

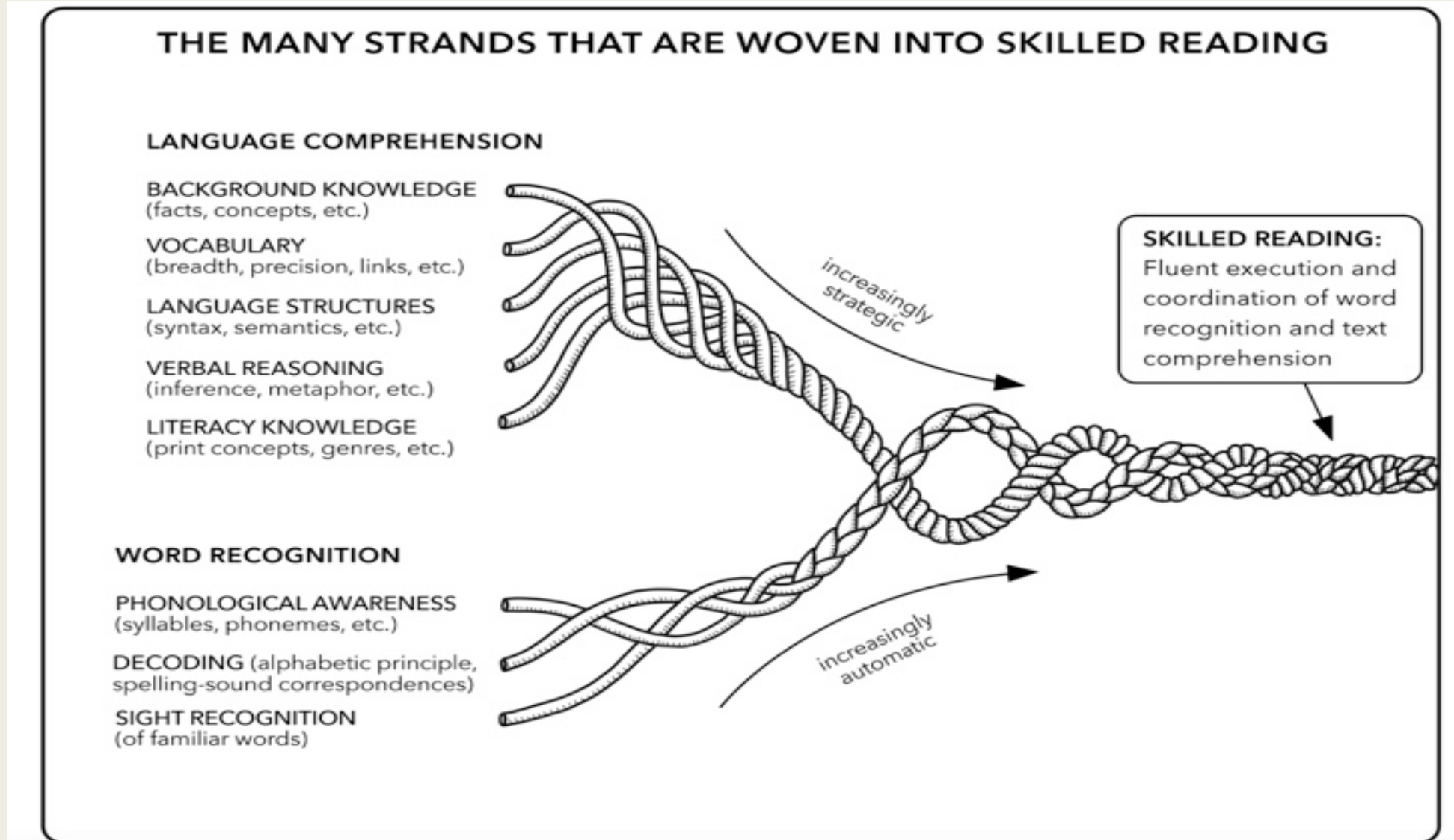


**THE ALPHABETIC  
PRINCIPLE: PART 2**

# Objectives

- Review Alphabetic Principle
- Review the terms automaticity and accuracy
- Learn brief assessments
- Learn effective instructional practices
  - *Letter recognition, production, application*

