



Words about Reading

That You Might Hear at an IEP Meeting:

Automaticity	fast, effortless word recognition
Blending	combining individual sounds into a word, or combining syllables to make words (for example: /b/i/g/ is big)
Decode	to be able to make out a word by correctly recognizing the different letter sounds in the word
Fluency	ability to read a text accurately and quickly, often with expression
Multi-syllable	(also called poly-syllabic) a word that contains more than one part or syllable (for example, computer, raining, supported)
Oral Language Difficulties	poor vocabulary, listening comprehension, or grammatical abilities for one's age
Phonics	ability to use knowledge of individual letter sounds to "sound out words when reading
Phonemic Awareness	ability to hear and manipulate sounds in spoken words (for example, orally producing rhyming words, isolating letter sounds in spoken words and blending sounds)
Reading Comprehension	ability to independently read and understand the meaning of sentences, paragraphs or entire texts
Sight Word	high-frequency words which make up about 50 percent of the words we read and often cause children problems, such as I, a, and, am, at, on, and me
Syllable	having one word part (for example: tea)
Visual Perceptual Abilities	the ability to recognize and visually distinguish between the letters in words

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