

THE ALPHABETIC PRINCIPLE



Objectives

- Review Phonemic Awareness
- Introduce the alphabetic principle and common challenges
- Learn common graphemes that represent individual phonemes

- Next time... assessment and instruction

Your Concerns

■ *Outside of school*

- Exposure to reading and English language or practice time
- Parents who do not yet read or support homework and attendance
- Students not read to; **do not practice reading**
- Resources for students and outside programs

■ *During school*

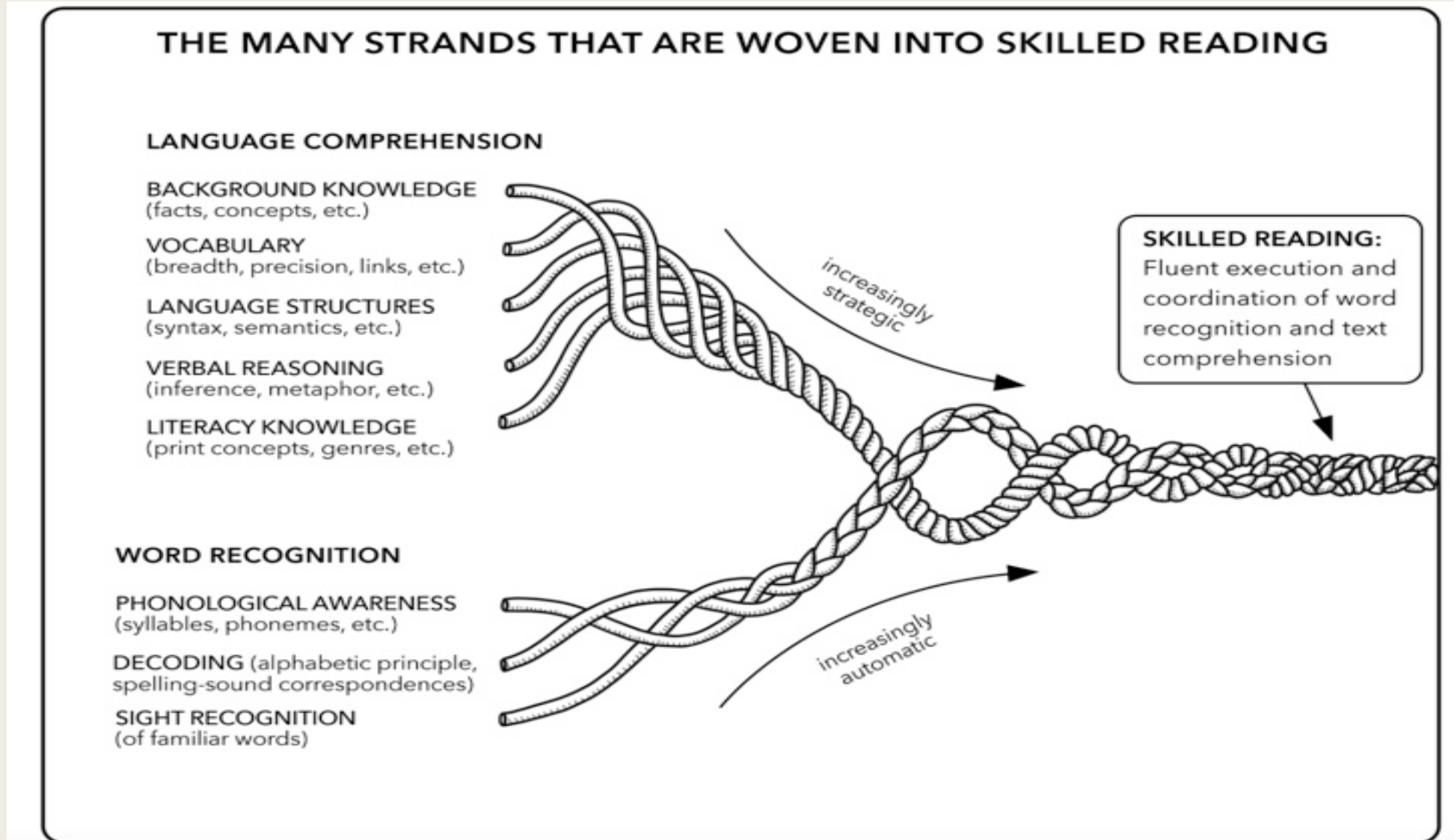
- No ENL teacher and **teachers don't teach them or move too quickly**
- **Far behind in school with little support**
- **Miss so much/gaps** and move along in grades; lack of continuity
- Reading is not taught but expected to read direction/word problems

■ *Support Role of Tutors*

- **Limited time and resources to teach**
- **Students must learn English vocabulary and do not know all the English sounds**
- Should we teach skills in English or home language first?
- Dialects and accents

- https://www.aft.org/ae/summer2021/washington_seidenberg

Scarborough's Reading Rope





REVIEW

Phoneme Counting

- sh - r - i - m - p
- s - p - r - i - ng
- s - t - ar - t
- s - p - oi - l

EXAMPLES: Are all sounds accurately represented?

