Glossary for English Language Arts Instruction

Key Terms used in the *ELA Proficiency Guide for Teachers of Adult Education*

SABES ELA Curriculum & Instruction PD Team, March 2026

Academic Words Also called *Tier 2 words*, these are sophisticated words that are used across a range of written texts to define common concepts. They are often more precise and complex synonyms for everyday words. Because academic words identify common concepts, these words can be used across a variety of academic disciplines (math, science, social studies, and literature). Examples of academic words are: *unique, alternate, convenient, influence, minimum.* In the sentence *Plants require abundant light for the process of photosynthesis, photosynthesis* is a science term that is usually explained in the text or by the teacher. *Abundant* is an academic word and is usually not explained by the text or the teacher. However, if the meaning of *abundant* is not known, the sentence cannot be understood. These words are important building blocks of comprehension, so learners' lack of familiarity with them can seriously weaken their comprehension. Free lists of common academic words can be downloaded from https://www.eapfoundation.com/vocab/academic/awllists. (See Tier 2 words.)

Adapted Texts Texts that have been modified from their original form for students reading at lower proficiency levels. The format, vocabulary, grammatical forms, and/or sentence structure of authentic texts are often the focus when adapting texts.

Affix A word part that is either attached to the beginning (prefix) or to the end (suffix) of a *base* or *root word.* The word *unhelpful* has two affixes, a prefix (*un-*) and a suffix (*-ful*). Affixes also include plural *–s/-es,* verb endings that indicate person (*she says*) and tense (*he washed*), and word endings that denote the part of speech, such as *creation* (noun) or *quickly* (adverb). (See Base word; Root; Prefix; Suffix.)

Alphabetics The set of knowledge and skills that enable readers to turn letter combinations into spoken words. Alphabetics includes phonological and phonemic awareness, phonics, decoding or word analysis, and rapid word recognition.

Andragogy The art and science of teaching adults, first popularized by Malcolm Knowles.

Argument/Persuasive Texts Texts written to influence or change a reader's thoughts, beliefs, or actions through a moral or logical argument (rather than force). Text types commonly (but not exclusively) associated with argument/persuasive texts are newspaper editorials, essays, commentaries, political campaign literature and speeches, requests for charitable donations, advertisements, retail catalogs, etc.

Authentic Texts   Written texts that are typically found outside a classroom setting and have not been modified or simplified for instructional use (e.g., newspaper articles, pamphlets, flyers, novels). (Contrast with Adapted texts.)

Automaticity   Performance of a skill with little or no conscious attention to its execution. In reading, "automaticity" refers most often to rapid, almost automatic, word identification, which allows the reader to devote the majority of mental energy and conscious attention to comprehension.

Background Knowledge   Knowledge about the world and topics related to social studies, science, mathematics, and literature that the reader already possesses when he or she approaches a reading task.

Backward Design   A process used to design units/curricula that begins with the end in mind. Teachers start with standards and consider the evidence of learning prompted by the standard. Then they develop and sequence lessons that will lead to the desired performance. For more information, visit https://educationaltechnology.net/wp-content/uploads/2016/01/backward-design.pdf .

Base Word   A whole word to which prefixes and/or suffixes have been added. Unlike a root, a base word can stand alone as a word (e.g., _**in**support**able**_; _**inform**ation_). (Contrast with Root; Prefix; Suffix.)

Blend   (1) (n.) Common spelling patterns of two or three consecutive consonants in which each consonant is voiced (e.g., _bl, str, sn_). (See Consonant blend.) (2) (v.) to join one or more sounds to form syllables or words (e.g., the sounds /c/+/a/+/t/ can be blended to form /cat/).

Central Idea   The governing idea or argument in lengthy text.

Chunking   (1) Assigning meaning to phrases and short clauses (chunks of language) so that they can be held in working memory and associated with previous and subsequent chunks of language to construct the meaning of a long sentence, paragraph, or text. In speech or oral reading, chunking means pronouncing groups of words together as phrases (e.g., _to the store;_ _nightly_ _newscast)_. (2) Breaking and sequencing complex tasks/skills into more manageable sub-parts.

Cognates   Words in two languages that have the same meanings and are spelled identically or similarly. Examples of Spanish/English cognates are: _area/area; indicación/indication; realidad/reality; creativo(a)/creative._ (See False cognates.)

