

# Letter Naming

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DOMAIN: Language Development and Communication

CLAIM: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts in home, school, and community.

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## **RATIONALE**

Learning to read is a complex process that requires young children to acquire and continue to develop automaticity with foundational skills, including alphabet knowledge (National Early Literacy Panel, 2009; National Reading Panel, 2000). Alphabet knowledge includes the ability to identify and name letters and hear sounds in words (phonological awareness). These are an integral part of foundational skills and closely correlated to later reading and spelling achievement (Strickland & Shanahan, 2004).

In addition to acquiring alphabet knowledge as a part of foundational skill development, successful readers can integrate the sound, visual, and meaning systems of language to monitor comprehension and repair misunderstandings and apply their understandings to a range of increasingly complex texts in a variety of settings. The National Research Council estimated that if children received exposure and systematic opportunities to develop foundational language, reading, and related skills during early schooling, only about five percent might experience serious reading difficulty later in school (Snow et al., 1998).

## **ALIGNMENT TO NC STANDARDS**

### **NC Foundations for Early Learning and Development**

LDC-12 Children develop knowledge of the alphabet and the alphabetic principle.

### **NC Standard Course of Study (Common Core State Standards & Essential Standards)**

RF.K.1 Demonstrate understanding of the organization and basic features of print.



# LETTER NAMING CONTINUED ON NEXT PAGE

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| Children understand that spoken language can be represented by letters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | UNDERSTANDING           |
| <b>A. Recognizes own name in isolation and in context.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>B. Makes connections to particular letters in the print environment (one’s name, family members’ names, friends’ names).</b>                                                                                                                                                                                                                                                                                                                                                                                   | <b>C. Locates, talks about, and/or asks questions about letter(s) in the print environment.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>D. Discriminates letters from pictures and numbers.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SKILLS                  |
| <p>During a shared reading* of <i>Who Stole the Cookie from the Cookie Jar</i>, Ms. Lewis asked Alexis to select her name from the 12 name card choices and place it in the poem on the pocket chart. Alexis selects her name and places it in the empty space on the pocket chart.</p> <p>Bryson enters the classroom and completes the morning attendance activity. He uses the wand of the interactive whiteboard and selects his name from the other classmates’ names on the board and drags his name to the picture of the school.</p> | <p>While working in the Read the Room Literacy Center, Paul notices that Pablo’s name has some of the same letters as his name and says, “Look Ms. Graham, Pablo has a ‘P’, ‘a’, &amp; ‘l’ in his name like my name!”</p> <p>Chet is standing in the line with the other students who travel home by car and notices that his George Watts Elementary School folder has a letter that he recognizes. Chet says to Ms. Allen, “Look that’s like the ‘G’ in Grandma,” as he points to the letter ‘G’ in George.</p> | <p>When asked, “Use your pointer to find a letter in the classroom,” Huan uses the pointing device*** and points to a letter and/or letters in the classroom environment.</p> <p>During school day routines, Mason notices letters by gesturing to them and saying, “I see a letter” and “I know that one!” while pointing to letters in the classroom.</p> <p>Throughout the school environment and in print material,* Isabella asks questions about letter names.</p> <ul style="list-style-type: none"> <li>• “What is that letter?” (to identify unknown letters)</li> <li>• “Why does that letter look like that?” and “Is that a ‘g’, too?” (to sort out features of letters, such as different fonts or uppercase/lowercase letters)</li> <li>• When pointing to the letter ‘Q,’ Isabella asks, “What is that little part on that ‘O’?” (to make connections to known letters)</li> </ul> | <p>When asked, “Show me some letters (or a letter)” during a shared reading activity, Jacob uses a framing tool and frames letters on the print material.*</p> <p>Chloe has chosen to work at the Interactive Whiteboard Center. The board has visuals of numbers, pictures, and letters. She is prompted by the character on the whiteboard to tap only the letters and drags the letters to Leo, the Letter-Loving Lobster. The character explains that Leo will only grab letters. Chloe selects letters only and drags the letters to Leo.</p> | PERFORMANCE DESCRIPTORS |

\* Examples of print material could include poems, stories, word wall, informational text, and digital media.

\*\* Collections of letters could include magnetic letters, large foam letters, cards or paper with letters written on them, or letters on a digital learning device.

\*\*\* Pointers could include items such as a finger, pointer, framing tool, highlighter tape, or a dot marker.