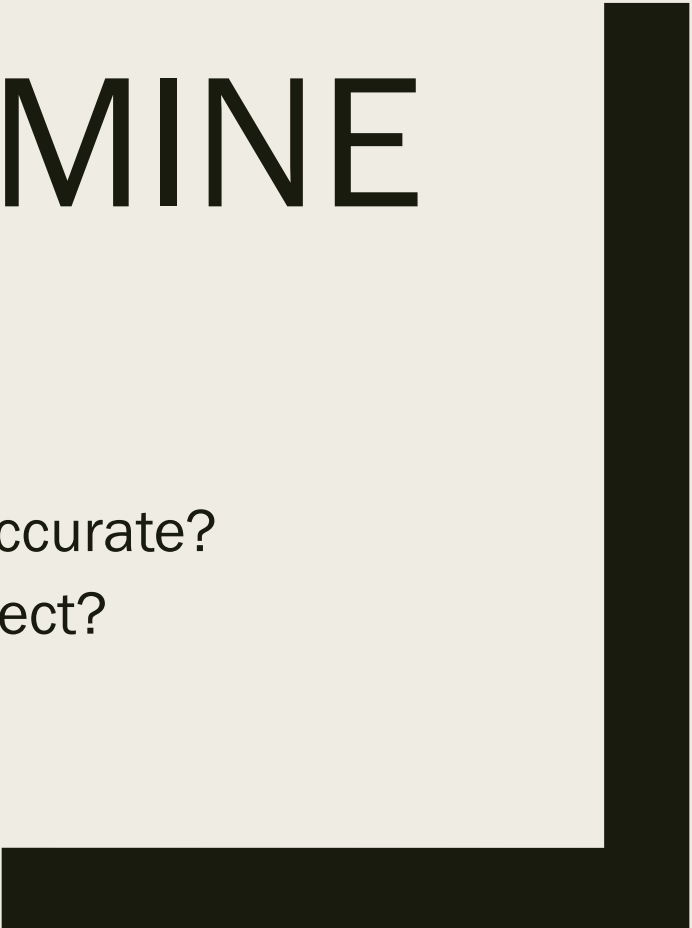
# Scarborough's Reading Rope






# REVIEW: DETERMINE NEED

Check: Are all sounds present and accurate?  
Is the spelling of the word incorrect?



# Spelling as a diagnostic tool!

- Sounds are present and accurate, but the spelling is incorrect,
  - *Phonics instruction needed.*
- Sounds are missing,
  - *Look for a pattern: (ending blends, nasals)*
    - Elkonin boxes - sounds and then letters
- Sounds are present, but not the correct sounds,
  - *Look for pattern: (voicing confusions, similar sounds like short vowels)*
    - Teach the sounds and provide practice with that sound

The image features two large, thick, black L-shaped brackets. One is positioned on the left side, with its vertical bar extending downwards and its horizontal bar extending to the right. The other is on the right side, with its vertical bar extending upwards and its horizontal bar extending to the left. These brackets frame the central text.

QUESTIONS OR  
OBSERVATIONS

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# LEARNING THE ALPHABET

Review

# Learning to Read and Write Requires Explicit Instruction



Noticing individual sounds  
(phonemes)



Understanding alphabetic principle  
(individual sounds are represented  
by letters / letter patterns)



# Learning the Alphabet


- Students must decipher abstract symbols – both upper- and lower-case letters
- Then they link these symbols to phonemes
- Also, young children must learn to form letters
- And they all this new knowledge to read and spell words
  
- This can be very confusing without systematic and explicit instruction!