Components of Reading The sets of sub-skills related to reading, including alphabetics, reading fluency, vocabulary, and comprehension.

Comprehension Strategies The conscious activities readers undertake to construct meaning from texts, to remember details and ideas, and to make use of text for their own purposes. (See Strategy.)

Connected Text Written material composed of meaningfully linked sentences, as opposed to the kind of text comprising, for instance, a grocery list, chart, or bus schedule.

Consonant Blend A regularly occurring string of two or three consonants in which all the letter sounds are pronounced in rapid succession (e.g., **_blue_**, **_strong_**). A consonant blend can occur at the beginning or end of a syllable or word.

College and Career Readiness Standards for Adult Education The document that Massachusetts has adopted as content standards for English language arts and mathematics. For more information, see https://www.sabes.org/CCRStandards.

Content Standard (in the CCRSAE) Statement that articulates what learners should know and be able to do within a specific skill area.

Contextualized Instruction/Application Teaching approaches that embed ELA skill instruction or application of new learning within texts that address meaningful topics or tasks (i.e., related to careers, health, academic knowledge-building in social studies, science, math).

Critique To make judgments about a text in terms of its accuracy, completeness, clarity, and/or style.

Culminating Project/Culminating Unit Project A complex task that requires learners to synthesize and demonstrate knowledge and/or skills learned during a unit. The project requires a written product, an oral presentation, or both (e.g., a PowerPoint or poster presentation).

Cultural Competence The ability to interact effectively with people of different cultures. Cultural competence requires (1) self-understanding and awareness of one's own cultural values and biases; (2) specific knowledge about the history, perspectives, and values of the various cultural groups one is working with; and (3) adapting one's behaviors and skills to conduct appropriate and successful interactions with culturally different people (Chiu & Hong, 2005, as cited in Wlodkowski, 2008).

Decoding Applying knowledge of letter-sound correspondences, syllable patterns/types, syllabication rules, and/or knowledge of roots, prefixes, and suffixes in order to determine the pronunciation of an unfamiliar word. (See Word analysis.)

Diagnostic Assessment of Reading Tests in the components of reading (e.g., alphabetics, fluency, oral vocabulary, and comprehension) that are used to determine a learner's pattern of strengths and needs to guide instruction.

Differentiated Instruction Intentionally addressing learner differences by adapting curriculum and instruction to meet individual needs. For more information, visit https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/diffinstruct.

Digital Literacy The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Digraph Two letters that represent one speech sound or phoneme. There are consonant diagraphs (e.g., **ch**op; **th**in) and vowel digraphs (e.g., f**oo**d; b**oa**t).

Diphthong Two vowels pronounced as a "glide" from one sound to another (e.g. n**oi**se; s**ou**nd).

Educational Functioning Levels Outcome-based descriptors for each CCRSAE level developed by the federal Office of Career and Technical Adult Education (OCTAE) and included in the National Reporting System for Adult Education. For more information, visit National Reporting System.

Educator Growth and Evaluation (EGE) Model A model for continuous learning developed to support teachers and directors in reflecting upon and taking an active role in improving **instructional** practices. Three key questions ground the model: (1) Are students learning? (2) What is the teacher doing that contributes to and supports the learning? (3) What else might the teacher do to enhance student learning? The EGE Model incorporates the *MA Professional Standards for Teachers of Adult Education* and includes a 6-step continuous learning cycle. (See Educator Growth and Evaluation (EGE) Cycle.)

Essential Components of Reading Four crucial and foundational skills related to successful reading: alphabetics, fluency, vocabulary, and reading comprehension.

Evidence-based Reading Instruction (EBRI) Instructional practices in the essential components of reading that are based on rigorous research (where it exists) and on the consensus of experts (when research is lacking). Successful implementation of EBRI requires:

1. Use of diagnostic reading assessments to determine the appropriate reading levels and prioritize individual learners' areas of strengths and needs in the four components,
2. Providing direct and explicit instruction (with gradual release of responsibility), using the most relevant EBRI techniques suited to the specific levels of instruction for beginner, intermediate, and advanced students;
3. Teaching designed around engaging topics and materials that are relevant to learners' needs; and
4. Providing formative assessment that is continuously monitored by the teacher and learners to gauge its effectiveness.

