

Handout 3.3B:Alphabetic Principle, Word Study, and Spelling Definitions—Answer Key

Match the key concept to its definition by writing the letter in the correct blank.

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| 1. <u>E</u> Decoding | A. Understanding that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words |
| 2. <u>B</u> Common sound | B. Sound that a letter most frequently makes in a word |
| 3. <u>D</u> Decodable texts | C. Vowels and certain consonant sounds that can be prolonged during pronunciation and are easier to say without being distorted |
| 4. <u>F</u> Encoding | D. Engaging and coherent texts in which most of the words comprise an accumulating sequence of letter-sound correspondences being taught |
| 5. <u>A</u> Alphabetic principle | E. Process of converting printed words into their spoken forms by using knowledge of letter-sound relationships and word structure |
| 6. <u>C</u> Continuous sounds | F. Process of converting spoken words into their written forms (spelling) |
| 7. <u>L</u> Sounding out | G. Words in which some or all of the letters do not represent their most common sounds |
| 8. <u>I</u> Letter recognition | H. Groups of consecutive letters that represent a particular sound or sounds in words |
| 9. <u>G</u> Irregular words | I. Ability to distinguish and name each letter of the alphabet, sequence the letters, and distinguish and produce both uppercase and lowercase letters |
| 10. <u>K</u> Regular words | J. Relationships between common sounds of letters or letter combinations in written words |
| 11. <u>M</u> Stop sounds | K. Words in which the letters make the most common sound |
| 12. <u>J</u> Letter-sound correspondences | L. Process of saying each sound that letters represent in a word and blending them together to read the word |

13. <u>H</u> Letter combinations	M. Consonant sounds that are not as easy to pronounce in isolation without a vowel sound
14. <u>W</u> Morphology	N. Consistencies in patterns and relationships that apply to more than one word
15. <u>U</u> Phonological processing	O. Description for the combination of letters and letter-sound correspondences
16. <u>R</u> Orthography	P. Strategies to improve memory such as using key words or visualizing
17. <u>S</u> Independent level	Q. Reading level in which more than 1 in 10 words are difficult (89% or less accuracy with low comprehension)
18. <u>Y</u> Phonology	R. Writing system of language
19. <u>O</u> Graphophonemic	S. Reading level in which no more than 1 in 20 words is difficult for the reader (95%-100% accuracy with high comprehension)
20. <u>T</u> Phonetic spelling	T. A beginning stage of spelling that develops with one's ability to analyze the phonemes in words (also known as beginning, temporary, invented, and emergent spelling)
21. <u>V</u> Instructional level	U. Ability to remember words in their spoken forms as sequences of speech sounds and to apply the sounds to symbols when spelling and reading words
22. <u>N</u> Generalizations	V. Reading level in which no more than 1 in 10 words is difficult for the reader (90%-94% accuracy with average to high comprehension)
23. <u>Q</u> Frustrational level	W. Structure of meaningful units and patterns in words
24. <u>P</u> Mnemonics	X. Calculation that determines the reading level of texts (total number of words read correctly divided by the total number of words read)
25. <u>X</u> Percent accuracy	Y. Rule system of speech sounds in a language