A Glossary For Terms Related To The Science of Reading

Glossary Forward:
Since 2018, I have devoted countless hours to trying to make education research more accessible for teachers, especially on the subject of reading instruction. Over time, I have come to realize that one of the biggest barriers for teachers is the vocabulary. There are many words and terms used by researchers and education writers that may not be easily understood by teachers. What makes things more difficult is that these terms are often used by different people to mean slightly different things. I wanted to write a glossary on literacy instruction terms for teachers in the hopes of helping with this challenge.

I could have copied and pasted the definitions from various sources and relied on peer-reviewed journal articles as much as possible; indeed, some would argue that this would be the most credible path. However, in my opinion peer-reviewed definitions are not always accessible to the average person, nor do they always represent the most common understanding. I wanted to present people with definitions that matched the common understanding both in theory and in practice. Instead, I first wrote my own definitions, based on my own understanding as both a teacher and someone who has been working in this space for some time. I then invited knowledgeable scholars and teachers, with a variety of perspectives and voices to review the definitions provided. On most items, there was a shared understanding of what these terms meant and minor revisions were made to reflect the group understanding. On a few of these items, there was more disagreement and contributors shared definitions and research with the hopes of reaching a consensus. Ultimately, as the curator of this list though, I did have to make evaluations as to what I thought was the best definition possible. I hoped that in doing this I could capture an understanding for each term that met the common interpretation amongst both scholars and teachers; however, I must acknowledge that for some of these terms, I am providing my best personal interpretation.

I have to admit, I was struck by how little consensus there was on some terms. Even terms that I thought were simple like "phoneme" produced some debate amongst contributors. It was challenging to try and find consensus and indeed, there was one term (balanced literacy), where I could see no easy path for consensus to be reached. Herein lay the greatest difficulty in creating this document, while I wanted to provide definitions that could be easily accepted by teachers, and scholars on both sides of the reading wars debate, there seemed to be less of a shared understanding than I anticipated. This difficulty might be symptomatic of the larger debates we see in literacy instruction. It is very difficult to reach consensus when we don't have a shared understanding on the meaning of the ideas we are discussing.

That said, I have endeavored to try and find consensus as much as possible for each term included in this glossary. For terms where there was largely a consensus amongst contributors, I have not included a citation, as it seems there was more of a common understanding. For some terms, citations were included because quoting an original source felt necessary, such as for branded terms like "structured literacy". For a few definitions, reaching a consensus of understanding was difficult and I included citations to support the final interpretation decisions I made. I have attempted my best at both representing the expertise and views of my contributors and my own best understanding of what these terms mean, with integrity. I want to profusely thank all of the contributors to this glossary. I deeply appreciate the time and effort they put into helping me make this document valuable to others.

**For the sake of clarity, I have ordered the citations referenced in this paper, by definition and not by alphabetics, below the glossary.

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*Glossary contributors helped with the creation of this document; however, all final editing decisions were made by Nathaniel Hansford and therefore contributor status does not equal an endorsement for all definitions.

Term	Definition
(DI) Direct Instruction	A pedagogical approach closely related to behaviorism. According to the National Institute for Direct Instruction, DI instruction is "explicit, carefully sequenced and scripted model of instruction". (NIDI, n.d.)
(di) direct instruction	Explicit teaching "is a system of step-by step instructional approaches in which teachers examine the individual elements they are planning to teach and continually check for student understanding. Two essential instructional approaches within the explicit teaching system are direct instruction and modeling." (Kentucky Department of Education, 2023).
3-Cueing	Also sometimes referred to as MSV (Meaning/Structure/Visual), this controversial whole language practice involves teaching students to use a variety of "sources of information" to read words, such as looking at the first letter, considering the meaning of the sentence, and looking at the picture when

	confronted with an unknown word. Many people credit MSV to Reading Recovery. However, Reading Recovery denies using this form of instruction and claims they only use MSV as a form of assessment and not instruction. Ken Goodman is frequently cited as the true founder of 3-cueing. (Hempenstall, 2006; Shwartz, 2019; Shanhan, 2020 & 2020).
Advanced Phonemic Awareness	Coined by Dr. David Kilpatrick, this term referred to the ability to perform manipulation and deletion phonemic awareness drills. However, as Dr. Kilpatrick in 2022, pointed out, the term has been more commonly used to represent a form of instruction that included manipulation and deletion drills. He suggested that the term has led to too much confusion, been misinterpreted, and should stop being used. (Kilpatrick, 2022).
Analytic Phonics	Phonics instruction that aims to help students use known words to help solve unknown words. This can be done at the sound level, for example using the first letter of a word to identify its written form. It is often described as focusing on larger chunks of sounds, such as word families, longer rimes, bound roots, and derivational roots. IE: boot, root, loot, are all words in the same "word family".
Balanced Literacy	**Contributors did not agree on a definition for this term. Please see notes below the glossary for more information about this disagreement.

