

The act of recognizing and interpreting letter/sound relationships and spelling patterns within words in order to read them accurately

### **DGE Rule**

Words that end with a /j/ sound and have a short vowel are spelled with a **-dge** at the end (e.g., **fudge**); if the word ends with a /j/ sound but has a long vowel sound, it's spelled with **-ge** at the end (e.g., **cage**)

### **Diphthong**

A variant vowel sound made by two consecutive vowels in a syllable, where the sound glides from one vowel to another (e.g., **oy, oi, ow**)

### **Dolch words**

A list of frequently used English words found in children's books, also known as **sight words**

## E

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### **Elkonin boxes (sound boxes, sound frames)**

Boxes that can be drawn around sounds or syllables within a word to visually segment them; alternatively, students may separate letter tiles or cards for the same purpose

### **Encoding**

The act of using learned letter/sound relationships and word structures to spell words correctly

### **Evaluative reading comprehension question ('On my Own', 'Beyond the Lines' questions)**

A question that can be answered by connecting knowledge of the text with prior knowledge and imagination to come up with an answer that extends beyond the text (e.g., "If you were Julia, what would you do?")

## F

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### **Fizzle Rule (FFSSZZLL Rule)**

A spelling rule where words with a short vowel that end in **f**, **l**, **s**, or **z** have the final letter doubled (e.g., **sniff**, **fill**, **miss**, **buzz**)

### **Fry Words**

A list of some of the most commonly used words in the English language, listed in order of frequency and including all parts of speech

## H

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### **Heart Words method**

An approach to reading **irregular sight words** which involves breaking them down into **decodable sounds** and **exception sounds** that need to be "learned by heart"

# I

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## **Inferential reading comprehension question ('Think and Find', 'Between the Lines' questions)**

A question that can be answered by rereading the text to make connections between different ideas and understand indirectly-stated information (e.g., "Why was Julia was afraid?")

## **Irregular Word**

A word that contains letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., **were, was, laugh, been**)

# K

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## **K-W-L Technique**

A technique used most frequently with expository text to promote comprehension. It can be used as a type of graphic organiser in the form of a chart, and it consists of a 3-step process:

- 1) What I Know (accessing prior knowledge)
- 2) What I Want to know (setting a purpose for reading)
- 3) What I Learned (recalling what has been read)

# L

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## **Levelled readers**

Numerically or alphabetically labelled books that increase in difficulty and are used to monitor a child's progress in learning to read; books are matched to individual students' reading levels so that they are challenging enough to make progress, but not so difficult that they cause frustration

## **Letter-sound correspondence**

The matching of an oral sound to its corresponding letter or groups of letters

## **Literal reading comprehension question ('Right There', 'On the Lines' questions)**

A question that can be answered by skimming and scanning the text to locate specific, directly-stated information (e.g., "What colour is Julia's hat?")

## M

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### Medial sound

A sound found in the middle of a word (e.g., /a/ in the word **cat**)

### Multisensory instruction

Teaching/learning that engages more than one sense modality at a time (e.g., seeing (visual), hearing (auditory), and touching (tactile))

## N

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### Nonsense word

A term used in the *Wilson Reading Program* to denote words that are not real and have no meaning, but can be read and spelt by applying the sound and spelling rules in the program (e.g., **tez**, **quop**, **shrungle**)

## O

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### Onset

The initial or beginning sound of a word (e.g., /c/ in the word **cat**)

### OO Rule

Sometimes **oo** sounds like a long /u/ sound as in **choose** and sometimes it makes a short sound as in **book** or **look**

## P

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### Phoneme

An individual sound; the smallest unit that a word can be broken down into (e.g., /f/, /sh/)

### Phoneme deletion

The ability to identify how a word will sound if one phoneme is taken away (e.g., take away the /c/ in **cat** and you are left with **at**)

### Phoneme insertion

The action of adding a **phoneme** into a word that was not previously there. This can be done voluntarily, but may also be due to a decoding error (e.g., **sip** → **slip**)

**Phoneme isolation**

The ability to isolate a single sound in a word based on its position (e.g., the /a/ in **cat** is in the middle of the word, and the final sound is a /t/)

**Phoneme manipulation**

The ability to add, substitute, or rearrange sounds in a word to create a new word or words

**Phoneme substitution**

The action of replacing one phoneme in a word with a different one to create a new word (e.g., replacing the /b/ in **bat** with /c/ to make **cat**)

**Phonemic awareness**

The ability to hear, identify, sequence, and manipulate individual sounds within words; the most important predictor of success in learning to read and write

**Phonetic spelling of words**

The action of spelling words using the phonemes that are heard, thereby generating a word that can be decoded but may not be spelled correctly

**Phonological awareness**

The ability to recognize that words are made up of a variety of sound units

**Prefix**

A spelling pattern added to the beginning of a word that changes its meaning (e.g., **moral** → **amoral**, **immoral**)