Explicit Instruction An instructional approach in which "the teacher presents content clearly and directly, providing step-by-step directions and modeling, followed by guided practice with feedback, independent practice, and frequent reviews. Similar structured approaches may be called direct instruction, active teaching, or expository teaching" (McShane, 2005, p. 155).

False Cognates Words that are similar or the same in form as words in another language but have a different meaning (e.g., The English word *embarrassed* and the Spanish word *embarazada* are similar in form but the meaning of *embarazada* (pregnant) is not similar to the meaning of *embarrassed*.) (Contrast with Cognates.)

Flexible Grouping A strategy for differentiating instruction in which the teacher forms and reforms groups for different activities based on students' specific needs.

Fluency In reading, the ability to read connected text accurately, at an adequate rate, and with appropriate expression or prosody. Poor fluency usually hinders comprehension.

Formative Assessment refers to a wide range of strategies, usually informal, that teachers can use to evaluate student learning as it occurs, so as to inform further instructional moves.

Grade-Level Equivalent (or Grade Equivalent) A test score that is converted from a raw score, such as 'total number correct,' to a numerical level that corresponds with a K-12 school grade level. GE/GLE scores are estimates determined by test publishers using different procedures, so they should only be viewed as estimates. GE or GLE is also used to report the readability levels of written texts when certain formulas are followed.

Gradual Release of Responsibility An instructional approach in which a teacher assumes all responsibility for performing a task at the beginning of a lesson or unit but gradually hands

over full responsibility to the students by the end. For instance, a teacher might first model a skill, explaining why it is important, any relevant steps, and how to troubleshoot; then lead individual students or small groups in guided practice, with prompts and feedback; and then have individual students apply the skill independently to a new text.

Graphic Organizers Visual devices used to organize information so it can be more easily represented, recalled, or understood (e.g., word webs, Venn diagrams, T-charts).

Guided Practice A step in the gradual release of responsibility instructional model in which students practice a skill, with careful scaffolding by the teacher. The teacher may provide prompts and feedback during the process, as well as small group support to help students become more comfortable and fluent with a skill before expecting independent practice or application.

Homographs Words that are spelled the same but are pronounced differently (e.g., _lead_ as a heavy metal vs. _lead_ meaning "to conduct").

Homonyms Words that are often spelled the same and sound the same when spoken, but have different meanings (e.g., _bat_, referring to a baseball bat or a _bat_ which flies at night.

Homophones Words that are pronounced the same but are spelled differently and have different meanings (e.g., _bare_/_bear_; _principal_/_principle_).

Idiom A phrase or expression that is common to the language and means something different from what the words actually say (e.g., _over his head_ means "doesn't understand").

Indicator An element of the _MA Professional Standards for Teachers of Adult Education_ that elaborates on specific aspects of a professional standard and serves as a checkpoint to measure progress toward meeting that standard.

Infer To draw conclusions that are implied by the author but are not explicit in what is written; sometimes referred to as _reading between the lines._

Informational Texts One of the two major types of text. (Contrast with Literary texts). Major sub-categories of informational texts include expository texts (e.g., informational books; information-based magazine, newspaper, or Internet articles; brochures and pamphlets; manuals, biographies and autobiographies (when used primarily to learn details of a person's life) and argument/persuasive texts (e.g., editorials; letters to the editor; political cartoons; essays; speeches; ads; book/movie/product reviews).

Instructional Shifts   Refers to changes or "advances" in instruction prompted by the CCRSAE. There are 3 shifts discussed in relation to ELA instruction: (1) Regular practice with complex text and its academic language ("Complexity"); (2) Reading, writing, and speaking grounded in evidence from literary and informational text ("Evidence"); and (3) Building knowledge through content-rich nonfiction ("Knowledge").

L1   A learner's first or native language.

Learning Modalities   The sensory channels (e.g., visual, auditory, tactile/kinesthetic) individuals use to give, receive, and store information. Some theories posit that students have preferences and should be taught through their preferred modalities. However, research has not proven that individuals actually learn best, in general, when taught through preferred modalities. A good rule of thumb is to teach using various modalities so that learners create and reinforce neuronal connections related to the target information.

Lesson   A part of a coordinated instructional unit, usually referring to the set of activities accomplished within one class session, or a part of a class session (e.g., when several content areas are taught, separately, over several hours). During one day, a teacher may have a social studies/reading lesson that is part of a larger social studies/reading unit and a math lesson that is part of a larger math unit.