Often viewed as a form of literacy instruction part way between whole language and systematic phonics. Many credit the philosophy to Michael Pressley, who wrote a paper on the topic, in 2001, with colleagues. However, he offered no singular definition of their term. In my interpretation of his paper, he suggests that balanced instruction includes teaching the 5 pillars of literacy and focuses on fostering a love of reading through "rich" texts. It should be noted that the definition provided by Pressley does not match the (NRP, 2000) definition of systematic phonics instruction.

In practice, balanced literacy has typically meant reading instruction that focuses on fluency and comprehension strategies, leveled/predictive texts, and the use of "3-cueing strategies", Within balanced literacy programs phonics is typically taught not based on a specific scope and sequence of graphemes, but rather as an embedded component of fluency instruction. |

Blending	A phonemic awareness drill, in which a teacher says a segmented word and students identify the word. IE: B/a/th =bath Blending can also be used to refer to the process by which students decode and slowly say the sounds within an unfamiliar word to identify it, in text. Blending can be either a visual process with a word, an auditory only process, or can be done simultaneously with both visual letters and sounds being presented.
Choral Reading	Having all students read a text orally in unison for the purpose of building fluency. Echo reading and wide reading are specific alternative examples of this pedagogy.
Close Reading	An intense reading of a short passage, in which syntax, vocabulary, literary devices and social context are considered. Typically this pedagogy is used to promote deep reading comprehension. It usually requires re-reading and discussion, depending on the definition used. Fisher and Frey are commonly referenced as the source. (Aspen Institute, 2012).
Cognitive Strategies	Strategies used to help students create a mental understanding of a text, such as finding the main idea, summarizing, paraphrasing, or inferring. These are different from meta-cognition strategies, which aim to make students more aware of their learning process. Cognitive strategies also sometimes refer to a much more general and varied list including (but not limited to) rehearsal, visualizing, and elaboration. (Jordan, n.d.).
Decodable Text	A text that is decodable by a student. A text is only decodable if a student knows the phoneme-grapheme correspondences associated with that text. In theory, scaffolding decodables with a phonics scope and sequence provides more controlled practice for students to master phonics skills.
Decoding Reader/ Later Alphabetic Stage	Jeanne Chall referred to this stage as confirmation and fluency. She defined it as "Approximately Ages 7-8 Grades 2-3. In this stage, children read familiar books in order to begin applying aspects of fluency." According to Linnea Ehri, students in this phase have basic phonemic awareness proficiency and can decode words with 3-4 phonemes.
Deletion	A phonemic awareness drill, in which students remove a phoneme from a word. IE: <dog> - /d/ = /og/.

	Deletion can be either a visual process with a word, an auditory only process, or can be done simultaneously with both visual letters and sounds being presented.
Embedded Mnemonics	The depiction of graphemes or letters to resemble instructional stories, anecdotes, or characters that could be associated with the corresponding phoneme. IE: An <S> shaped like a snake
Emergent Reader/ Early Alphabetic Stage	Jeanne Chall referred to this stage as initial reading and decoding and defined it as " Approximately Ages 6-7 / Grades 1-2. Children begin to understand the alphabetic principle and can connect sounds to symbols. In this stage, children read small books containing high-frequency sight words." According to Linnea Ehri, students in this phase are starting to learn how to decode words based on the alphabetic principle
Etymology	The study of word origins
Fluency	The ability to read accurately, quickly, and with prosody. There are three components of fluent reading: automaticity, rate and prosody. Some alternative definitions also include the fourth component of comprehension. However, I chose to exclude comprehension, for two reasons. First fluency is more commonly defined as being based on the three components. Second comprehension is incredibly complex and in my opinion should be viewed as its own "skill".
Fluent reading/ Consolidated Alphabetic Stage	Jeanne Chall referred to this stage as Reading for Learning the New. She defined it as "Approximately Ages 8-14 / Grades 4-8. At this point in Chall's stages, instruction shifts from learning to read to reading to learn. Now, students read a variety of materials in order to learn new concepts." Linnea Ehri defined this stage as when students read with automaticity.
Grapheme	An individual letter representation of an individual sound (phoneme). A grapheme may contain one, two, three, or four letters that represent a single phoneme. It is important to differentiate graphemes from letters, because in the English orthography system there are often multiple graphemes for each phoneme. For example, both <s> and <c> can make the /s/ sound (when <c> is followed by certain vowels>. Under