**Prosody**

Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. It is also this element of fluency that sets it apart from automaticity

# R

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**RAP/RACE/RASE strategy**

A reading response strategy for short-answer questions. The acronym stands for **R**estate the question, **A**nsWER the question, **P**rove it with text; alternatively, **R**estate the question, **A**nsWER the question, **C**ite/**S**tate evidence from the text, **E**xplain the evidence

**Reading comprehension strategies**

Strategies used, when reading, to actively think about and understand a text on different levels

1) **Visualising**

Creating pictures, in one's head, based on the text being read or heard

2) **Asking Questions**

Posing questions about the text to clarify its meanings and better understand the content

3) **Making Predictions**

Using information from the text and one's knowledge to anticipate what will happen or be read next

4) **Making Connections**

Relating information from the text to another text (text-to-text), to one's personal experience (text-to-self), or to one's knowledge (text-to-world)

5) **Summarising**

Linearly relaying the content of the text by focusing on its most important or main ideas

6) **Inferencing**

Using clues from the text and one's knowledge to draw conclusions about information not explicitly stated

### **Reading Mastery**

A direct instruction reading program designed to foster phonemic and phonological awareness using a systematic, structured, and teacher-guided approach

### **Reversals**

Letters and/or numbers that are printed backwards (e.g., **b** and **d**)

### **Rime**

The string of letters that follow the **onset** in a word; usually a vowel followed by one or more consonants; this is the part of a word that will make it rhyme with words that have the same ending (e.g., **at** in the word **cat**)

### **Root word**

A word, usually of Latin origin, that may or may not stand alone, but can be combined with **affixes** to create families of words (e.g., **act** → **react**, **deactivate**, **active**)

## **S**

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### **Say-then-spell strategy**

A phonetic spelling strategy that teaches students to listen for each sound in a word and then represent each sound with the corresponding grapheme (letter)

### **Scaffolding**

Refers to the support that is given to students in order for them to arrive at the correct



answer. This support may occur as immediate, specific feedback that a teacher offers during student practice (e.g., giving encouragement or cues, breaking the problem down into smaller steps, using a graphic organiser, providing an example). Scaffolding may be embedded in the instructional design (e.g., starting with simpler skills and building progressively to more difficult ones). Providing the student temporary instructional support assists them in achieving what they could not otherwise have done alone

### **Schwa**

An unexpected or indistinct vowel sound where the vowel is reduced, sometimes sounding like short /i/ or short /u/; it occurs in an unstressed syllable (e.g., **pilot**, **extra**)

### **Scooping strategy**

A strategy to break multisyllabic words into smaller units/syllables; similar to clapping syllables; however, this is done with a pencil and students mark syllable division by making a curved line under each syllable in the word (e.g., **mis take**)

### **Segmenting**

The process of breaking down a word into its individual sounds/syllables

### **Sight word**

High frequency, commonly used words that do not follow spelling rules or decoding strategies and must be memorised as a whole then recognized by sight within a text

### **Soft C Rule**

A letter **c** in a word that sounds like /s/. This occurs when the **c** is followed by **e**, **i**, or **y** sounds (e.g., **nice**, **circus**, **fancy**)

### **Soft G Rule**

A letter **g** in a word that sounds like /j/. This occurs when the **g** followed by **e**, **i**, or **y** (e.g., **George**, **giraffe**, **gym**)

### **Sound cards**

Colour-coded flashcards used in the **Wilson Reading Program** displaying digraphs, trigraphs, welded sounds, consonants, short vowels, long vowels, open vowels, r-controlled vowels, vowel diagraphs, diphthongs, and additional sounds (/tion/, /sion/, /que/, /ti/, /ci/, /tu/, /ture/) printed on one side, and keywords, pronunciation, and substep codes printed on the reverse

### **Stretching words**

The process of extending the sounds in a word by slowly stretching them out

### **Subvocalizing**

Verbalising words in your head while reading

## Suffix

A spelling pattern added to the end of a word that changes its meaning (e.g., pick → **picked**, **picking**, **picks**)

## Syllable

A unit of pronunciation with only one vowel sound, which may or may not contain surrounding consonants, and that forms the whole or part of a word; the syllables in **picnic** are “pic” and “nic”

## Syllable division

The process of dividing multisyllabic words into their individual syllable components, by applying the rules that govern each of the six **syllable types**

## Syllable exceptions

Syllables that look like a certain **syllable type**, but in fact do not follow the rule that governs that type of **syllable**