# A D M T

- Recognize: Point to the letter T
- Name: What is this letter? (point to letter)
- Produce: Write the letter T
- Letters/sounds: What sound does this letter make? (point to t)
- Reading and spelling – Read mat; Spell mat

# Students Who Are Learning English

- Spanish to English:
  - Most letters are the same (good place to start!)
  - *13 consonants make the same sound (here too!)*
  - Some English sounds and patterns do not occur in Spanish
- See handout from last meeting

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QUESTIONS OR  
OBSERVATIONS



# CHALLENGES IN LEARNING THE ALPHABET

REVIEW



# Upper- and Lower-Case Letters

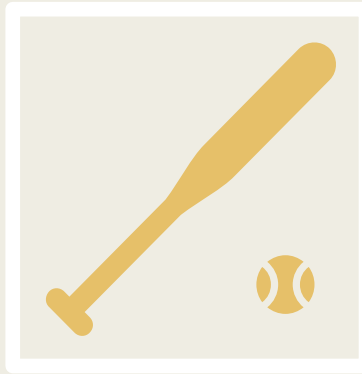
## Similar



## Dissimilar

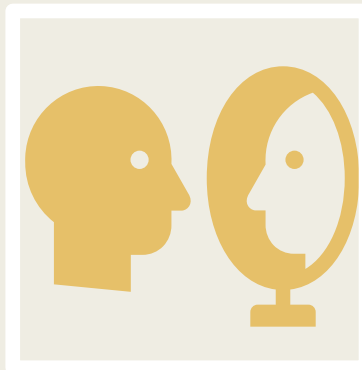
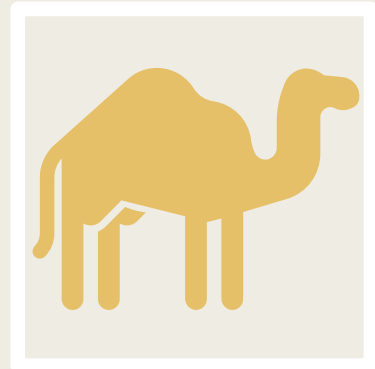


