Fluency

Phonemic Awareness

5 BIG IDEAS
IN READING

Comprehension

Vocabulary

Alphabetic Principle

Charles Christiansen

What is Alphabetic Principle?

The idea that letters and letter patterns make up spoken and written language.

Different from Phonemic Awareness in that it combines phonemes into words and translate them to print.

Different from Fluency in that it focuses on reading individual words accurately.

(Southwest Educational Development Laboratory, 2014)

Why is Alphabetic Principle important?

-English is an alphabetic language and it is not practical to learn to read solely by memorizing words.

-Letters often have unique properties when arranged in certain configurations
-Therefore, we must learn the context of phonemes within words to be able to read and spell

(Southwest Educational Development Laboratory, 2014)

Components of Alphabetic Principle

1. ## Alphabetic Understanding

   Understanding the sounds of the individual letters

2. ## Phonological Reading

   Being able to determine phonemes from letter combinations to pronounce strings or spell words.

(University of Oregon Center on Teaching And Listening, 2015)

Phonological Reading

3 Components:

- Regular Word Reading
- Irregular Word Reading
- Advanced Word Analysis

(University of Oregon Center on Teaching And Listening, 2015)

Regular Word Reading

'Sounding out' words to decode them

- Goal is to go from
    a. Sounding words out
    b. Saying the whole word
    c. Sight word reading
    d. Automatic word reading

Irregular Word Reading

Some words can not be decoded either due to:

- Not having learned the letter sounds yet
- Letters in the word make unique sounds

Considerations for irregular word teaching are:

- When to introduce
- Rate of introduction

(University of Oregon Center on Teaching And Listening, 2015)

Advanced Word Analysis

- Breaking down elements of word into parts, patterns, and phonemes, so new words can be decoded
  - Recognition of patterns in words such as "VCe"
  - Knowing how prefixes and suffixes are used

(University of Oregon Center on Teaching And Listening, 2015)

Instruction Goals

- Teach letter-sound relationships explicitly and in isolation.
- Provide opportunities for children to practice letter-sound relationships in daily lessons.
- Provide practice opportunities that include new sound-letter relationships, as well as cumulatively reviewing previously taught relationships.
- Give children opportunities early and often to apply their expanding knowledge of sound-letter relationships to the reading of phonetically spelled words that are familiar in meaning.

(Texas Education Agency, 2002)

Instruction Guidelines

No set rule governs how fast or how slow to introduce letter-sound relationships.

- Consider the performance of the group of students with whom the instruction is to be used.
- Earliest relationships introduced should enable children to begin reading words as soon as possible.

Begin instruction in sound-letter relationships by choosing consonants such as f, m, n, r, and s

Start by introducing two or more single consonants and one or two short vowel sounds.

Skills For Kindergarten

Letter-sound correspondence: identifies and produces the most common sound associated with individual letters.

Decoding: blends the sounds of individual letters to read one-syllable words. When presented with the word fan the student will say "/fffaaannn/, fan."

Sight word reading: Recognizes and reads words by sight (e.g., I, was, the, of).

1st Grade Skills

Letter-sound and letter-combination knowledge: produces the sounds of the most common letter sounds and combinations (e.g., th, sh, ch, ing).

Decoding: sounds out and reads words with increasing automaticity, including words with consonant blends (e.g., mask, slip, play), letter combinations (e.g., fish, chin, bath), monosyllabic words, and common word parts (e.g., ing, all, ike).

Sight words: Reads the most common sight words automatically (e.g., very, some, even, there).

(Texas Education Agency, 2002)

2nd & 3rd Grade Skills

Letter-Sound Knowledge: produces the sounds that correspond to frequently used vowel diphthongs (e.g., ou, oy, ie) and digraphs (e.g., sh, th, ea).

Decoding and Word Recognition:

  applies advanced phonic elements (digraphs and diphthongs),
  special vowel spellings, and word endings to read words.
  Reads compound words, contractions, possessives, and words with inflectional word endings.
  Uses word context and order to confirm or correct word reading efforts (e.g., does it make sense?).
  Reads multisyllabic words using syllabication and word structure (e.g. base/root word, prefixes, and
  suffixes) in word reading.

Sight word reading: increasing number of words read accurately and
  automatically.

many programs need the following instructional enhancements:

1. Demonstrate explicit steps and strategies
2. Model multiple examples
3. Provide multiple opportunities to practice
4. Structure ample review and opportunities for learning

(Texas Education Agency, 2002)

Interventions

Phone:

Place the letters the student knows and is currently learning on a pile. Provide each student with a 'phone'. As you name the letter on the top of the pile, have the student produce the sound in the phone.

Clip It:

Provide the students with the desired rime cards and consonant clips. Have the students create as many words as possible. To extend the activity, write the words on the dry erase boards.

Demonstrations

MAP   SIT

Bank

Lock

Key

Leaf

Pin

Bell

Demonstrating Alphabetic Principles

- Letter Sound Associations
- Sound blending
- Segmenting
- Word and pseudoword identification
- Manipulating letter sound correspondences

Formal Assessment

Conducted as part of regular benchmarked CBM probes

E.g. DIBELS Oral Reading Fluency, DIBELS Nonsense Word Fluency, STAR Reading Assessment, Iowa Assessment

(UO DIBELS Data System, 2015)

Assessment Example

DIBELS - Nonsense Word Fluency (NWF)

- Requires students to display Alphabetic Understanding to pronounce individual letters, then utilize Advanced Word Analysis skills like phoneme patterns to say nonsense words.

Progress Monitoring 20
DIBELS Nonsense Word Fluency

| l i n | m u s | u k | d o v | o v | __/13 |
| p o k | b i f | d e p | o s | w a v | __/14 |

(UO DIBELS Data System, 2015)

Assessment Example

DIBELS - Oral Reading Fluency (ORF)

- Assesses ability to combine letter patterns into words. While this is primarily designed to measure Fluency, it is reliant on and displays insight into Alphabetic Principles

(Intervention Central, 2015)

Assessment Example

List A:

sandbox	sand
walkway	walk
after	afternoon
night	nightlight
animal	an
library	lie
kitten	kit
win	window
actress	act
axe	accident

List B:

bird	birdbath
book	bookworm
ladybug	lady
heatwave	heat
news	newspaper
daylight	day
try	tricycle
picture	pick
teacher	tea
pack	package

(Wren & Watts, 2002)

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