## Syllable exception types

- 1) **Closed Syllable exceptions** – closed syllable welded sounds where the vowel makes a long sound instead of a short one (e.g., **ild (wild)**, **ind (kind)**, **old (told)**, **olt (bolt)**, **ost (most)**)
- 2) **Vowel-Consonant-E exception (VCE exception)** – in “**ive**”, normally the **i** would make a long sound, but since no English word ends in a **v**, many times the **i** stays short (e.g., **give**, **live**)
- 3) **Open Syllable exception** – sometimes **a** makes an /ū/ sound instead of /ā/ in an unstressed open syllable (e.g., at either the beginning or ending of a word like in **Alaska**); sometimes **i** says the short /ü/ or /ī/ sounds instead of the long /ī/ sound in an unstressed open syllable (e.g., in the middle of the word like in **compliment**)
- 4) **Consonant-L-E Syllable exception** – When this syllable has an **s**, the **t** is silent with the **e** (e.g., **-stle** as in **castle** and **whistle**)
- 5) **R-Controlled Syllable exception** – A vowel followed by a **double r** often changes its sound (e.g., **Larry**, **ferry**)
- 6) **Vowel Digraph/Diphthong Syllable exception** – Two vowels together are not always a vowel digraph or diphthong (e.g., sometimes they are divided for syllabication as in **vi ol in**, **mo sa ic**, **cre ate**)

## Syllable types

- 1) **Closed Syllable** – ends with a consonant and only has one vowel that makes a ‘short’ sound (e.g., **cup**, **sat**, **trip**, **met**)
- 2) **Vowel-Consonant-E Syllable** – has a vowel-consonant-**e** combination where the **e** is silent and the first vowel makes a long sound (e.g., **tape**, **cone**, **side**, **cube**)
- 3) **Open Syllable** – ends with a single vowel (or the vowel may be the only letter in the syllable) and the vowel makes a long sound (e.g., **l**, **be**, **shy**)
- 4) **Consonant-L-E Syllable** – contains a consonant-**le** at the end of the word, where the

**e** is silent and only the consonant and the **l** are pronounced (e.g., **ladle, little, trouble**)

5) **R-Controlled Syllable** – contains a vowel combined with an **r** (**ar, er, ir, or, ur**) where the vowel's sound is neither long nor short (e.g., **start, firm, torn, turn**)

6) **Vowel Diagraph/Diphthong “D” Syllable** – contains a diphthong or vowel diagraph (e.g., **seat, feel, eight, new, town**)

## T

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### **Tapping (sound tapping/tapping out words)**

The act of touching thumb to forefinger when saying the first sound of a word, touching thumb to the middle finger when saying the second sound, etc. When all of the sounds have been assigned to fingers, the thumb is swiped back over the fingers in one motion to say the entire word as a single unit. This is a tactile practice that helps students with sequencing letter sounds, and matching sounds to letters and/or groups of letters. As students progress through the **Wilson Reading Program**, single sounds are replaced by syllables to read multisyllabic words

### **Tracking**

A reading process where beginner readers use a finger to signal their eyes to move left to right and keep their place while reading word by word; this kinesthetic behaviour will eventually become automatic as readers progress until they are able to track text using their eyes only

### **Trigraph**

A three-letter combination that makes only one sound (e.g., **dge, tch**)

## V

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### **Vowel digraph**

A combination of two vowels that together make one sound (e.g., **au, ie, oa**)

### **Vowel team**

A spelling pattern that uses two or more letters to represent a single vowel sound

## W

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### **Welded sounds**

Groups of letters that act as a singular sound since they cannot be easily divided into their individual sounds (e.g., **am, an, ing, ang, all, ink, and onk**)

### ***Wilson Reading System/ Wilson Program***

A comprehensive, direct instruction program that teaches the structure of language and words using a step-by-step, multisensory approach. The program addresses decoding, encoding, oral reading fluency, and comprehension

### **Word cards**

**Wilson** flashcards printed with single words that exemplify the learned skills in each substep; word cards for a given step may also include rules learned in previous substeps

### **Word families**

Words that have the same vowel and ending letters and rhyme with each other (e.g., the “at” family: **cat, bat, fat, sat**, etc.)

### ***Words Their Way***

A progressive, hands-on program that teaches spelling with a focus on sounds, patterns, and meaning; it requires students to study words by examining, manipulating, comparing, and categorising them

## **Y**

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### **Y as a vowel rule**

At the end of a one-syllable word, **y** makes the long /i/ sound as in **sky** or **try**; at the end of a two or more syllable word, **y** usually makes the long /e/ sound as in **story** or **ebony**

### **Y to I rule**

If a word ends in a consonant plus **y**, the **y** is changed to an **i** when the word is made plural

### ***Yak Pack Comics & Phonics***

A series of comic books that targets learning different sound patterns using decodable words and simple sight words in sentences

### ***Yak Pack Sight Word Comics***

A series of comic books that practises 100 sight words, by frequency, in sentences

## **Writing and Grammar Glossary**

### **5 Star Sentences checklist**

A post-writing checklist used to proofread written work; the following items are checked within each sentence:

- 1) Sentences and proper nouns start with a capital

- 2) Lowercase letters for the rest
- 3) Ends with a period
- 4) Spaces between words
- 5) Underlined and tried to fix any words unsure about