# Similar Letter Shapes



**Circles and Sticks**  
b d q p

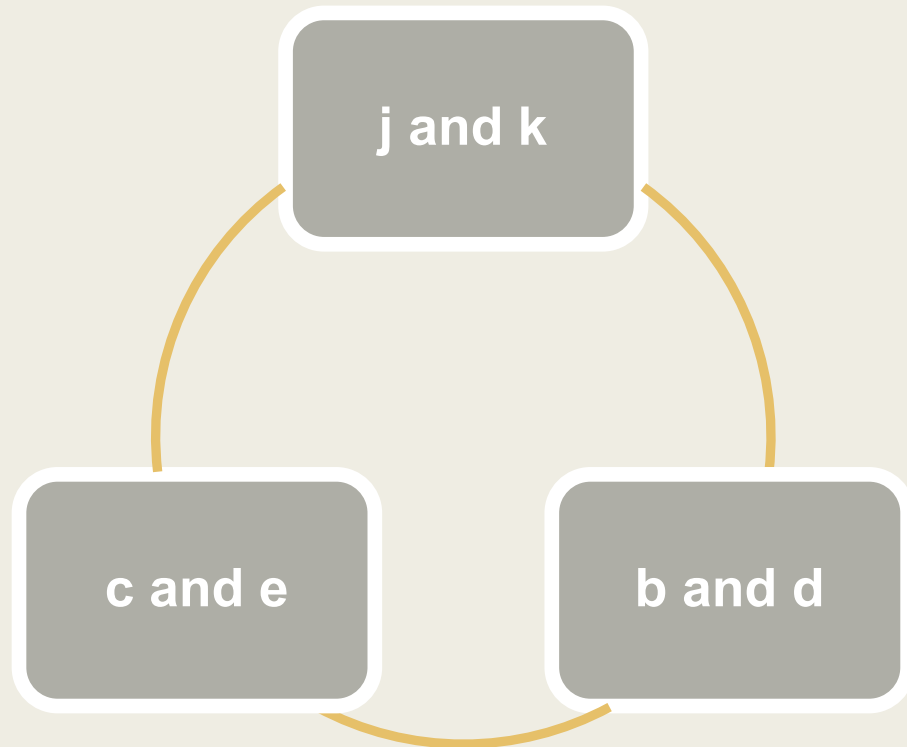
**Humps**  
m n w h u



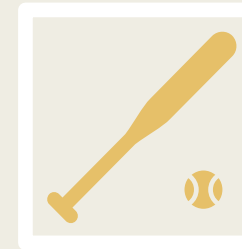
**Similar Shapes**  
c e

# Avoid Teaching Similar Letters Together

## Letter Names that Rhyme

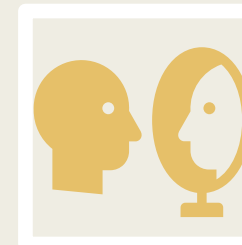


## Letters that Look Alike



Circles and Sticks  
b d q p

Humps  
m n w h u



Similar Shapes  
c e



# Letter Names and Letter Sounds

## Letter Sound at the Beginning

- **B** /b/ /ē/
- **C** (city) /s/ /ē/
- **D** /d/ /ē/
- **G** (giant) /j/ /ē/
- **J** /j/ /ā/
- **K** /k/ /ā/
- **P** /p/ /ē/
- **T** /t/ /ē/
- **V** /v/ /ē/
- **Z** /z/ /ē/
- **Q** /q/ /ū/

## Letter Sound at the End

- **F** /e/ /f/
- **L** /e/ /l/
- **M** /e/ /m/
- **N** /e/ /n/
- **R** /a/ /r/
- **S** /e/ /s/
- **X** /e/ /k/ /s/

## Letter Sound Not In Letter Name

- **C** (cat) /s/ /ē/
- **G** (give) /j/ /ē/
- **H** (hat) /ā/ /ch/
- **W** (went) /d/ /u/ /b/ /l/ /ū/
- **Y** (yellow) /w/ /ī/



# WHERE TO START: ASSESSMENT

# REVISIT: Accuracy and Automaticity

- Some children enter kindergarten knowing all letters
- **Early assessments** determine letter knowledge
- Build letter naming ability to the level of **automaticity** – achieve fluency as soon as possible

RED

GREEN

BLUE

YELLOW

PINK

ORANGE

BLUE

GREEN

BLUE

WHITE

GREEN

YELLOW

ORANGE

BLUE

WHITE

BROWN

RED

BLUE

YELLOW

GREEN

PINK

YELLOW

GREEN

BLUE

RED

# Purposes of Assessments

Screening

- First step in identifying students who may require additional reading instruction

Diagnosis

- Help teachers plan instruction by providing in-depth information about specific instructional needs

Progress Monitoring

- Provide frequent measurements to determine if students are making adequate progress

Outcome

- Evaluate the effectiveness of the reading program in relation to established performance levels

# Curriculum-Based Measures (CBMs)

- Measures grade-level accuracy and automaticity by rate
- How does a student's skill compare to others in the same grade?
- Examples: DIBELS; AimsWeb; Acadience; easyCBM

# Assessment to Guide Instruction

- **Letter Naming:** Students recognize and name both upper- and lower-case letters
- **Letter-Sound Correspondence:** Students provide sounds for the letters
- **Letter Production:** Students print letters
- **Use in Decoding:** Students use letters to decode words

# Curriculum-Based Measurements (CBMs)

## **Letter Naming Fluency**

Present an assessment probe with upper- and lower-case letters in random order

Ask students to name the letter

## **Some CBMs Offer Letter-Sound Fluency**

Present an assessment probe with upper- and lower-case letters in random order

Ask students to say the sound each letter makes



# Letter Name Assessment

- Name the letters:

- *Give the student the Student Copy of the assessment*
- *Run your finger under the rows of letters and say:*

*“Tell me the letter names for these letters. Point to each letter and say its name. Start here and read across.”*

X	o	s	A	B	O	E	a	x	T
r	e	S	Z	t	L	N	R	C	p
D	m	n	P	f	I	K	F	c	M

# Determining Assessment Outcomes

- Student can name both upper-case and lower-case letters in a random order

Accuracy



- The student's rate during the timed assessment determines if they are at grade level