Actual Word

- Fan
- Pet
- Stick
- Coach
- Chewed
- Third
- Lump
- Past

Spelling

- Van
- Pit
- Stik
- Coche
- Shood
- Therd
- Lup
- Pas

Phonological?

Are the sounds present and accurate?

Actual Word


- Fan
- Pet
- Stick
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- Lump
- Past

Spelling

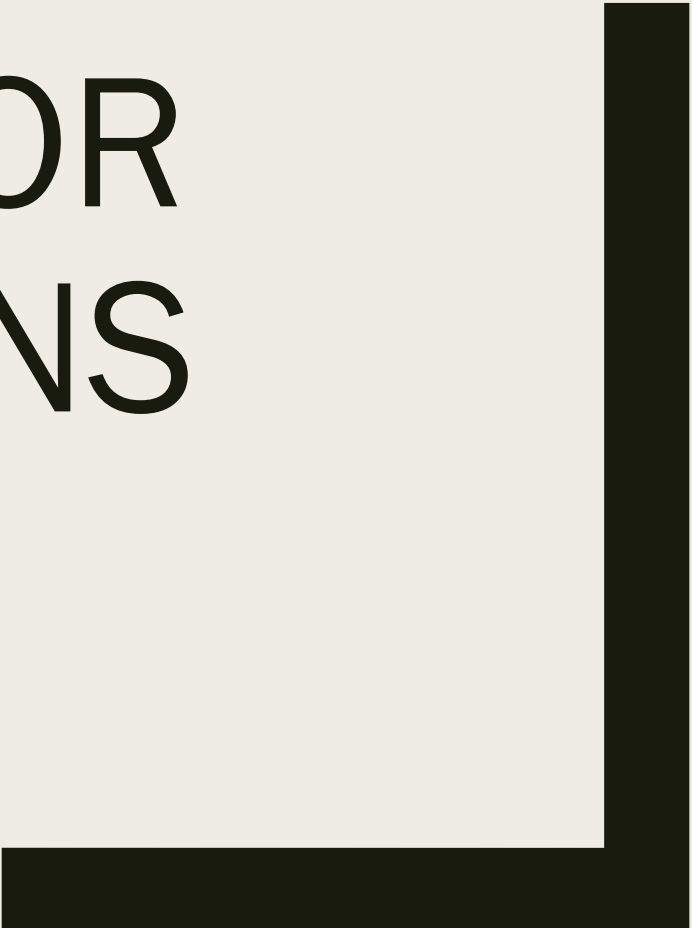
- Van (not correct)
- Pit (not correct)
- Stik
- Coche
- Shood (not correct)
- Therd
- Lup (missing)
- Pas (missing)

Spelling as a diagnostic tool!

- If all sounds are present and accurate, but the spelling is incorrect, phonics instruction needed.
- If sounds are missing, look for a pattern: (ending blends, nasals)?
 - Elkonin boxes - sounds and then letters
- If all sound 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



