**Fidelity Checklist**

Drawing A Phonetic Alphabet

Phonemic awareness reading strategies can improve children’s phonemic awareness performance (Melesse & Enyew, 2020). Phonemic awareness is one of the most important foundational skills for a student to have. Being able to manipulate and identify individual sounds within a word allows students to eventually become proficient readers. When a student has a strong sense of phonemic awareness, he or she is able to effectively decode unknown words and comprehend information while reading (Jonas, 2019). Drawing is an activity that many students engage in and find joy from as it is a familiar task that can be used to explore and communicate ideas to others without requiring the ability to write or spell words (Hong et al., 2020). The usage of drawing allows abstract ideas to be represented in a visual matter, thus allowing the students to connect abstract and concrete ideas together (Hong et al., 2020). Combining phonemic awareness instruction and drawing of a phonetic alphabet as a strategy allows students to create a visual prompt to remind them of what sound each letter of the alphabet makes.

**Science of Reading Connection**: Phonemic awareness is a crucial part of the Science of Reading. Within Scarborough’s Rope, phonemic awareness is a key part of having a strong foundation for word recognition (Scarborough, 2001). Being able to effectively manipulate and identify phonemes can help students with decoding and spelling unknown words. Drawing a phonetic alphabet allows students to gain additional practice with grapheme and sound coordination. Students must have a strong foundation of phonemic awareness to become an independent reader.

Date: Activity/Class:

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| **DRAWING A PHONETIC ALPHABET** | **YES** | **NO** | **COMMENTS** |
| 1. Gather materials for activity (e.g., paper, blank letter template, pencils, markers, crayons). |  |  |  |
| 2. Prepare students for activity by activating prior knowledge and reviewing the different sounds that letters create. This can be done through verbally making the letter sounds and having the student tell the teacher what letter they think makes that sound. |  |  |  |
| 3. Brainstorm possible ideas for each letter of the alphabet by presenting a student a picture of the letter and asking him or her what he or she thinks should be drawn for the letter. Provide guidance by giving suggestions if needed. |  |  |  |
| 4. Collaboratively work with the students to draw their phonetic alphabets (e.g., helping students draw and color their letters). |  |  |  |
| 5. Review the phonetic alphabet together by going through each letter in the alphabet, reviewing what sound it makes, and what the picture is. Be sure to keep the phonetic alphabet for future practice with the student. |  |  |  |
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| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: