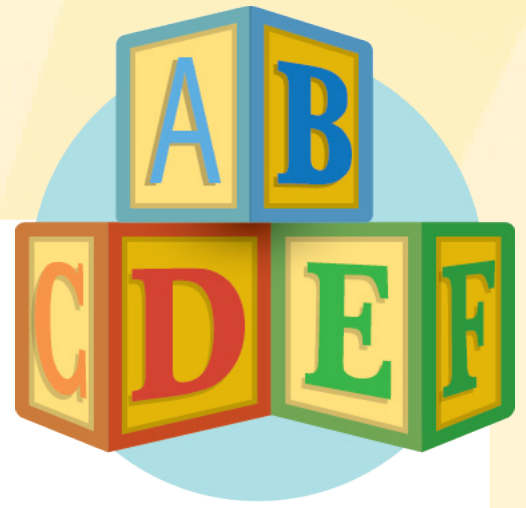# Alphabet Knowledge (AK)

**Alphabet Knowledge =** naming letters, writing letters, identifying sounds, and matching letters with their corresponding sounds.

## Characteristics of Effective AK Instruction
1. Brief
2. Explicit
3. Allow for multiple exposures
4. Provide several opportunities to name the letters and say the sounds

## Recommended AK Teaching Sequence
1. Show the letter
2. Say the letter and its sound
3. Have child(ren) say the letter
4. Have child(ren) say the sound

## Recommended Sequence for Letter-Sound Instruction

START HERE ⟶

a m t s i f d r o g l h u c

b n k v e w j p y T L M F D

I N A R E H G B x q z J Q

## Guidelines for Teaching AK
- Introduce 3-4 letters at a time
- More useful letters should be introduced first
- Introduce lower case letters before upper case letters
- Introduce only one sound per letter initially
- Separate visually or auditorily similar letters

### Auditorily Similar Sounds

| | |
|---|---|
| /f/ and /v/ | /k/ and /g/ |
| /t/ and /d/ | /m/ and /n/ |
| /b/ and /d/ | /i/ and /e/ |
| /b/ and /p/ | /o/ and /u/ |

### Visually Similar Letters

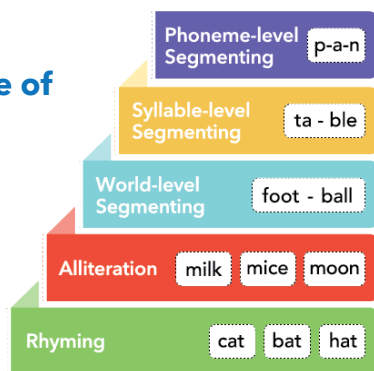| | |
|---|---|
| **b** and **d** | **h** and **n** |
| **b** and **p** | **v** and **w** |
| **q** and **p** | **n** and **r** |
| **n** and **m** | |

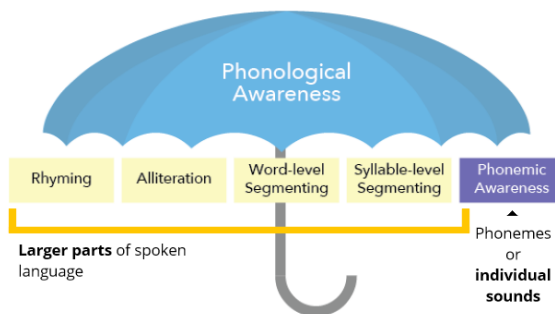**NOTES**

# Phonological Awareness (PA)

**Phonological Awareness =** identification and manipulation of the large and small parts of spoken language (i.e., sentences, words, syllables, and sounds).

## General Developmental Sequence of Phonological Awareness Skills

*Segmenting, especially at the phoneme level, is more predictive of future reading than rhyming and alliteration.

| | |
|---|---|
| **Phoneme-level Segmenting** | p-a-n |
| **Syllable-level Segmenting** | ta - ble |
| **World-level Segmenting** | foot - ball |
| **Alliteration** | milk   mice   moon |
| **Rhyming** | cat   bat   hat |

**Phonemic Awareness =** manipulation of individual sounds in words (e.g., "The small parts of the word cat are /k//a//t/.").

h-at

**Phonological Awareness**

| Rhyming | Alliteration | Word-level Segmenting | Syllable-level Segmenting | Phonemic Awareness |

**Larger parts** of spoken language

Phonemes or **individual sounds**

## Characteristics of Effective PA Instruction
1. Explicit
2. Multiple opportunities to practice
3. Feedback
4. Manipulatives, gestures, and visuals are helpful

## Guidelines for Teaching PA
1. Focus on one skill at a time
2. Teach easier skills before harder skills (i.e., words>syllables >individual sounds)
3. Oral blending and segmenting should be taught together
4. Use the letters when teaching children to manipulate individual sounds

## Recommended PA Teaching Sequence
Say the word > Model the skill > Practice skill together > Independent practice > Feedback

**NOTES**