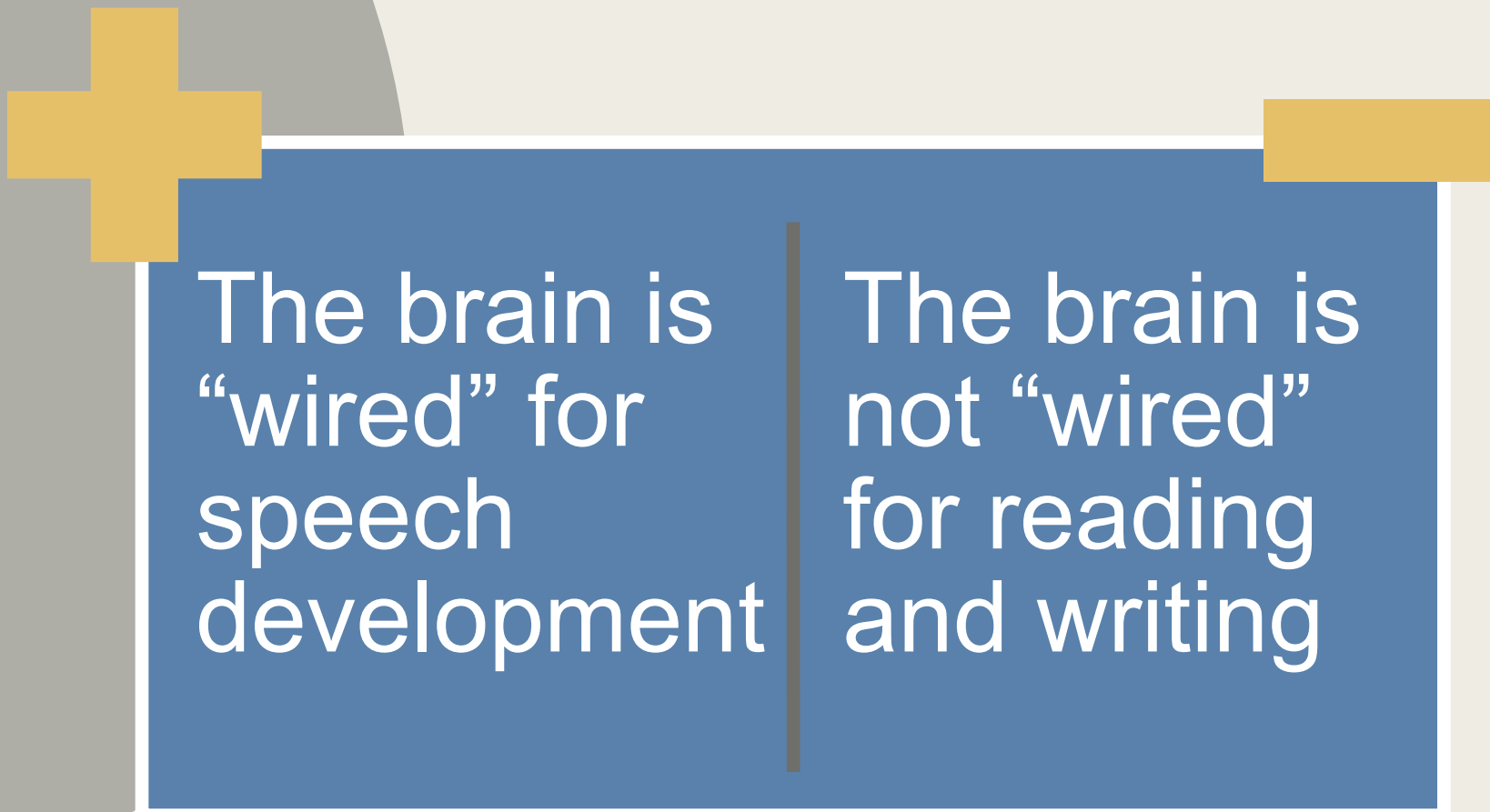
QUESTIONS OR
OBSERVATIONS





LEARNING THE
ALPHABET

Spoken and Written Language



The brain is
“wired” for
speech
development

The brain is
not “wired”
for reading
and writing

Learning to Read and Write Requires Explicit Instruction



Noticing individual sounds
(phonemes)

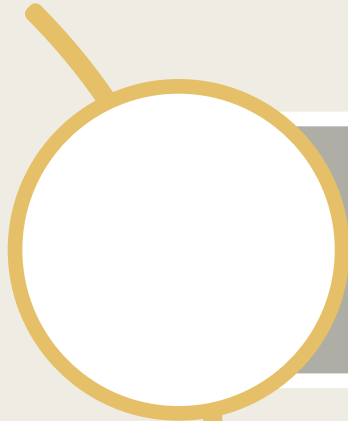


Understanding alphabetic principle
(individual sounds are represented
by letters / letter patterns)

Alphabetic Principle (from handout)

- Connecting letters with their sounds to read and write.
- Letters in words tell us how to correctly “sound out” (i.e., read) and write words.
- Readers **must** be able to recognize individual sounds in spoken words (phonemic awareness).
- Sounds associated with letters are recognized ***automatically***.
- Learning and applying the alphabetic principle takes time and is difficult for most children.
- There are many letters to learn the sounds of, and there are many ways to arrange the letters to produce the vast number of different words used in print.
 - *In English, the same letter can represent more than one sound, depending on the word (e.g., the /a/ sounds are different in the words “mat” and “mate”).*
 - In Spanish, which also includes the vowel “a” in its alphabet, the /a/ sound is always pronounced the same way (e.g., the /a/ in “casa”) regardless what word it is in.

Next Generation Standards

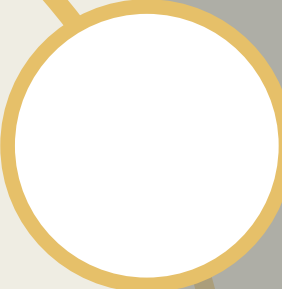


Pre-K: Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.

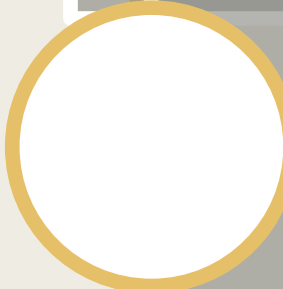


K: Recognize and name all upper- and lower-case letters of the alphabet.


Next Generation Standards



Pre-K: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.



K: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.



Grade 1: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).

Grade 2 and Beyond

Pay close attention to spelling and reading

Review Students' Writing

- Are letters represented correctly?

Listen to Students' Reading

- Are they applying accurate letter-sound correspondence?

