

## Alphabetic Principle, Word Study, and Spelling Definitions

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

### Set A

1. _____ decoding	A. Understanding that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words
2. _____ common sound	B. Sound that a letter most frequently makes in a word
3. _____ decodable texts	C. Vowels and certain consonant sounds that can be prolonged during pronunciation and are easier to say without being distorted
4. _____ encoding	D. Engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught
5. _____ alphabetic principle	E. Process of converting printed words into their spoken forms by using knowledge of letter-sound relationships and word structure
6. _____ continuous sounds	F. Process of converting spoken words into their written forms (spelling)

### SET B

7. _____ sounding out	G. Words in which some or all of the letters do not represent their most common sounds
8. _____ letter recognition	H. Groups of consecutive letters that represent a particular sound(s) in words
9. _____ irregular words	I. Ability to distinguish and name each letter of the alphabet, sequence the letters, and distinguish and produce both upper and lowercase letters
10. _____ regular words	J. Relationships between common sounds of letters or letter combinations in written words
11. _____ stop sounds	K. Words in which the letters make their most common sound
12. _____ letter-sound correspondences	L. Process of saying each sound that represents a letter(s) in a word and blending them together to read it
13. _____ letter combinations	M. Consonant sounds that are not as easy to pronounce in isolation, without a vowel sound

## SET C

14. _____ morphology	N. Consistencies in patterns and relationships that apply to more than one word
15. _____ phonological processing	O. Description for the combination of letters and letter-sound correspondences
16. _____ orthography	P. Strategies to improve memory such as using key words or visualizing
17. _____ independent-level	Q. Reading level in which more than 1 in 10 words are difficult (89% or below accuracy with low comprehension)
18. _____ phonology	R. Writing system of language
19. _____ 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. _____ 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. _____ 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. _____ 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. _____ frustrational-level	W. Structure of meaningful units and patterns in words
24. _____ 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. _____ percent accuracy	Y. Rule system of speech sounds in a language

**Alphabetic Principle, Word Study, and Spelling****Definitions**

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

**Set A**

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 are comprised of 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)

**SET B**

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(s) 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 upper 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 their most common sound
12. <u>J</u> letter-sound correspondences	L. Process of saying each sound that represents a letter(s) in a word and blending them together to read it
13. <u>H</u> letter combinations	M. Consonant sounds that are not as easy to pronounce in isolation, without a vowel sound

## SET C

14. ___W___ morphology	N. Consistencies in patterns and relationships that apply to more than one word
15. ___U___ phonological processing	O. Description for the combination of letters and letter-sound correspondences
16. ___R___ orthography	P. Strategies to improve memory such as using key words or visualizing
17. ___S___ independent-level	Q. Reading level in which more than 1 in 10 words are difficult (89% or below accuracy with low comprehension)
18. ___Y___ phonology	R. Writing system of language
19. ___O___ 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. ___T___ 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. ___V___ 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. ___N___ 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. ___Q___ frustrational-level	W. Structure of meaningful units and patterns in words
24. ___P___ 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. ___X___ percent accuracy	Y. Rule system of speech sounds in a language