Literary Texts   Text written primarily to be enjoyed or appreciated rather than to explain or to persuade. Text types commonly (but not exclusively) associated with this major type of text are novels, short stories, poetry, song lyrics, plays, screenplays, essays, biographies, and autobiographies. (Contrast with Informational texts, Argument/Persuasive texts.)

Massachusetts Professional Standards for Teachers of Adult Education   A document that outlines what is important for effective adult education teachers of ESOL, mathematics, and/or English language arts to know and be able to do.

Metacognition   Thinking about one's own thinking or learning process. Metacognition refers to higher-order thinking that involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in managing one's lifelong learning, adult students need to have opportunities to plan, monitor, and reflect upon their learning in the classroom.

Modeling   In a teaching context, showing others how to do something by demonstrating it while students observe.

National Reporting System (NRS) An outcome-based reporting system for the state-administered, federally funded adult education program. The NRS requires programs to report student progress through Educational Functioning Levels, which correspond with the A-E columns for the CCRSAE ELA standards.

Narrative Texts Written material that presents a story, including characters, setting, and plot. Common narrative texts include short stories, novels, plays/scripts, and narrative poems.

Objectives (also called *learning objectives*) Statements that articulate what learners should be able to do by the end of a lesson or unit.

Onset The initial consonant sound in a one-syllable word. For instance, in the word _tame, /t/_ is the onset and _/-ame/_ is the rime. The word _aim_ doesn't have an onset, only a rime. (See Rime.)

Persuasive Techniques Ways in which authors try to convince a reader to believe or act in a certain way. Common persuasive techniques include logic, emotional appeals, bandwagon (e.g., "everyone is doing it"), citing celebrities or authorities, etc.

Phoneme The smallest unit of sound in spoken language that leads to a difference in meaning (e.g., the _/p/_ sound in _pit_ and the _/b/_ sound in _bit_ differentiate words with different meanings).

Phonemic Awareness The awareness that speech is made up of a sequence of sounds; the ability to distinguish, identify, and manipulate the separable sounds in words (e.g., "How many sounds do you hear in the word _/cat/_?" or "What is the second sound in _/cat/_?"). (See Phonological awareness.)

Phonics Letter-sound relationships and the related skills used in analyzing words into phonemes or larger units and blending them to form recognizable words (e.g., the _str-_ pattern and the _–ing_ pattern in _string_ and the sounds they represent). _Phonics_ is also the term used to describe reading instruction that explicitly teaches sound-symbol correspondences.

Phonological Awareness A more encompassing term than *phonemic awareness,* referring to all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes. (See Phonemic awareness.)

Prefix A word part that is added to the beginning of a word that changes the meaning of the word (e.g., _un_happy)**.**

Productive Struggle   Refers to an experience of students when they encounter tasks that are slightly above their current ability. Teachers foster productive struggle by choosing appropriately challenging tasks, ones that are not so difficult that they lead to frustration and not so easy that they require no effort. They also let students engage in their own problem solving when confused, before stepping in. Teachers ask questions that help focus efforts, allow time for students to wrestle with content, and help students reflect on the value of persisting through uncomfortable and difficult learning situations.

Professional Standard (in the ELA Proficiency Guide)   Broad statements about the knowledge and behaviors of effective ELA practitioners.

Prosody   Reading with appropriate phrasing and intonation, without hesitations, repetitions, or choppiness.

Readability and Readability Formulas   An estimate of the difficulty of a text, usually expressed in grade-level equivalents (GLEs) or grade equivalents (GEs).   Readability is calculated by applying a readability formula to a sample of a text. Most readability formulas take into account average sentence length and average word length in a text. Some formulas also factor in the relative rarity of the words used in the text.

Reading Comprehension   The process and product of understanding text.

Reliability of Tests   The degree to which test scores are stable and consistent. A test is reliable if a person or group of persons would get nearly the same results if they took any form of the test, were given the test at different times and locations, or were given the test by different administrators and scorers.

Reflective Practice   A commitment to continuous professional learning that manifests in a regular examination of one's actions and their outcomes. Adult educators reflect on their student outcomes, consider teacher actions that led to those outcomes, and target the professional knowledge, skills, and theories of the field that will most enhance those outcomes in the future.