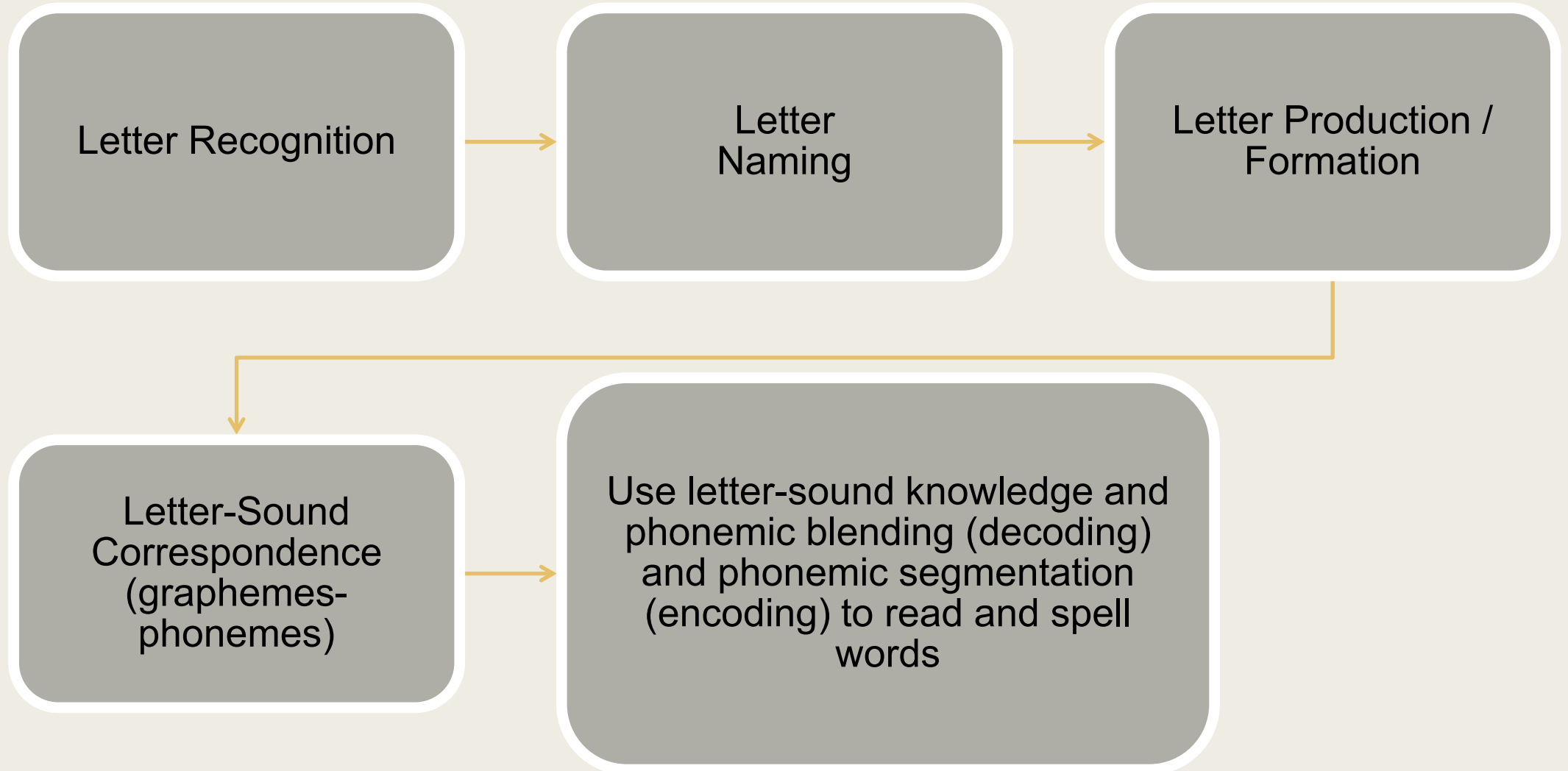
Learning the Alphabet (

- 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!

Learning the Alphabet

(Scanlon et al, 2017)




A D M T

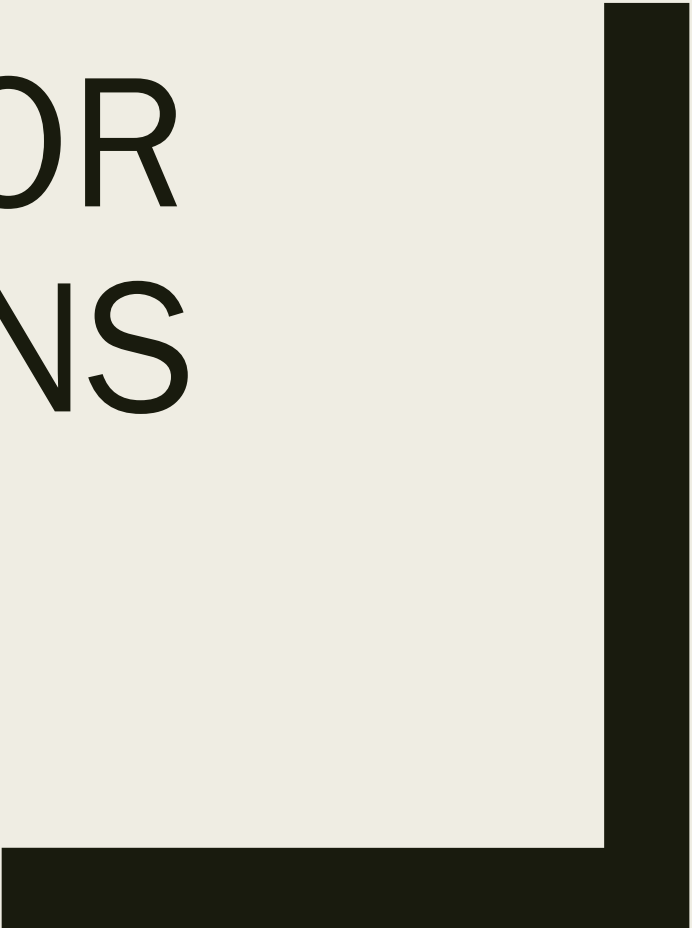
- Recognize: Point to the letter T
- Name: What is this letter? (point to letter)
- Produce: Write the letter T
- Letters/sounds: What sound does this letter make? (point to t)
- Reading and spelling - read mat; spell mat
- IES video