## A

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### APE

A part of the body paragraphs of an essay that introduces and proves one sub-argument. The acronym **APE** stands for: **A**rgument, **P**roof, and **E**xplanation. A body paragraph may include one to three APEs

## B

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### Body paragraph/section

A section of an essay that proves one sub-argument. Most essays have three body sections. These are sometimes referred to as body paragraphs; however one body section may include several paragraphs

### BOWIE

In the *Power Paragraphs* program, the writing steps students follow to construct a paragraph from beginning to end. The acronym **BOWIE** stands for: **B**rainstorm, **O**rganise, **W**rite, **I**mprove, **E**dit

## C

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### Centre starting capital

Capital letters that are written by starting near their top-centre

### Complex sentence

A sentence comprised of one **simple sentence**, followed by a **grabbing word** and a **simple sentence** that gives a detail about it

### Compound sentence

A sentence comprised of two **simple sentences** connected by a comma and a **joining word**

## Corner starting capital

Capital letters that are written by starting near their top corner

## COPS

A post-writing checklist used to proofread written work: **C** is for Capitals, **O** is for Overall Presentation, **P** is for Punctuation, **S** is for Spelling

## D

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### **Dance Mat**

An online typing program that teaches touch-typing through progressive lessons divided into four levels

### **Directional sentence**

A sentence that comes immediately after a thesis statement in an essay introduction. It provides a roadmap of the route the essay will take by listing the sub-arguments in the order they will be made

### **Diver letters**

In the *Handwriting Without Tears* program, letters that begin with a diving motion, starting at the top line and moving straight down to, or past, the bottom line. The Diver letters are: **p, r, n, m, h, and b**

## E

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### **Elements of fiction/story elements**

Literary elements that all narrative texts possess; these include: setting, characters, plot, conflict, narrational point of view, and theme

### **Expository writing (*Power Writing Level 2* only)**

A style of writing with the intent to inform, explain, describe, or define a subject

## F

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### **Frog Jump capitals**

In the *Handwriting Without Tears* program, capital letters where the student must start at the top line, draw a straight line down to the bottom, and then 'Frog Jump' their pencil back up to the top line to continue the letter. Frog Jump Capitals include: **F, E, D, P, B, R, N, and M**

## G

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### Grabbing phrase

Also known as a dependent clause, it consists of a **grabbing word** and a **simple sentence** that together form part of a **complex sentence** (e.g., I like to have a hearty breakfast **before I go to work**)

### Grabbing word

A word, otherwise known as a subordinating conjunction, that introduces a grabbing phrase, also known as a dependent clause (e.g., **after, because, when**)

## H

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### *Handwriting Without Tears*

A structured program designed to teach printing or cursive handwriting through multisensory tools and strategies

### Helicopter letters

In the *Handwriting Without Tears* program, letters that involve making a 'Magic C' and then moving from the bottom line to the top line, and back down like a helicopter taking off and landing. Helicopter letters include: **d, a, g, and q**

### Higher order thinking

Skills involving analysis, evaluation, and synthesis (creation of new knowledge), that require different learning and teaching methods than the learning of facts and concepts

### Homograph

Words that are spelled the same way, but have different meanings and pronunciations (e.g., **desert** can serve as a noun (i.e., the **desert**), or as a verb (i.e., to **desert**))

### Homonym

A word that has multiple meanings, and can change its part of speech (e.g., "the **spruce** tree" (noun) vs. "to **spruce** up" (verb))

### Homophone

Words that sound the same but have different meanings and spellings (e.g., **their/there/they're** or **effect/affect**)

# I

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## **Inference**

A conclusion reached on the basis of evidence and deductive reasoning

# J

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## **Joining word (FANBOYS)**

A word, otherwise known as a coordinating conjunction, that connects two words, or **simple sentences** in a **compound sentence**. The seven joining words can be remembered by the acronym **FANBOYS** which stands for: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, and **S**o

# M

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## **Magic C letters**

A term used in the *Handwriting Without Tears* program to describe letters of the alphabet that are formed by beginning with the shape of a 'c'. The Magic **C** letters are: **o**, **g**, **a**, **d**, and **q**

# O

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## **Open-ended question**

An unstructured question, usually beginning in "how", "what", "when", "where", and "why", in which possible answers are not suggested, and the respondent must answer in their own words; these answers require additional information, opinions, evidence, explanations, etc.