	some alternative definitions of a grapheme, punctuation can also meet the definition.
Guided Reading	A small group instructional approach characterized by reading leveled books with some support from a teacher, usually through listening to individual students read and providing coaching prompts. This approach has a lesson structure that includes, word work, story walk, listen/read/assess, and discussion. This method is associated with authors Irene C. Fountas and Gay Su Pinnell, but is often used colloquially to refer to any small group instruction, whether it fits their model or not.
Leveled Text	A text that is scaffolded by the difficulty of words included, typically based on the length and complexity.
Metacognitive Strategies	Strategies that aim to make students more aware of their own thinking processes, IE:clarifying, predicting,, re-reading, and self-questioning. While often associated with reading comprehension instruction. Meta-cognition strategies can be applied to virtually any subject.
Morpheme	A unit of meaning within a word. IE: <ed> indicates past tense, <pre> indicates before and <aqua> indicates water. Morphemes are sometimes referred to as the smallest unit of meaning. However, this quantification is debated, as other smaller units can contain meaning. For example phonesthemes, such as <gl> which is often associated with light.
Morphology	The study of morphemes and word formation and their interaction with phonology orthography, syntax, and semantics.
Multi-Modal Instruction	Instruction that uses multiple forms of modalities within a lesson, IE: asking students to listen to, say, and write, a phoneme/grapheme correspondence
Multi-Sensory Instruction	The practice of trying to engage as many possible senses, while teaching, as possible. All teaching requires multiple senses. However, multi-sensory instruction is usually, in practice, viewed as instruction that includes kinesthetic components, IE: writing letters in shaving cream, articulatory gestures or using hand signals for phonemes
Orthographic Mapping	A hypothesis by Dr. Linnea Ehri, is that ""Words that have become sight words are read from memory. Sight of the word immediately activates both pronunciation and meaning. To build sight words, OM is required. Readers must form connections between spellings and pronunciations of specific words by

	applying knowledge of the general writing system. When readers see a new word, and say or hear its pronunciation, its spelling becomes mapped onto its pronunciation and meaning. It's the connections that serve to 'glue' spelling to pronunciations in memory." (Ehri, 2014).
Orton Gillingham	A structured literacy approach, which uses multi-sensory instruction and syllable types. This approach was founded by Dr. Samuel T. Orton and educational psychologist Anna Gillingham
Phoneme	The smallest divisible unit of sound within spoken words that can be easily distinguished. Phonemes are typically written in between slashes. IE: The letters "ph" when together represent the /f/ sound.
Phoneme Manipulation	A phonemic awareness drill, in which students add or replace a phoneme in a word. IE: If you change the /d/ sound to a /b/ sound in dog, you get <bog>. Manipulation can be either a visual process with a word, an auditory only process, or can be done simultaneously with both visual letters and sounds being presented.
Phonemic Awareness	The ability to isolate and manipulate phonemes within produced words and nonsense words
Phonics	Instruction on the relationships between phonemes and graphemes
Pre-Reading/ Pre-Alphabetic Stage	According to Jeanne Chall, "Approximately Birth to Age 6. In this stage, children "play" read. By being read to, they have begun to understand that books contain words that provide meaning. They may "read" books from memory, start demonstrating book handling skills, and begin "writing" the alphabet" According to Linea Ehri, students in this phase do not have awareness of letter sound correlations.
Predictable Text	A text that uses predictable word patterns, which allow students to guess the difficult word in a sentence, based on the picture.
Print to Speech	A form of phonics, in which the correlation of phonemes to graphemes is taught. IE: <g> can make the /g/ sound or the /j/ sound when followed by the vowels 'e', 'i' and 'y'
Prosody	The ability to read smoothly and with intonation
Reciprocal Teaching	A systematic approach to teaching comprehension, in which students use questioning, clarifying,

