

READING AND SPELLING GLOSSARY

A

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

base word	A unit of meaning that can stand alone as a whole word (e.g., friend , pig); also known as a free morpheme
blending	The process of smoothly combining all the sounds or parts of a word to read it as a whole
Bossy E Rule	<p>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)</p> <p><u>Tricky Bossy E rules</u></p> <ul style="list-style-type: none">• 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 ends 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

CK Rule	A spelling pattern where -ck is used to make the /k/ sound after a short vowel; mostly used at the end of words; can sometimes be found in the middle of a word, but is never used at the beginning of a word
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CVC Words	Single syllable words following the pattern of: consonant, vowel, consonant (e.g. cat, sit, ten)
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 even assignments, into smaller 'chunks' to make them more manageable
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; it can be combined with a vowel to form a syllable (e.g. b, c, d)
consonant blend	A combination of consecutive consonants whose sounds blend together, but each individual sound can still be heard <u>Types of blends:</u> <ol style="list-style-type: none"> 1) s-blends – sp, sk, sm, etc. 2) l-blends – pl, bl, gl, etc. 3) r-blends – dr, pr, br, etc. 4) digraph blends – formed when a digraph is blended with another consonant, e.g. shr, thr, nch 5) three-letter blends – blends with three letters, e.g. scr, spr, str, spl 6) final blends – two consonants that blend at the end of words, e.g. mp, nt, st, ft, nd, lk, ld, lf
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)

D

decoding	The ability to recognize and interpret letter/sound relationships and spelling patterns within words in order to read them accurately
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 the rules that students have already learned

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**)

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**).

Dolch words

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

E

Elkonin boxes

Sometimes referred to as sound boxes or sound frames, Elkonin boxes can be drawn around sounds or syllables within a word in order to visually segment them. Alternatively, students may separate letter tiles or cards for the same purpose

encoding

The ability to use learned letter/sound relationships and word structures to spell words correctly

F

Fizzle Rule (FFSSZZLL)

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**)

L

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 for the student to make progress, but not so difficult that they cause the student frustration

M

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

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

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

phoneme

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

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 phoneme to create a new word (e.g. replacing the /b/ in the word bat with /c/ to make a new word, 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. by adding prefixes to the root word moral new meanings can be formed moral → amoral, immoral)

R

RAP 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
reading comprehension strategies	Strategies used, when reading, to actively think about and understand a text on different levels <ol style="list-style-type: none"> 1) Visualizing 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) Summarizing

Linearly relating 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

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**)

segmenting

The process of breaking down a word into the individual sounds/syllables that it is made up of

sight word

High frequency, commonly used words that do not follow spelling rules/decoding strategies and must be memorized as a whole and recognized by sight for automatic decoding 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** is 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 digraphs, diphthongs, and additional sounds (tion, sion, que, ti, ci, tu, ture) printed on one side, and keywords, pronunciation, and sub-step codes printed on the reverse
stretching words	The process of extending the sounds in a word by slowly stretching them out
subvocalizing	Verbalizing words in your head while reading
suffix	A spelling pattern added to the end of a word that changes its meaning (e.g. pick → pick ed , pick ing , pick s)
syllable	A unit of pronunciation with only one vowel sound, which may or may not contain surrounding consonants, and that forms the whole or a 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	<ol style="list-style-type: none"> 1) Closed Syllable exceptions – Closed syllable welded sounds where the vowel makes a long sound instead of a short sound (e.g. ild (wild), ind (kind), old (told), olt (bolt), ost (host)) 2) Vowel-Consonant-E exception (VCE exception) – “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 – a makes an /ū/ sound instead of /ā/ in an unstressed open syllable; e.g. when the a is placed at either the beginning or ending of a word like in Alaska; i says the short /ü/ or /ī/ sounds instead of the long /ī/ sound in an unstressed open syllable (e.g. when the i is placed in the middle of the word as 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 <u>violin</u>, <u>mosaic</u>, <u>create</u>)

syllable scooping

A strategy to break multi-syllabic 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. mistake)

syllable types

Closed Syllable – ends with a consonant and only has one vowel that makes a ‘short’ sound; e.g. cup, sat, trip, met

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

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. I, be, shy

Consonant-le 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

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

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

T

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

vowel digraph

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

W

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.

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**)

word cards

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

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 categorizing them

Y

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

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**

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

APE

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

B

body paragraph/body 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**rganize, **W**rite, **I**mprove, **E**dit

C

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**

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

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, b**

E

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

Frog Jump capitals

In the **Handwriting Without Tears program**, denotes 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

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**)

graphic/thinking organizer A diagram used to visually organize thoughts and represent ideas prior to writing a draft

H

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

inference A conclusion reached on the basis of evidence and deductive reasoning

J

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

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

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 his or her own words; these answers require additional information, opinions, evidence, explanations, etc.

P

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

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 sentence

A sentence introducing the topic that begins a paragraph

power 1 conclusion

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

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 including 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 Sentences

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

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**rders your sentence differently, **W**rite something new

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**.)

S

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

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

what about it

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

who/what

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

writing process

The writing steps students follow to construct any piece of writing from beginning to end. The steps are: brainstorm, organize, write, revise, edit

MATH GLOSSARY

A

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 memorized 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

B

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

C

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 visualizes 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**)

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

F

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

J

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

M

manipulatives

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

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 key board, and the option of saving and sharing completed work

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 9×10 ; 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

numeration

The process of naming, writing, and calculating numbers

O

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

P

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**)

S

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 $10-8=2$)

ASSISTIVE TECHNOLOGY & EXECUTIVE FUNCTIONS GLOSSARY

D

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

I

Inspiration Maps

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

R

read-back feature

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

S

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

Text Help Read & Write

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