# P

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## **P1-P2-P2-P2-P1 structure**

A paragraph structure starting with a Power 1 Sentence, followed by three Power 2s, and ending with a Power 1 Conclusion



## **Parts of speech**

Traditional grammar classifies words into categories based on their function. The 8 parts of speech are: nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, and conjunctions

## ***Persuasive Power***

A writing program designed to solidify knowledge of persuasive paragraph structure and the writing process

## **POW! strategy**

A strategy used to turn a **Power 1 Sentence** into a **Power 1 Conclusion**. The acronym **POW** stands for: **P**ut in strategic synonyms, **O**rderyour sentence differently, **W**rite something new

## **Power**

A designation of the different components required to write a successful paragraph, each power having a different purpose

## **Power 1**

The focus, main idea, or topic of the paragraph

## **Power 1 conclusion**

The final sentence of a paragraph that restates and rephrases the **Power 1 Sentence**

## **Power 1 sentence**

A sentence introducing the topic that begins a paragraph

## **Power 2**

The major supporting ideas for the **Power 1**

## **Power 2 sentence**

A sentence that provides detail about the **Power 1**

## **Power 3**

Details, examples, and explanations for each **Power 2**

## **Power 3 sentence**

A sentence that provides additional information about the **Power 2** it follows, in the form of details, an example, or an explanation

## **Power 1 sentence starters**

Six different ways of beginning a paragraph which include starting with: the **Power 1**, an **-ing** verb, "I," an amount, a time or place, or "if"

### **Power Essays**

A collection of essay-writing programs that guide students through the process of constructing a persuasive paper from start to finish. Programs under The Essay Coach umbrella include: The *Opinion Essay* program, The *Literary Essay* program, The *Research Essay* program, and the *Application Essay* program

### **Power Paragraphs**

A writing program that guides students through the writing process and the mechanics of constructing a detailed paragraph about one idea, including a **Power 1 Sentence**, three or more **Power 2 Sentences**, three or more **Power 3 Sentences**, and a **Power 1 Conclusion** sentence

### **Power Pencils**

A handwriting program based on *Handwriting Without Tears*

### **Power Sentences**

A writing program that guides students through the mechanics of constructing complete and detailed sentences of varying structures

### **Power(ing) up**

The process of improving a sentence by adding descriptive words and parts of speech

### **Prepositional phrase**

The part of a sentence that begins with a preposition and tells where something is happening (e.g., The cat is eating **in the kitchen**)

## **Q**

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### **QWERTY**

A typing program designed to instill proper typing techniques

### **QWERTY Plus**

A typing program designed to instill proper typing techniques as well as effective note-taking strategies

# S

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## Signal words

A word or phrase, otherwise known as a transition word/phrase, that helps the reader follow the direction of the writer's thoughts and varies according to the accompanying **power** or purpose of the writer

## Simple sentence

A sentence that has a **who/what** and only one verb

## Stretch a Sentence

A writing strategy for adding more details to sentences by asking who, what, where, when, why, and how

# T

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## Thesis statement

A sentence or sentences providing the overall argument of an essay; usually found in the introduction of the paper

## TiP ToPS

An acronym that, in story-writing, explains when to start a new paragraph, including when there is a change in **T**ime, **P**lace, **T**opic, **P**erson, and **S**peaker

## Tow Truck letters

A term used in the **Handwriting Without Tears** cursive program to denote lower-case letters that do not end on the line and are connected to other letters from their top. The tow truck letters are: **o**, **w**, **b**, and **v**

## Typing Agent

An online typing software designed to build typing skills through a progressive set of lessons encompassed in ten units

# W

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## What about it (predicate)

The part of a sentence which gives information about the **who/what** (e.g., The cat **is eating**)

**Who/what (subject)**

The part of a sentence which tells who or what the sentence is about (e.g., **The cat** is eating)

**Writing process (BOWIE)**

The writing steps students follow to construct any piece of writing from beginning to end: **B**rainstorm, **O**rganise, **W**rite, **I**mprove, **E**dit

## Math Glossary

### A

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**Addition strategies**

- 1) **Counting up/Counting on**  
Start with the bigger number and count up the amount of the smaller number
- 2) **Ten Partners/Ten Pairs**  
Numbers that add to 10 (e.g., 9+1, 8+2, 7+3, 6+4, 5+5)
- 3) **Doubles**  
The sum of a number added to itself; double facts must be memorised as other strategies build on these facts
- 4) **Doubles + 1**  
Used for questions that contain consecutive numbers (i.e., neighbours on the number line); double the lower number, and then add one more to the answer
- 5) **Doubles + 2**  
Used for questions that contain numbers that are 2 apart on the number line; double the lower number then add 2 to the answer
- 6) **The 10 Trick**  
When adding a single digit number to 10, the number added replaces the zero in the number 10
- 7) **The 9 Trick**  
Used for adding single digit numbers to 9; decrease the number added by one, and then put a one in front of it
- 8) **The 8 Trick**  
Used for adding single digit numbers to 8; decrease the number added by two, and then put a one in front of it

**Altitude**

A line that is perpendicular to one side of a triangle and passes through the opposite vertex

### **Anchor chart**

A student-created visual aid that facilitates long-term memory recall for formulas, strategies, rules, etc.