LETTER NAMING CONTINUED FROM PREVIOUS PAGE

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| UNDERSTANDING           | Children know features of letters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| SKILLS                  | <p><b>E. Accurately selects and names <i>some-to-all</i> of the letters in own name.</b></p> <p><i>Some-to-all of the letters indicates a range of knowledge. For children with longer names, they may select and name some-to-all of the letters in own name.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>F. Accurately selects letters when given the letter name.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>G. Accurately matches <i>some</i> uppercase to lowercase letters, matching the same letter uppercase to lowercase form.</b></p> <p><i>Some indicates the child is able to select and accurately name letters throughout printed materials within the following range (8-13) for uppercase or lowercase letters.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| PERFORMANCE DESCRIPTORS | <p>When given a small group of letters,** including the letters in her name, Destiny sorts through the various letters and selects (picks up or points to) the letters in her name. She then names <i>some-to-all</i> of the letters selected.</p> <p>As part of the morning routine, Trumaine walks over to the name pocket chart and finds his picture. He takes the envelope from behind his picture that contains an assortment of letter cards. Trumaine then searches through the letters in attempt to spell his name. He selects the letters 'T' 'r' 'm' 'i' and 'e'. Ms. Lipe, the teacher assistant, says, "Trumaine, tell me the letters you placed under your name." Trumaine points to each letter under his picture with his finger while saying the correct name for each letter, "T r m i e".</p> | <p>When provided letters,** either uppercase or lowercase, and asked to pick up the letter 'T,' Diamond accurately selects the letter. <i>NOTE: The oral prompting would continue until the child accurately selects most of the letters, either uppercase or lowercase.</i></p> <p>During free choice literacy centers, Jamal chooses to work on the interactive whiteboard. Jamal picks up the whiteboard wand, taps the board, and begins the flipchart. Jamal hears the name of a letter (e.g. "uppercase D" or "lowercase f"), and a colored space is highlighted on the board. Jamal uses his wand to tap the correct letter from the letter box at the bottom of the board and drags the letter to the space highlighted on the board. When Jamal hears "uppercase W," he selects 'u,' but this time the 'u' bounces back to the letter box. Jamal is able to place most letters in the correct space on the board when prompted; however, when prompted to select "uppercase W," "lowercase f," "uppercase G," and "lowercase q," the letters do not stay in the correct space and bounce back to the letter box. At the end of the flipchart, the letters that bounced back to the letter box are listed on the next page for Jamal to complete additional lessons with these letters.</p> <p>In print material,* Isaiah accurately selects most letters using a pointing device, when orally prompted with letter names.</p> | <p>Jason Thomas has chosen to work in the Letter Detective Center. Ms. Rodriguez shows Jason Thomas the cube with the uppercase letter 'R' and asks him to find the lowercase 'r.' Jason Thomas looks, using his magnifier*** until he spots the lowercase 'r' and highlights it with the magnifier. Jason Thomas continues his detective work, matching <i>some</i> lowercase letters to the corresponding uppercase letter when prompted by Ms. Rodriguez.</p> <p>While working in Literacy Work Stations, Hunter places the alphabet placemat printed with uppercase letters in front of him and empties the container of lowercase letter tiles. Hunter chooses the lowercase 'r' letter tile and matches it to the uppercase 'R' printed on the placemat. He continues to accurately match <i>some</i> lowercase letter tiles to their uppercase form on the placemat.</p> <p>While working with the letter app on the iPad, Li Ming was able to match the lowercase to the uppercase letter on the screen for <i>some</i> letters.</p> <p>During small group reading, the teacher hands Sara the framing tool, shows her an uppercase letter and asks her to find the same letter in lowercase. Sara accurately frames*** the lowercase letter. When prompted to find additional letters, Sara matches <i>some</i> uppercase letters to lowercase letters.</p> |

\* Examples of print material could include poems, stories, word wall, informational text, and digital media.

\*\* Collections of letters could include magnetic letters, large foam letters, cards or paper with letters written on them, or letters on a digital learning device.

\*\*\* Pointers could include items such as a finger, pointer, framing tool, highlighter tape, or a dot marker.