	summarizing and predicting. This process also uses the direct instruction model introduced and studied by Palincsar and Brown, of "I do, we do, you do". (WWC, 2010).
Repeated Reading	Repeatedly reading a text usually for the purpose of building fluency; however, it can also be used as a meta-cognition strategy to improve the comprehension of a specific text.
Round Robin Reading	Having students take turns reading out loud for the purposes of building fluency
Scope and Sequence	Concepts or body of knowledge ordered across a specific sequence for teaching. IE. Many phonics programs have a specific sequence for which grapheme-phoneme correlations are taught.
Segmenting	A phonemic awareness drill, in which a teacher says a word and students identify the sounds in the word. IE: <Bath> = b/a/th. Segmenting can be either a visual process with a word, an auditory only process, or can be done simultaneously with both visual letters and sounds being presented.
Sight Words	Technically any word, which a student has orthographically mapped and therefore can be read with automaticity is a sight word. However, in practice the term "sight word" has often been used to mean either high-frequency words or irregular spelled words, or words that are both frequently used and irregularly spelled. That said many view this colloquial use of the term "sight word" as a misconception. There are about 200 words that make up a large percentage of all written language. However, all but 67 of these words are easily decodable.
Speech to Print	Also previously referred to as linguistic phonics, and recently rebranded as Structured Linguistic Literacy Phonics. This approach to phonics is inspired by the work of Diane McGuinness.) Within this approach, phonics instruction is sequenced based on phonemes and not graphemes. It teaches the correlation of graphemes to phonemes first IE: the /sh/ sound can be represented by <sh>, <ch>, <ti>, and <si>.
Statistical Learning	The neurological process by which students inferentially learn, via recognizing patterns of information using past knowledge. (Kobor, 2017).
Structured Literacy	A term coined by the International Dyslexia Association. Under the most recent definition: structured literacy includes the explicit and systematic instruction of phonology, phonics, syllables, syntax, and

	semantics. (IDA, 2023).
Syllable Types	A set of rules sometimes associated with the correlation between specific sets of phoneme grapheme correspondences and syllables. There are commonly theorized to be 5 syllable types. The open syllable occurs when a syllable ends with a vowel, IE: <me>. A closed syllable occurs, when a syllable ends with a short vowel sound and then a consonant. IE <cat>. A controlled R" syllable occurs when the letter <r> has a vowel before it and changes the sound of the previous vowel., IE: <car>. The split digraph syllable occurs when a vowel at the end of a syllable is used to change the sound of a vowel in the middle of the syllable, IE: <bike>. Lastly the "consonant le" syllable type is used to identify syllables that end in <le>, such as <ettle>. Some theorize that there is a 6th syllable type, the vowel team. IE: <boil> and <boat>.
Synthetic Phonics	Phonics that teaches the individual graphemes associated with individual phonemes.
Systematic Phonics	According to the NRP report, systematic phonics programs "delineate a planned, sequential set of phonic elements and they teach these elements explicitly and systematically" The NRP report also noted that many systematic phonics programs use controlled texts (decodables). But that the usage of those texts varies between programs. (NRP, 2000).
The 5 Pillars of Literacy	The United States's National Reading Panel investigated 5 main areas of literacy: Phonemic awareness, phonics, vocabulary, fluency, and comprehension. These areas have been later referred to by others as the 5 pillars of literacy instruction. However, there is debate on the usefulness of the term, as it could be deemed to imply the skills should be taught equally and sequentially. Whereas others argue that they should be taught synergistically along with other skills. (NRP, 2000).
The Science of Reading	A body of multidisciplinary research on how students learn to read and the effectiveness of pedagogies. It includes both experimental, theoretical, and linguistic research.
Varied Reading	Founded by the Iowa Reading Research Centre, this pedagogy has students read texts with 80% similarity for the purpose of building fluency