### **Associative property**

Numbers can be grouped, by brackets, in any combination when adding or multiplying. Algebraically,  $(a+b) + c = a + (b+c)$  (addition);  $(ab)c = a(bc)$  (multiplication)

## **B**

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### **Base Ten Blocks**

Mathematical 'manipulatives' that represent single units and groups of ten, one hundred, and one thousand; used to teach and express concepts such as place value, addition, subtraction, number sense, and counting

### **BEDMAS (PEMDAS)**

An acronym listing the order in which arithmetic operations should be performed: **B**rackets, **E**xponents, **D**ivision and **M**ultiplication, **A**ddition and **S**ubtraction

## **C**

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### **Cardinality**

The last number said when counting describes how many objects there are, or the size of the group

### **Circle Method – long division**

A strategy to help students remember the process for solving long division questions. Following the four steps of division: **divide**, **multiply**, **subtract**, and **bring down**, the student visualises or draws a large circle around the question and writes one of the letters at the top (D), left (M), bottom (S), and right (B) of the circle. These letters, as well as the circle itself, serve as visual cues for which step comes next in the cycle when completing long division questions

### **Clue word**

In a math word problem, a word that may indicate to the student what operation(s) to use in order to solve the problem (e.g., **total**, **less**, **double**, **each**)

### **Coefficient**

A number that multiplies a variable (e.g., **3** in  $3x$ )

**Commutative property**

The order of numbers that are added or multiplied together can be changed and the sum will not change. Algebraically,  $a+b = b+a$  (addition);  $ab = ba$  (multiplication)

**Completing the square**

A procedure that converts a quadratic expression into its vertex form

**Compose**

The process of combining two numbers to make a larger number

**Conservation principle**

The way that a collection of objects is arranged does not change the number of objects

**Coordinate pair**

A pair of numbers  $(x, y)$  that specifies a location compared to the  $x$ -axis and  $y$ -axis

**CUBES**

A strategy used to break down and solve word problems in math. The acronym **CUBES** stands for: **C**ircle the key numbers, **U**nderline the question, **B**ox any **clue words**, **E**valuate the steps I need to take, and **S**olve and **C**heck

**D**

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**Decompose**

The process of breaking apart a number into two or more parts

**Derivative**

A tool that describes the rate of change of a function

**Distributive property**

Any number being multiplied can be decomposed into two or more numbers and the result remains the same. For example,  $8 \times 25$  is the same as  $8 \times 10 + 8 \times 10 + 8 \times 5$  because 25 can be decomposed into  $10+10+5$ . More generally, any number outside the brackets of an addition or subtraction expression can be multiplied by each term inside the brackets. For example,  $3(4+x)$  is equal to  $3(4) + 3(x)$ . The 3 is said to be "distributed to" the 4 and the  $x$ . Algebraically,  $a(b+c) = ab + ac$

**Domain**

The collection of  $x$ -values that a relation includes

**Double the double**

A method for multiplying by multiples of 2 by repeatedly doubling known doubles facts

**Doubles plus 1**

A method for adding two adjacent numbers by doubling the smaller number and then adding 1 (e.g.,  $4+5 = (4 \times 2) + 1$ )

**E**

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**Equal-group problem**

A situation where objects are either multiplied using equal groups or split into equal groups

**Expanding**

Multiplying expressions in brackets together; the reverse of factoring

**F**

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**Factoring**

Putting an expression into brackets; the reverse of expanding

**FOIL**

A device for remembering the order in which to multiply two binomials: **F**irst, **O**utside, **I**nside, **L**ast

**Fraction strips**

A manipulative comprised of rectangular pieces of varying sizes that represent different parts of a whole, and show visually the relationship between fractions

**G**

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**GRASP strategy**

A method for solving word problems in five steps: determine what is **G**iven, determine what is **R**equired, **A**nalyse, **S**olve, then **P**araphrase the answer to respond to the question directly

**Greatest Common Denominator/Factor (GCD/GCF)**

The largest number which divides into two or more numbers (e.g., the GCD of 12 and 18 is 6)

## I

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### **Identity property**

Zero can be added to any number and that number will not change. Also, one can be multiplied by any number and that number will not change. In other words, the number maintains its identity. Algebraically,  $a + 0 = a$  and  $a \times 1 = a$

### **Inverse operation**

The operation which undoes the effects of another (e.g., dividing by some number undoes the effects of multiplying by that number)

## J

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### **Judy Clock**

An analog clock, with hands that can be manipulated, used to learn to read the time

### ***JUMP Math***

A research-based, curriculum aligned, numeracy program for Grades 1-8 that helps students develop mathematical skills through scaffolded, multi-sensory lessons

## L

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### **Least/Lowest Common Multiple (LCM)**

The smallest number which is a multiple of two or more numbers (e.g., the LCM of 4 and 5 is 20)

### **Like terms**

Two or more terms that include the same variables and exponents

## M

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### **Manipulatives**

Physical items that support hands-on learning; used to reinforce knowledge and understanding

### ***Math Overview Curriculum***

A suite of programs designed for students (Grades 7-11) to review key concepts in the