Automaticity



# Let's Try Letter Naming Fluency

- easyCBM: <https://www.easycbm.com/>
- Letter naming
- Letter sounds

Percentile	Phoneme Segmenting			Letter Names			Letter Sounds		
	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
10 <sup>th</sup>	0	5	20	4	13	29	0	7	18
25 <sup>th</sup>	0	16	33	10	25	38	1	14	28
50 <sup>th</sup>	6	32	43	23	35	45	6	27	37
75 <sup>th</sup>	16	42	51	35	43	54	14	34	45
90 <sup>th</sup>	30	51	60	43	50	66	25	39	53

# Handwriting Speed: See Graham, 2010

Select a short paragraph from grade level text

Students copy the paragraph for 90 seconds

Goal: Accurate, Legible, and Automatic

**Mean Handwriting Speeds:  
Letters per Minute**

	<b>Girls</b>	<b>Boys</b>
<b>Grade 1</b>	21	17
<b>Grade 2</b>	36	32
<b>Grade 3</b>	50	45
<b>Grade 4</b>	66	61
<b>Grade 5</b>	75	71
<b>Grade 6</b>	91	78
<b>Grade 7</b>	109	91
<b>Grade 8</b>	118	112
<b>Grade 9</b>	121	114



INSTRUCTION

# High Frequency and Important Letters

Teach frequently occurring letters first (a, s, t, m, e)

Teach letters that matter (ex. letters in students' names)

If using a program, follow that sequence

# Teach Upper-Case Letters First

- **Less confusing, visually, than lower case**
- **Teach lower case letters that are similar to upper case (Cc, Mm, Oo, Pp, Ss)**
- **Students are more likely to know the names of lower-case letters if they know the names of upper-case letters**



# Letters, Phonemes, and Graphemes



# Consonant Graphemes

(Moats, 2010)

## Consonants with Examples

Letters (m, p, s)

Doublets (ff, ll, ss)

Digraphs/trigraphs (sh, ch, tch, -ck)

Silent letter (kn, wr, -mb)

Oddities (qu, x)

# Vowel Graphemes

(Moats, 2010)

## Vowels with Examples

Short (a as in cat)

Long (a as in baby)

VC-e (a as in cake)


Vowel teams (a as in wait, day)

r-Controlled vowel (ar as in car)

Diphthongs (oi as in soil)



PHONEME-  
GRAPHEME  
MAPPING



# Phoneme-Grapheme Mapping

Phoneme



**/f/**

Graphemes



**f**  
as in  
fan

**ph**  
as in  
phone

**ff**  
as in  
fluff

**gh**  
as in  
rough

# Teaching Phoneme-Grapheme Mapping

---

Focus on providing practice around a specific phonics element

---

The selection of words should include review words, irregular words, or words that are reinforcing a new grapheme

---

Example: for “ff” use the words **stuff**, **staff**, **cliff**, **fluff**, and **sniff**

# Phoneme-Grapheme Mapping Practice

Say the word "stuff"



Tap sounds in the word [4 sounds]



Draw a line for each sound [ \_ \_ \_ \_ ] or use Elkonin boxes



Match the letters to the sounds (S – T – U – FF)



Read the whole word "stuff"

# Phoneme-Grapheme Mapping

Practice matching phonemes to the graphemes that represent them.

TOUGH



T - OU - GH

CAT



C - A - T

HURT



H - UR - T



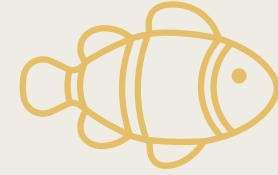
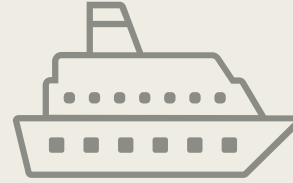
# Phoneme-Grapheme Mapping (continued)

WAIT	{	W - AI - T
STRING	{	S - T - R - I - NG
STASH	{	S - T - A - SH

# Sound or Elkonin Box Method

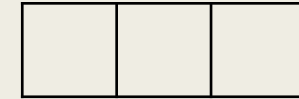
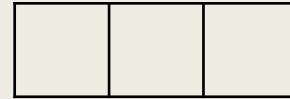
1

Teacher says the spoken word ("ship" or "fish")