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



QUESTIONS OR
OBSERVATIONS

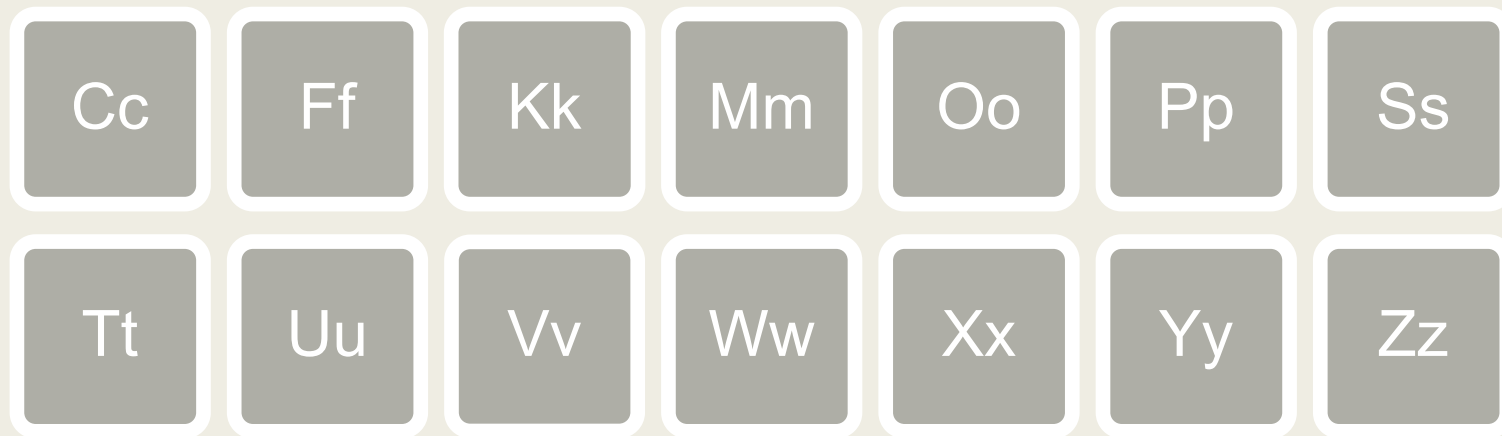




**CHALLENGES: LETTER
RECOGNITION AND NAMING**

Upper- and Lower-Case Letters

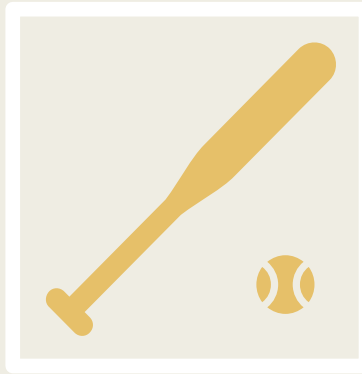
Similar



Dissimilar



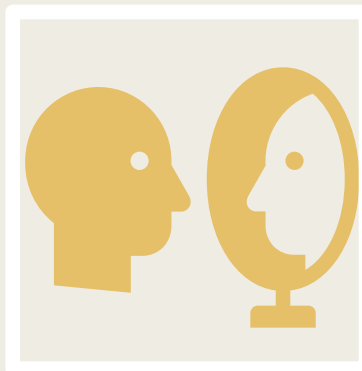
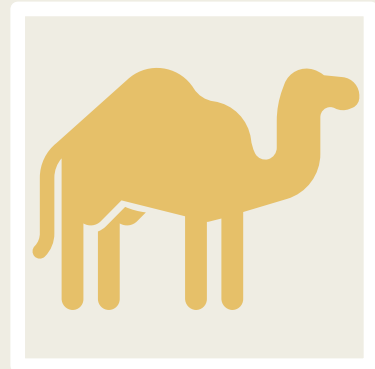
Similar Letter Shapes



Circles and Sticks

b d q p

Humps
m n w h u



Similar Shapes

c e

Similar
Letter
Shapes
(Continued)