Ontario mathematics curriculum

**Mathemagics**

A program which is designed to develop numeracy skills based on the 'number sense' strand of Ontario's Grade 2 mathematics curriculum

**Mean**

A tool for measuring the average of a data set by adding all the values together and dividing by the amount of data

**Median**

A tool for measuring the average of a data set by looking for the middlemost value

**Mod Math**

An iPad app, designed for students with dyslexia and dysgraphia, that allows them to do math by providing virtual graph paper, a numbers and operations keyboard, and the option of saving and sharing completed work

**Mode**

A tool for measuring the average of a data set by looking for the most frequently occurring value

**Multiplication strategies**

- 1) **Double the Double**  
Used for the 4 times table; multiply the number by 2 first, then double the answer
- 2) **The 5 Pattern**  
An even number multiplied by five will always end in 0; an odd number multiplied by five will always end in a 5
- 3) **Double the Triple**  
Used for the 6 times table; multiply the number by 3 first, then double the answer
- 4) **The Finger Trick**  
Used for the 9 times table up to  $9 \times 10$ ; starting with the pinky finger of the left hand as the number one, put down the finger number that is being multiplied by 9 – the number of fingers to the left of this finger represent the ten's digit of the answer, and the fingers to the right represent the ones digit
- 5) **The Ten Trick**  
When multiplying a whole number by 10, add a zero to the end of the number

# N

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**Numeration**

The process of naming, writing, and calculating numbers

## O

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### **One-to-one correspondence**

Each number is called once when counting, and the numbers always appear in the same, standard order

### **Operation**

Any mathematical procedure, such as addition, subtraction, multiplication or division, in which one or more numbers or quantities are operated upon according to specific rules

### **Order irrelevance**

The order in which you count objects does not change the quantity

## P

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### **Partitive division**

The use of division to find the amount in each group (e.g., John has 30 cookies to share among 5 friends - how many cookies does each friend get?)

### **Perpendicular bisector**

A line that is perpendicular to one side of a triangle and passes through its midpoint

### **Place value**

The value of a digit which depends on its position in a number (e.g., in the number 23, the 2 is in the **tens** position; this means that its value is 20)

### **Plugging in**

The process of replacing a variable with a number

### **Polynomial**

An expression containing whole number exponents of any size

### **Power Solvers (Junior and Senior)**

A pair of strategy-based programs designed to boost students' confidence with mathematical word problems

## Q

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### **Quadratic**

An expression containing a highest exponent of '2' (e.g.,  $x^2$ )

### **Quotative division**

The use of division to find the number of groups (e.g., John has 30 cookies. If he shares 6 cookies with each friend, how many friends is he sharing with?)

## R

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### **Range**

The collection of y-values that a relation includes

### **Rate**

A ratio between two quantities expressed in different units (e.g., dollars per apple or kilometers per hour)

### **Ratio**

A comparison of two (or more) quantities. Ratios can be part-to-part or part-to-whole. For example, if there are 3 red objects and 2 blue objects in a bag, the part-to-part ratio of red objects to blue objects is 3 to 2. The part-to-whole ratio of red objects to total objects is 3 to 5. Ratios can be written as 3 to 5, 3:5, or  $\frac{3}{5}$

### **Rational number**

Any number that can be represented as a fraction; this includes all whole numbers, integers, fractions, decimals, and repeating decimals. It does not include irrational numbers, like  $\pi$ .

## S

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### **Scale up/ scale down**

The act of multiplying all parts of a ratio or set of numbers by the same number (e.g., 1:3 can be scaled up by 10 to 10:30)

### **SOHCAHTOA**

A mnemonic device used to recall the meanings of basic trigonometric ratios

**Stable order**

Each number has one name which is called in a certain order that does not change

**Subitize**

Recognize the amount of objects without counting

**Substituting**

The process of replacing one expression with another

**Substitution**

The process of replacing one expression with another

**Subtraction strategies**1) **Counting Back**

Used to subtract 1, 2, or 3 from a number. Start with the larger number and count backwards

2) **Counting Up**

Start with the smaller number and count up to the larger one

3) **Doubles Subtraction**

Students can use their knowledge of addition doubles (e.g.,  $9+9 = 18$ ) and use the inverse to answer subtraction questions (e.g.,  $18-9 = 9$ )

4) **10 Partners Subtraction**

Students can use their knowledge of Ten Partners to complete subtraction questions (e.g.,  $2+8 = 10$  so  $10-8 = 2$ )

**T**

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**Term**

A combination of numbers and variables separated from others by a plus or minus sign

**Transformations**

Shifts, stretches, or flips applied to a function by changing its parameters

**Transforming**

The process of shifting, stretching, or flipping a function by changing its parameters

**Trigonometry** (abbrev. **trig**)

The branch of math that studies the sides and angles of triangles

# U

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## **Unit fraction**

A fraction with 1 in the numerator. In this context, unit fractions represent the portion when one whole is shared equally between a certain number of sharers (e.g., if one whole pizza is shared equally between 6 children, each child gets one-sixth ( $\frac{1}{6}$ ) of the pizza)