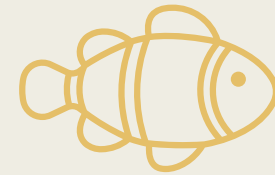
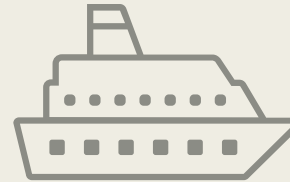
2

Student segments the sounds (phonemes)



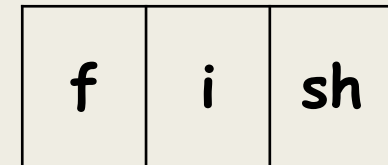
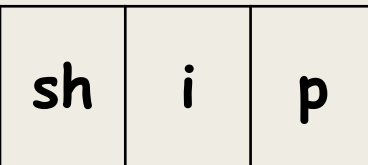
3

Student assigns letter/s (graphemes)



4

Student writes the grapheme in each box



# Complete the Table

desk	d	e	s	k			
class							
third							
leap							
creep							
smash							
crowded							
choppy							

# Answers

<b>desk</b>	d	e	s	k		
<b>class</b>	c	l	a	ss		
<b>third</b>	th	ir	d			
<b>leap</b>	l	ea	p			
<b>creep</b>	c	r	ee	p		
<b>smash</b>	s	m	a	sh		
<b>crowded</b>	c	r	ow	d	e	d
<b>choppy</b>	ch	o	pp	y		

# REVIEW: Elkonin Boxes

- Introduce continuants first (sounds that stretch) to practice segments spoken words
  - /m/ /b/ /s/ /f/ /sh/ /r/ /l/ /v/ /z/ /n/
  - *All vowels*
- Always blend sounds in spoken word back together
- Introduce a few letters and bring in letters to the activity

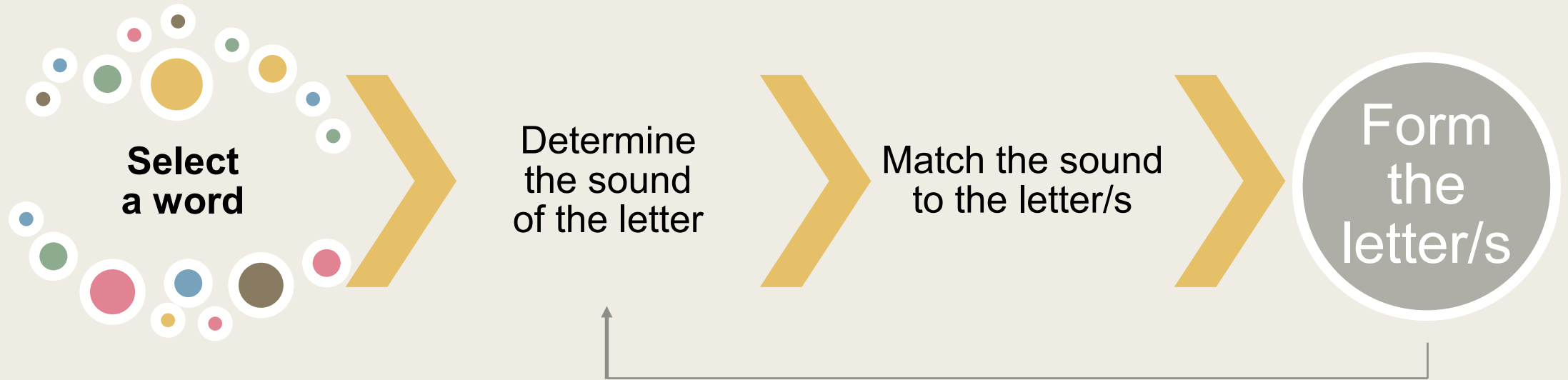
Institute of Education Sciences <https://www.youtube.com/watch?v=6wjU03hj0vs>

- <https://www.youtube.com/watch?v=tLbWh309S1k>
- <https://www.youtube.com/watch?v=tdJ1vl1n-mA>