Bb

Dd

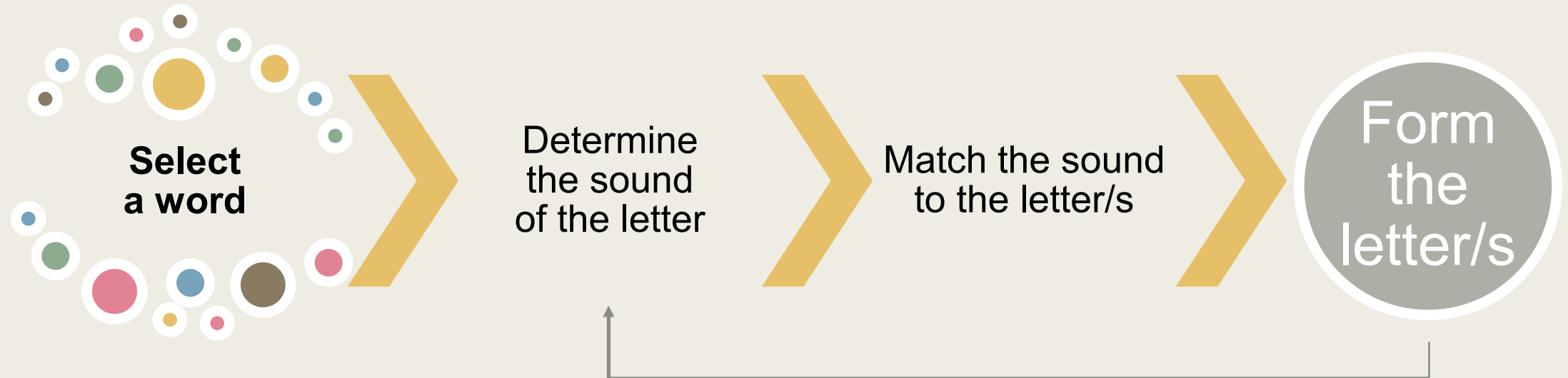
Pp

Qq



CHALLENGES: LETTER FORMATION

What Steps are Required?



Spelling words using letter-sound correspondence



CHALLENGES:

LETTER-SOUND CORRESPONDENCE

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/

Examples: Confusing Letter Name and Letter Sound (Moats, 2010)

“water”



- Child wrote: ytr
- Y = /w/ /ī/

“John”



- Child wrote: gon
- G = /j/ /ē/

“hello”




- Child wrote: chlo
- H = /ã/ /ch/



Where Should We Start?

Outcomes for Kindergarten

- 
- 1. Accurately and automatically recognize, name, and form all 26 letters – both upper and lower case (in random order!)
 - 2. Assign a sound to each letter
 - 3. Produce a sound for each letter (supports decoding)
 - 4. Produce a letter when hearing the sound (supports encoding)
 - 5. Begin to decode and encode one-syllable words

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

High Frequency and Important Letters

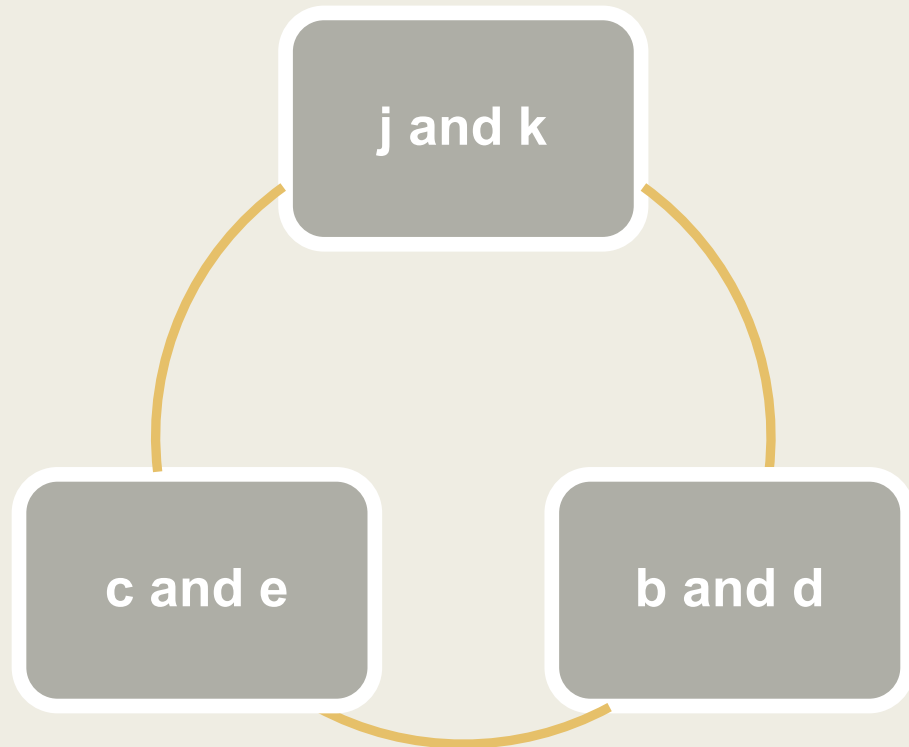
Teach frequently occurring letters first (a, s, t, m, e)