LETTER NAMING CONTINUED FROM PREVIOUS PAGE

| Children know features of letters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | UNDERSTANDING           |
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| H. Accurately names <i>some</i> letters (uppercase <i>or</i> lowercase).<br><i>Some</i> indicates the child is able to select and accurately name letters throughout printed materials within the following range (8-13) for uppercase <i>or</i> lowercase letters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I. Accurately names <i>most</i> letters (uppercase <i>or</i> lowercase).<br><i>Most</i> indicates the child is able to select and accurately name letters throughout printed materials within the following range (14-25) for uppercase <i>or</i> lowercase letters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | J. Accurately names forms of the same letter for <i>most</i> letters (uppercase <i>and</i> lowercase).<br><i>Most</i> indicates the child is able to select and accurately name letters throughout printed materials within the following ranges (14-25) for uppercase <i>and</i> (14-25) for lowercase letters.                                                                                                                                                                                                                                                                                                                                                                                                                                             | K. Accurately names all letters of the alphabet (uppercase <i>and</i> lowercase, including different fonts encountered during reading).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SKILLS                  |
| <p>Lamonte is working in the Word Work Station using cards with classmates' pictures and their names written beside the picture. Each letter of the child's name is written in a box. Below the names are the same number and size boxes, but the boxes are blank. Lamonte chooses the card with Chris' picture and then selects an uppercase 'C' and places it in the blank box under uppercase 'C'. He continues until he has found each letter and placed it in the individual box. Lamonte then takes his finger and points to the uppercase C and says, 'C.' He then places his finger on the lowercase h and says, 'h.' He continues until he has said each letter correctly. He then gets the next picture card of his classmate, Marquis. When Lamonte begins to name the letters he placed on the card, he can only name the letters 'M', 'i' and 's'. He asks another student at the center for help naming the other letters.</p> <p>When using magnetic letters,** Elijah picks up and accurately says the name for <i>some</i> of the letters, either uppercase or lowercase.</p> <p>Jaylen and Charlene use pointers as they read the poem written on chart paper. As Charlene calls out different letters, Jaylen uses the pointer and correctly selects <i>some</i> uppercase and lowercase letters as they are called.</p> | <p>When provided a group of 7 lowercase letters,** Jing accurately selects and says the letter name for 6 lowercase letters (a, e, x, m, q, u). After Jing is successful with this small group, Mr. Hughes gives Jing 7 more letters and Jing accurately selects and names 5 of them (r, n, s, y, i). Mr. Hughes keeps giving Jay groups of 7 letters until all letters have been provided for Jing. After seeing all the groups of letters, Jing selected and named 18 letters, which is in the <i>most</i> range.</p> <p>In print material,* Charlotte accurately selects and says the letter name for <i>most</i> letters either uppercase <i>or</i> lowercase, using a pointing device.</p> <p>When looking at a print storybook, Lucas uses a framing tool to frame letters. He accurately names <i>most</i> framed letters either uppercase or lowercase.</p> | <p>When using magnetic letters, Valentina selects the uppercase and lowercase letters for a small group of letters and says the name for them (A/a, E/e, X/x, M/m, Q/q, U/u, G/g.). After being able to name both the uppercase and lowercase letters for this small group, she continues with another small group of both uppercase <i>and</i> lowercase letters until she names <i>most</i> letters.</p> <p>In print material Gabriela accurately selects, using a pointing device,** and says the letter name for <i>most</i> letters, both uppercase <i>and</i> lowercase.</p> <p>When reading the class name graph, Jeremiah uses a framing tool to frame letters while accurately naming <i>most</i> uppercase <i>and</i> lowercase letters aloud.</p> | <p>While exploring with letter beads, Mackenzie begins stringing all 26 uppercase letters on one string while saying the letter name that appears on each bead. She then strings all 26 lowercase letter beads on a string while saying the letter name on each lowercase letter bead. Mr. Nicholson asks, "Why do you have different letters on different strings?" Makenzie answers, "These are lowercase letters," and points to the string of lowercase letter beads. She then points to the uppercase string of letter beads and says, "These are uppercase letters."</p> <p>While working at the pocket chart in the literacy center, Justin places all the uppercase and lowercase letter cards in the pocket chart and then points to each letter and says the letter name for <i>all</i> letters.</p> <p>While reading the room, Xavier challenges himself to find and name every letter of the alphabet (uppercase and lowercase). Xavier uses a pointing device and finds every letter of the alphabet and says the name of every letter (uppercase and lowercase).</p> | PERFORMANCE DESCRIPTORS |

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## RESOURCES USED

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