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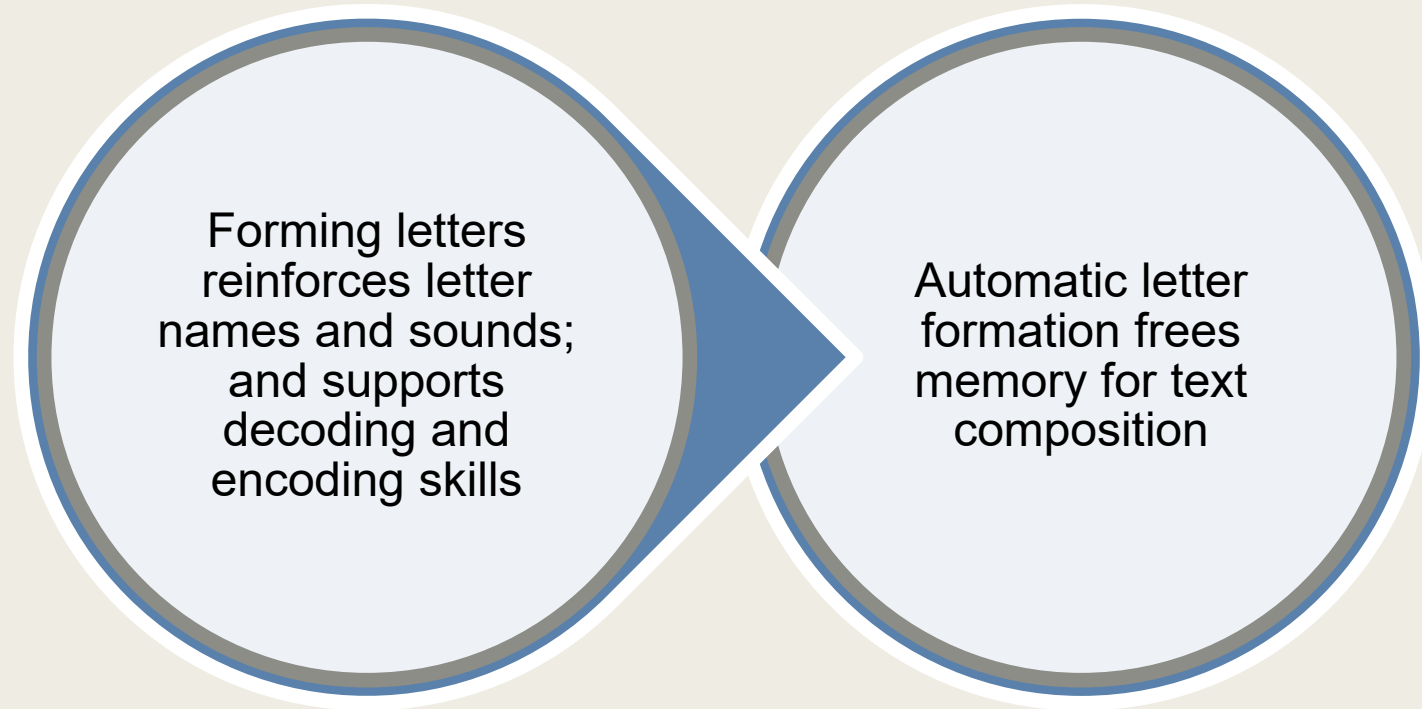
# LETTER FORMATION

