

Alphabet Knowledge

What Teachers Need To Know

? What It Is

- Knowing **letter names**
- Recognizing **letter forms**
- Producing **common sounds**
- Goal: **automaticity**

☆ Why It Matters

- Predicts **reading achievement**
- Supports **decoding & spelling**
- Builds the **alphabetic principle**

Explicit and Systematic

- Teach names and sounds together
- Avoid confusable pairs
- Highlight distinguishing features
- Spend more time on difficult letters

Efficient Routine (Under 15 Minutes)

- Daily repetition
- Decontextualized practice
- Whiteboards and letter cards
- Choral and partner responses

Integrate Across the Day

- Shared reading
- Phonemic awareness
- Environmental print
- Emergent spelling routines

Assessment- Driven

- Introduce all letters quickly
- Progress monitor: name and sound
- Group students by need
- Assess all 26 letters

Four Principles of Effective Instruction

1



2



4



3



Special Considerations



Multilingual Learners

- Mouth/tongue modeling
- Mirrors
- Teach long/short vowels together
- Hard/soft c & g



Students with disabilities

- Multi-sensory supports
- Predictable routines
- Extra practice with confusable letters



Instructional Tips

- Use **Century Gothic font**
- Choose **target words without blends**
- Use **print-salient texts**
- Use the same sequence of sounds and paired visuals PK-1st



End of preschool expectations

- **18 uppercase letters**
- **15 lowercase letters**
- At least one sound for each known letter

Sources

- [Julia B. Lindsey, Reading Above the Fray, 2022](#)
- [Headstart Alphabet Knowledge and Early Writing](#)
- [Nell Duke Organization](#)