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

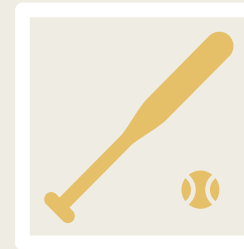
If using a program, follow that sequence

Avoid Teaching Similar Letters Together

Letter Names that Rhyme

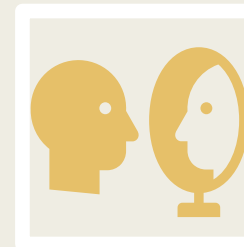


Letters that Look Alike



Circles and Sticks
b d q p

Humps
m n w h u



Similar Shapes
c e

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

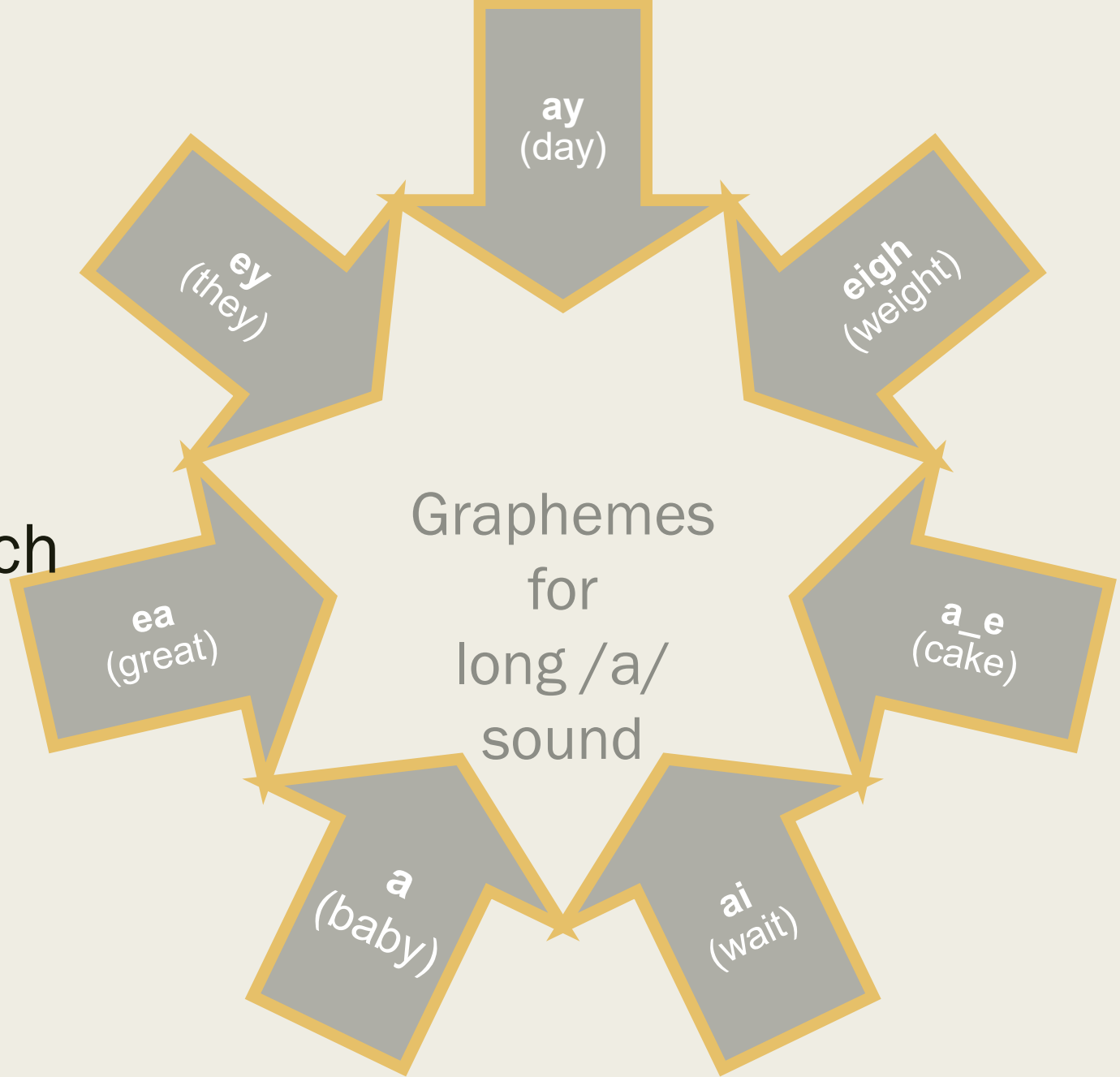


The image features two large, thick, black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

GRAPHEMES

What is a Grapheme?

A letter or letter combination that represents one speech sound (phoneme)



Letters, Phonemes, and Graphemes



All the ways the long /e/ sound is represented....

- You try it!

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)

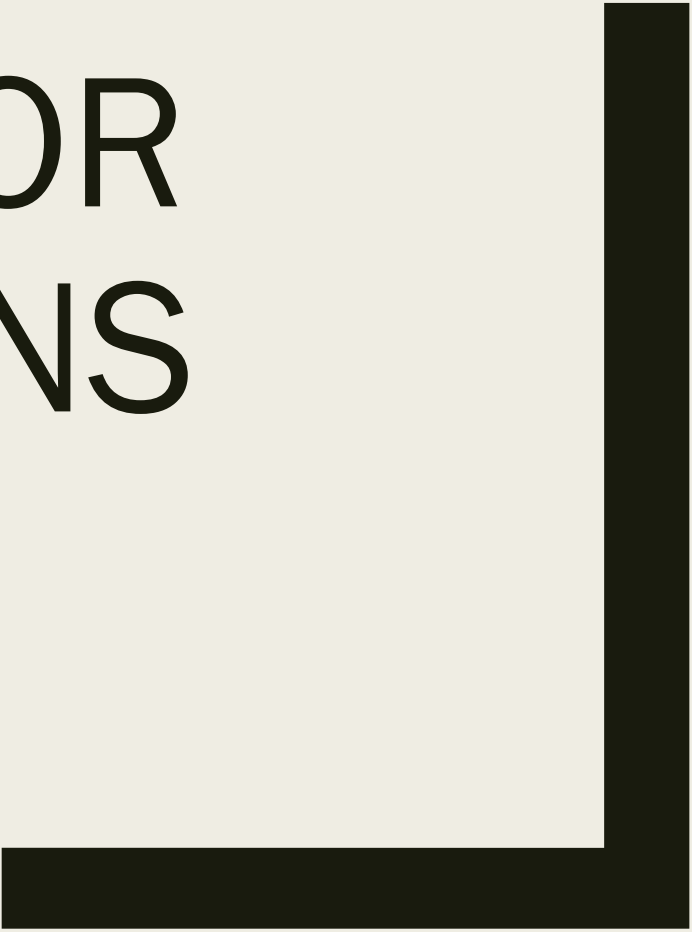

Long (a as in baby)

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)



QUESTIONS OR
OBSERVATIONS

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A FEW TEACHING RESOURCES

REVIEW: Elkonin Boxes

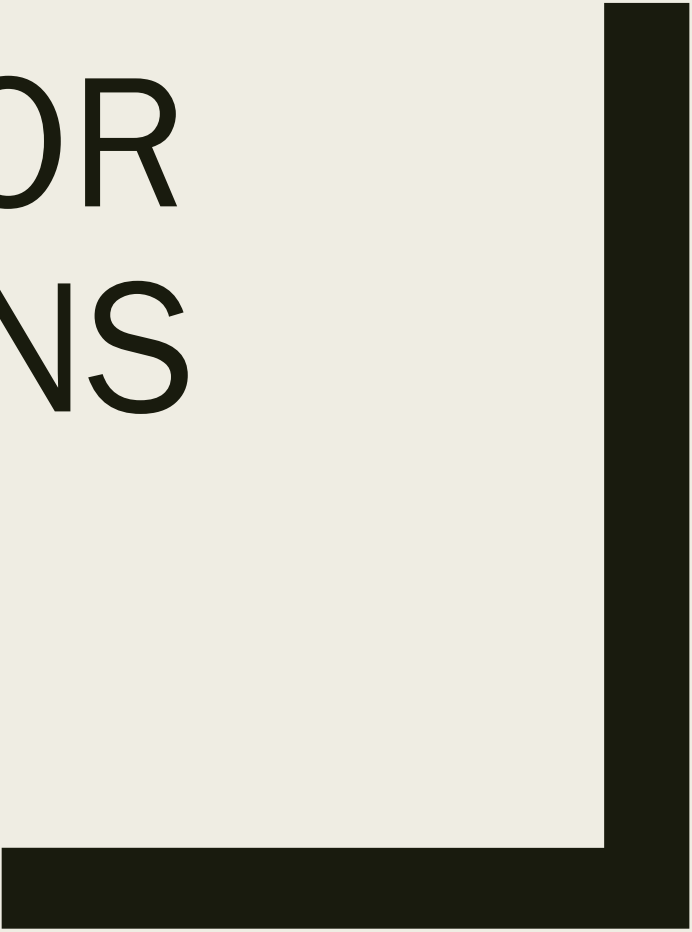

- Introduce continuants first (sounds that stretch) to practice segments spoken words
 - /m/ /b/ /s/ /f/ /sh/ /r/ /l/ /v/ /z/ /n/
 - *All vowels*
- Always blend sounds in spoken word back together
- Introduce a few letters and bring in letters to the activity

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>

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>



QUESTIONS OR
OBSERVATIONS

For Our Next Meeting!

- The alphabetic principle – assessment and instruction.
- Before we meet on 4/11:
 - *Collect spelling samples:*
 - Spelling inventories or students' writing
 - *Review these sections of article:*
<https://www.aft.org/ae/winter2009-2010/graham>
 - Handwriting and the Developing Writer – pages 20 - 21
 - Handwriting speed - page 26
 - Check list on page 27