Register   The degree of formality used in speaking or writing, depending on the audience and purpose.

Rime   In a one-syllable word, everything after the initial consonant sound, or onset. In the word _tame, /-ame/_ is the rime, and /t/ is the onset. (See Onset; Word families.)

Root, Root Word   The part of a word which indicates its origin and holds the core meaning of the word. Although roots often do not stand on their own as words (e.g., *spec, script*), prefixes and suffixes can be added to them to form words that can (e.g., *inspection, manuscript*). (See Base word.)

Rubric   A scoring guide used in assessing student work. A rubric usually indicates what performance looks like at different levels, often for multiple targets (e.g., use of evidence, organization, writing conventions).

Scaffolding   Temporary support from a teacher or situation that enables learners to take on and understand new material and tasks they are not quite ready to do independently (e.g., engaging learners in pre-reading activities, using graphic organizers, providing definitions of key vocabulary, teacher modeling of an activity, providing multiple resources).

Self-efficacy   Beliefs about one's ability to perform in a specific area (e.g., reading, writing, math).

Sight words   Words that a reader is able to read quickly without having to sound out. Also, high-frequency, non-phonetic words that beginning readers must learn to recognize as wholes, e.g., *once, were, was, etc.* The Dolch Word List provides a list of these words and can be downloaded from the Dolch Word website.

Signal Words   Words or phrases that "signal" the organizing structure of a text. Signal words indicate continuation (*and, in addition),* change of direction (*however, but, nevertheless*), sequence (*first, before, next*), etc. They are also referred to as *transition words* because they clearly link sentences, subjects, or other parts of the text.

Silent Reading Comprehension   A score earned on a standardized reading comprehension assessment that requires reading silently to oneself. The score is impacted by knowledge and skills related to alphabetics, fluency, and vocabulary, as well as cognitive and metacognitive strategies known and used. Thus, diagnostic assessment in reading should include more than silent reading comprehension.

Student Achievement in Reading (STAR)   A national initiative focused on using evidence-based reading instruction to build the reading skills of intermediate-level (GLE 4-8) adults.

Strategy   The metacognitive and cognitive activities the reader intentionally employs to construct meaning during reading. Metacognitive strategies include, for instance, considering purpose for reading and monitoring comprehension. Cognitive strategies to support these might be, respectively, self-questioning prior to reading (e.g., *Why did the author choose this title? What happens next to the man in the photo?*) and trying to answer these questions during and after reading.

Suffix A word part that is added to the ending of a root or base word and establishes the part of speech of that word (e.g., *–ion* added to *assert,* a verb, creates the word *assertion*, a noun). (See Affix; Root).

Summative Assessment An assessment administered at the end of a designated instructional period (e.g., unit, course, semester) to evaluate student learning. (Contrast with Formative assessment.)

Syllable A word or part of a word that contains one vowel sound.

Syllable Patterns Common arrangements of vowels and consonants within syllables. These include: the consonant-vowel-consonant pattern (CVC), the vowel-consonant-e pattern (VCe), the consonant-vowel pattern (CV), the consonant-le pattern (C-le), and the vowel-r pattern (Vr). *Syllable patterns* may also refer to *word patterns/families* (e.g., *–an, -op, -it)* when they appear in multisyllabic words. (See Syllable types; Word patterns; Word families.)

Syllable Types Names given to syllables based on the arrangement of the vowels and consonants within them. The six main syllable types are: 1) closed (CVC), 2) silent-e (VCe), 3) open (CV), 4) vowel teams, 5) r-controlled (Vr), and 6) consonant-le (C-le). *Syllable types* may sometimes be used interchangeably with *syllable patterns*. (See Syllable patterns.)

Technical Vocabulary A term used by Laufer & Nation (1999) to refer to words which capture important concepts within a specific discipline (e.g., *photosynthesis* in biology; *oligarchy* in social studies; *simile* in literature studies; *exponent* in mathematics). Also called *terms* or *Tier 3 words,* they usually have only one meaning. In Informational texts, Tier 3 words often carry the meaning of the text. (See Tier 3 words.)

Text Complexity Refers to the level of challenge a text presents to a particular reader. Text complexity is determined by evaluating the text quantitatively and qualitatively and considering the match between the reader and the task to be accomplished with the text. For more information, visit "Text Complexity and Text Selection" on the SABES website.