Vocabulary	Refers to known, used, or related words. Within the context of pedagogy, vocabulary instruction usually refers to instruction on word meanings and usage.
Whole Language	Is not a specific approach or pedagogy, but rather a constructivist philosophy on reading instruction, that viewed the reader's interpretation of the text as equally important with the words within a text. (Goodman, 1992). Typically, whole language programs focus on the use of rich texts, authentic writing opportunities, and inquiry based learning. It is commonly assumed that whole language instruction excludes phonics. However, as the (NRP, 2000) report points out, Whole Language instruction includes phonics. However, that phonics instruction is unsystematic. "In the present day, whole language approaches have replaced the whole word method as the alternative to systematic phonics programs. The shift has involved a change from very little letter-sound instruction in 1st grade to a modicum of letter-sounds taught unsystematically." (NRP, 2000, Page 118). In my opinion, herein lies the main difference between a systematic phonics approach and a Whole Language approach. A systematic phonics approach is based on the assumption that all students need a specific base of phonetic knowledge. However, within a whole language approach far more autonomy is left up to the individual teacher to decide what the needs of specific students are.
Whole Word Instruction	The teaching of early reading via memorizing words. This methodology predates both whole language and balanced literacy, However, it has largely fallen in popularity and very programs

***What is Balanced Literacy?

Perhaps the most difficult term to define in this glossary is balanced literacy. While not a specific pedagogy, balanced literacy is a philosophy of reading instruction. However, it is also a marketing term used to sell a wide variety of programs. Well once in vogue, the philosophy has been waning in popularity, with a reignition of the reading wars debate. Personally, I define balanced literacy as "a reading philosophy typically

defined as between whole language and systematic phonics. Sometimes credited to Michael Pressley, who wrote a paper on the topic. However, he offered no singular definition of their term, but rather a set of pedagogical recommendations as can be seen summarized in the below table.

Table 1: *Pressley 2001 Balanced Literacy Recommendations*

Type of Instruction	Recommendations
Phonemic Awareness	-For grades kindergarten to grade 1 -20 minutes, twice a week
Word Recognition	-For the purposes of building word reading automaticity -Used in conjunction with synthetic and analytic phonics -Heavily rooted in spelling instruction
Vocabulary	-To be explicitly taught to younger students -To be implicitly taught through rich text exposure for older students
Comprehension Strategies	-Explicitly taught -Focused on prediction, context clues, and meta-cognition strategies

Extensive Reading	-Providing students frequent opportunities to read "high-quality" books
Process Writing	-Providing students with frequent opportunities to write
	-Teaching a three-step process to writing, planning, writing, and revising
Motivating Reading and Writing	-Providing rich texts
	-Wholistic learning experiences
	-Encouraging cooperative learning over competitive learning
	-Cross curricular approaches

In my interpretation this paper suggests that balanced instruction includes teaching the 5 pillars of literacy and focuses on fostering a love of reading through "rich" texts. It should be noted that the definition provided by Pressley does not match the (NRP, 2000) definition of systematic phonics instruction. In practice, balanced literacy has typically meant reading instruction that focuses on fluency and comprehension strategies, leveled/predictive texts, and the use of "3-cueing strategies", Within balanced literacy programs phonics is typically taught not based on a specific scope and sequence of graphemes, but rather as an embedded component of fluency instruction." I intentionally invited a variety of prominent voices in the literacy instruction space, in the hopes of getting some level of consensus on issues such as this. However, I quickly realized that how we wanted to define balanced literacy was wildly different. And almost diametrically opposed. Well one of the contributors previously suggested the (Pressley, 2001) paper as a source for defining balanced literacy, they did not accept my interpretation of the paper. Thus highlighting the difficulty in reaching consensus in the debate overall. It is difficult to find agreement in debate with others, if we don't even believe we are debating the same things.

Jennifer Serravallo, who provided research and counsel as I worked on this glossary to come up with my own definitions, defined Balanced Literacy in her June 2023 glossary as "A term first introduced by the CADOE in an attempt at compromise between different sides of "The Reading Wars" of the 1990s (more on the history here), acknowledging a broad research based that found that both explicit instruction in phonics and authentic reading experiences are critical in developing readers. This approach aligns to the National Reading Panel's (2000) call for taking a "balanced approach." Since the 1990s, the definition has evolved to describe a balance of reading, writing, speaking, and listening; of whole group, small group, and one-on-one instruction; of incorporating opportunities for knowledge-building alongside the teaching of strategies to support skill development; of reading and writing a variety of genres and text types; of opportunities for "I do" (demonstration or modeling)/"we do" (guided practice and collaborative learning)/"you do" (independent practice). Teachers in balanced literacy classrooms tend to prioritize responsive instruction and recognize individual needs, while also balancing instruction aligned to grade level standards. (For comparison, see Whole Language and Structured Literacy) (Fisher, Frey, Akhavan, 2019)".