## **Unitize**

Recognizing a group of objects as a single entity (e.g., 10 objects is one group of 10)

# V

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## **Variable**

A letter that can be assigned various numerical values (e.g.,  $x = 3$  or  $x = 5$ )

## **Vector**

A mathematical object that includes both a magnitude and direction, most easily understood as an “arrow”

# X

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## **x-intercept**

The point(s) at which a function crosses the  $x$ -axis

# Y

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## **y-intercept**

The point at which a function crosses the  $y$ -axis

# Assistive Technology and Executive Functions

## Glossary

### 5 Ws + H

What, when, who, where, why, and how. In the context of executive functioning, “What am I supposed to do? When will I do this task? Who will help me? Where will I work on it? Why am I doing this task? How long will the task take me?”

## B

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### Backward(s) planning

Sometimes called “reverse planning.” When you plan in reverse, you start with your end goal and then work your way backwards from there to develop a plan of action

### Bloom’s taxonomy

A model that hierarchically categorizes the stages of content comprehension, with “remembering” at the bottom and “creating” at the top

## C

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### Charting method

A method of note-taking that uses a table or spreadsheet to organize ideas into different categories or topics. Students set up their table before taking notes and label their columns with appropriate headings such as main ideas, questions, important dates, etc.

### Chunking

Breaking tasks and assignments into smaller ‘chunks’ to make them more manageable

### Cornell system

A method of note-taking that emphasizes the use of keywords and brief phrases to summarize main points

## D

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### Dictation

A feature, in word processors, that records spoken words in writing

### ***Dragon Naturally Speaking***

A speech recognition software that captures what a student says and transcribes it into text that can also be read back to the student for editing purposes

## **F**

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### **Fixed mindset**

A mindset centred on the belief that intelligence and ability are fixed and unable to change over time

## **G**

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### **Graphic organiser (thinking organiser)**

A diagram used to visually organise thoughts and represent ideas prior to writing a draft

### **Growth mindset**

A mindset centered on the understanding that intelligence and ability are developmental and can change substantially over time

## **I**

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### ***Inspiration Maps***

An app for making study diagrams, brainstorm maps, graphic organisers, and outlines

## **L**

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### **Learning Pyramid model**

Developed by the National Training Laboratory, it suggests that some methods of study are more effective than others, and varying study methods will lead to deeper learning and longer-term retention

### **Learning Zones model & strategy**

An approach focused on considering the different levels of challenge that a student may face when learning something new. The student is said to be in either the “comfort zone”, “stretch zone”, or “panic zone”

## M

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### **Mapping method**

A method of note-taking that provides a graphic representation of ideas. Students write the main topic in the center of their page and add related ideas around it, using lines or arrows to show relationships

## O

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### **Outlining method**

A method of note-taking which uses bullet points to distinguish between main ideas and supporting details. Students keep their ideas organized by keeping major points to the left of the page and indenting to the right as information gets more specific

## P

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### **Pomodoro method & technique**

The splitting of a half-hour into 25 minutes of studying and 5 minutes of break time. Repeatedly splitting half-hour increments enables the student to focus more effectively and study for longer

### ***Power Planners (Junior and Senior)***

A program designed for students to strengthen their executive functioning skills. Students get to know themselves and their organisational styles, and explore a variety of tools and strategies surrounding executive functioning

## R

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### **Read-back feature**

A feature, in word processors, that reads text aloud; also known as **text-to-speech**



## S

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### **Sentence method**

A method of note-taking whereby each idea is written on a new line using a numbered list

### **SMART goals**

A strategy to help students set realistic goals and create a detailed plan to achieve them. The acronym **SMART** stands for: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-bound

## T

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### ***Texthelp Read&Write***

A customizable literacy support software containing reading, writing, research, and study skill tools that help all students access the curriculum. Applications of *Texthelp Read&Write* are also available for tablets, Google Chrome, Microsoft Edge, Windows, and Macs

## U

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### ***University Readiness***

A program designed to prepare students for the transition to post-secondary education. Participants practice self-reflection and evaluation to arrive at an overall organisation system that works for them

## Z

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### **Zones of Regulation model and strategy**

An approach that develops a student's awareness of their feelings and energy levels using four categories: "blue" (sad, sick, tired, bored), "green" (happy, focused, calm, proud), "yellow" (worried, frustrated, silly, excited), and "red" (overjoyed, panicked, angry, terrified). The approach focuses on the degree of the feeling, not the type

# Test Preparation Glossary

## S

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### **SAT Preparation**

Extended strategy and skill development in each section of the SAT test, taught in either a 1-to-1 or group class setting

### **SSAT Preparation**

Extended strategy and skill development in each section of the SSAT test, taught in either a 1-to-1 or group class setting