Text Set Curated sequences of resources that build knowledge on a particular topic and can be incorporated into instructional units.

Text Structure The semantic and syntactic organizational arrangements used by authors to present written information. The author's purpose determines the arrangement of the information in the text. Each text structure type is characterized by word cues (or, *signal words)* and text elements that support the text purpose. For example, narrative text structure tells a story and includes a plot sequence, characters, and settings. Descriptive essays illustrate a concept and include sentences that list characteristics of the concept and often make use of

adjectival clauses and examples. Other common text structures include chronological, cause and effect, compare and contrast, and problem/solution. (See Signal words.)

Thematic Unit A series of lessons based on a particular topic (e.g., Bill of Rights, water, perseverance).

Tier 1 words A term proposed by Beck et al. (2002) to refer to *everyday words*, or those that are heard in everyday spoken language (e.g., *ask, baby, walk, smile*). Because these words are so often used in conversation, they rarely need to be explained or defined to native English speakers when they encounter the words in written text. (Contrast with Tier 2 words; Tier 3 words.)

Tier 2 words A term proposed by Beck et al. (2002) to refer to sophisticated words used across a range of written texts to define common concepts. They are often more precise and complex synonyms for everyday words. Because Tier 2 words identify common concepts, these words can be used across a variety of academic disciplines (math, science, social studies, and literature). Examples of Tier 2 words are: *unique, alternate, convenient, influence, minimum.* Also called *academic words,* these are important building blocks of comprehension, so learners' lack of familiarity with them can seriously weaken their comprehension. Free lists of common Tier 2 words can be downloaded from this Academic Word List (AWL) website. (See Academic words; Tier 1 words; Tier 3 words.)

Tier 3 words A term proposed by Beck et al. (2002) to refer to words which capture important concepts within a specific discipline (e.g., *photosynthesis* in biology; *oligarchy* in social studies; *simile* in literature studies; *exponent* in mathematics). Also called *terms* or *technical vocabulary,* they usually have only one meaning. In Informational texts, Tier 3 words often carry the meaning of the text. (Contrast with Tier 1 words; Tier 2 words.)

Transfer of Learning The application of knowledge or skills learned in one situation to another situation. In adult education, teachers often discuss transfer of learning in terms of students being able to apply a skill that was learned in the AE setting to a future, out-of-school setting, such as the place of employment, the home, the community, or a training situation.

Instructional Unit A series of linked lessons that deepen knowledge of a topic and/or lead to the completion of a complex task.

Validity of tests The extent to which a test measures what it claims to measure and the appropriateness with which test results are used and interpreted.

Vocabulary

All the words for which an individual associates meanings. Vocabulary instruction should address the total number of word meanings known (breadth of vocabulary), the level of understanding of known words (depth of vocabulary), and how to determine the meanings of unfamiliar words (strategies).

Word Analysis

Applying knowledge of letter-sound correspondences, syllable patterns/types, syllabication rules, and/or knowledge of roots, prefixes, and suffixes in order to determine the pronunciation of an unfamiliar word. (See Decoding.)

Word Families

Words with the same *rime* (e.g., _fame, game, lame, name, same_). Practice with word families helps readers to attend to and quickly recognize syllable patterns when reading. *Word families* can also refer to words linked by derivation or etymology (e.g. _doubt, doubtful, doubtless, dubious_) or to words which belong to a semantic group (e.g. _bean, squash, carrot_ belong to the semantic group, *vegetables*); a syntactical group (e.g. _walk, run, jump_ belong to the syntactic group, *verbs*); or a functional group (e.g. _hello, hi, good morning_ belong to the functional group, *greetings*). (See Rime.)

Word Identification

The ability to see a word in print and pronounce it accurately and quickly without having to sound it out. "Accurate pronunciation" includes variations that are the result of regional and foreign accents. Also known as *word recognition*.

Word Patterns

Sometimes called *rimes,* word patterns are frequently-occurring letter arrangements which are the basis for one-syllable rhyming words, or *word families* (e.g., the *–an* pattern is found in _ban, fan, man, pan, ran, bran, van)._ (See Rime.)

Word Recognition

(See Word identification.)

Workforce Innovation and Opportunity Act (WIOA)

The federal legislation, passed in 2014, that guides adult education programming in states that receive federal funding.