Truthfully, I have found myself strangely wrestling with the question of "What is balanced literacy" for years and I previously wrote to Dr. Timothy Shanahan (The lead author for the NRP paper) about the matter. He responded with what could have been an article in its own right. I have edited his quotes down in length for the purposes of brevity, to attempt and capture the nuance he shared with me "Originally, the idea of "balanced literacy" was to strike a political balance between the foundational skills people and the whole language people. In other words, the purpose was to settle the reading wars with a truce in which both groups in the argument of the time would be ceded some of the instructional real estate of the school day. The individuals who proposed this solution reasoned that experimental research showed that direct instruction in skills like phonics improved students' reading ability and that descriptive and correlational studies of whole language approaches (e.g., self-selected reading, workshop approaches, high quality children's literature) were showing it to be more attractive and motivational to children. Thus, kids would benefit from the best of both worlds." [...] "Unfortunately, very quickly, what was being balanced became blurry and confused. Whether this confusion was intentional or simply the result of no real leadership behind the idea is unclear, but what is clear is that within a year of two, educators were embracing balanced literacy but with all kinds of ideas as to what was being balanced (e.g., reading and writing, reading comprehension instruction with texts that were not written specifically for teaching." [....] "Most of the comprehensive reading programs from major publishers (Pearson, McGraw-Hill, Houghton Mifflin) during these past 20 years have included an explicit phonics component and they too have typically argued that they are balanced literacy." [....] "Basically, balanced literacy has no clear definition and that means that very different programs are labeled as being balanced. The term seems to cover programs that have phonics components and those that don't; programs that focus entirely or almost entirely on explicit instruction and those that provide little such instruction; programs that include

textbooks and those that eschew textbooks in favor of trade books. It's that universalness or incredible flexibility that makes the term useless for characterizing instructional programs."

With all of these viewpoints in mind, and having spent much of the last two years studying different language programs, I would argue that the fundamental difference between a structured literacy program and a balanced literacy program, still comes down to the same distinctions made between whole language and systematic phonics, with the (NRP, 2000) paper. In practice, the programs most commonly attributed as balanced literacy do not teach phonics, based on a specific order of graphemes or phonemes. But rather they teach phonics, as needed according to the observed needs by the teacher of individual students. However, in an attempt at transparency, I want to state that Jennifer Serravallo strongly objected to this interpretation. She argued that nothing in (Pressley 2001) explicitly argued against the use of a scope and sequence; moreover, she pointed out that there was no similar explicit argument made in other white papers on the topic. However, I believe, when we consider the programs most commonly attributed to balanced literacy and the papers surrounding the topic that it is the most concrete difference in practice. Moreover, I would argue that as this was the key distinction made by the NRP to differentiate whole language from systematic phonics instruction, that there is no functional difference between whole language and balanced literacy and that the term balanced literacy has largely represented a rebranding attempt of whole language proponents. In evidence of this argument, I would point out that some of the programs listed as whole language in the (NRP, 2000) report were also listed in the 2022 Sold a Story podcast as balanced literacy.

Herein, may lie part of the reignition of the "reading wars debate". In the late 90s there was intense debate as to what was better Whole Language or Systematic phonics. Phonics advocates argued that whole language instruction excluded phonics, so whole language proponents rebranded under the term balanced literacy, to suggest that they included both phonics and authentic/rich text instruction. Whole language proponents argued that systematic phonics instruction meant excluding all instruction that was not phonics. So phonics proponents rebranded under the term structured literacy, which was explicitly defined as a form of instruction pertaining to multiple pillars. However, in my opinion, the key difference in the reading wars debate has not actually changed in 20 years. I was speaking to Dr. Rachael Gabriel who contributed to this glossary about the issue and while she and I don't agree as to what balanced literacy is. I do think that we both agree that terms like balanced literacy and structured literacy are evolving branded terms that will mean different things to different people. Moreover, these terms will likely shift in meaning over time and may even come closer together over a long enough time horizon.

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