

Figure 3.1 Learning Order for the Alphabet

1. **Own-Name Effect:** Children often first learn the letters of their first name, and particularly the initial letter of their name. Capitalize on this knowledge by associating letters taught with the names of children in the class.
2. **Alphabetic-Order Effect:** The letters near the beginning and end of the alphabet are typically learned before the middle section of the alphabet. Take this into consideration when parceling time necessary to teach a letter. Because of the variance, an arbitrary one week for each letter doesn't make much sense.
3. **Letter-Frequency Effect:** Letters that occur more frequently in print will be learned more quickly due to relative exposure. Keep this in mind with low-frequency letters such as *q*, *u*, and *v*, as they require more intentional encounters.
4. **Letter-Name Effect:** A letter that has a corresponding sound similar to its name (such as *a*, *b*, *o*, *s*, and *t*), will be learned more quickly than a letter that does not (e.g., *h*, *w*, *y*).
5. **Consonant Phoneme Acquisition Effect:** Children learn consonant letters that are voiced more earlier and therefore more frequently. This has a developmental component, as early consonant speech sounds of infants, such as /m/, /b/, and /p/, emerge around 18 months of age. Later speech sounds, such as /j/ and /v/, don't emerge until around age 4. Letter recognition appears to follow a similar trajectory, with those early consonants learned more readily than later consonants mastered in speech later (Justice et al., 2006).
6. **Distinctive Visual Features Letter-Writing Effect:** Children who learn the distinctive marks that are components of written letters (e.g., curved, straight, diagonal, and intersecting line) before learning how to write the alphabet will acquire transcription fluency more quickly.