# What Steps are Required?



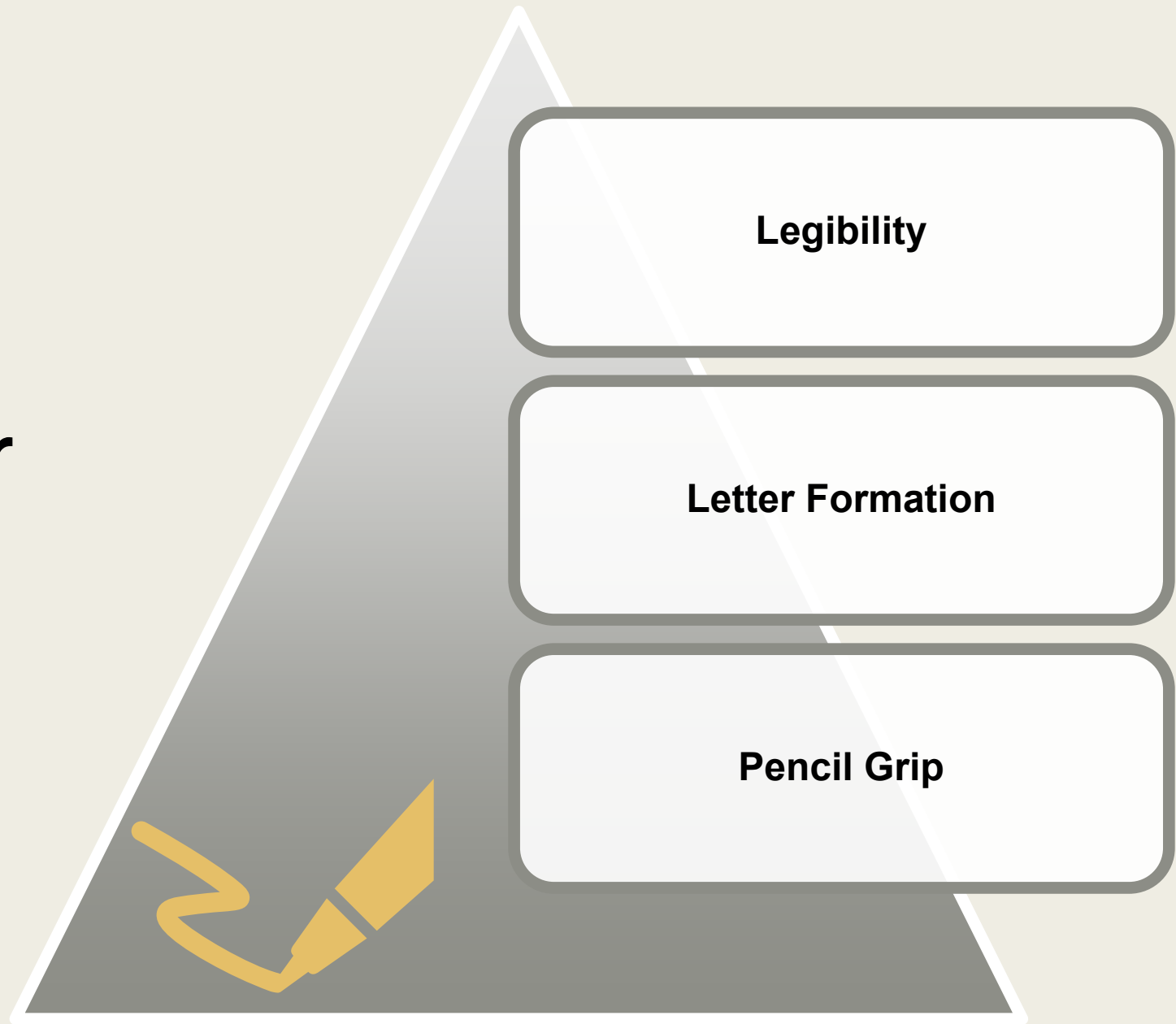
Spelling words using letter-sound correspondence

# Benefits of Fluent Letter Formation





# Assessing Letter Formation



# Teaching Letter Formation: Key Ideas

(Graham, 2010)

## Provide

- Provide explicit instruction to build legibility and fluency
- Provide a table surface with a stable chair

## Present

- Present models of letters with numbered arrows (order and direction of letter stroke)
- Support reproduction of letters from memory

## Practice

- Practice printing the same letter for a short time
- Students can evaluate quality by circling the best ones!
- Review and practice letters as they are learned

# Additional Instructional Ideas


- Teach letters that occur frequently first
- Teach common formational characteristics together (straight line letters: l, i, t)
- Do not introduce confusing letters together (b/d and p/q)
- Have students practice the letter names and sounds as they are writing letters

The image features two thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

# A FEW TEACHING RESOURCES

# Additional Teaching Resources

- <https://www.nysmigrant.org/resources/library/ela/letters>
- <https://fcrr.org/student-center-activities/kindergarten-and-first-grade>
- <https://fcrr.org/student-center-activities/second-and-third-grade>

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