

Template Directions: Letter a Day

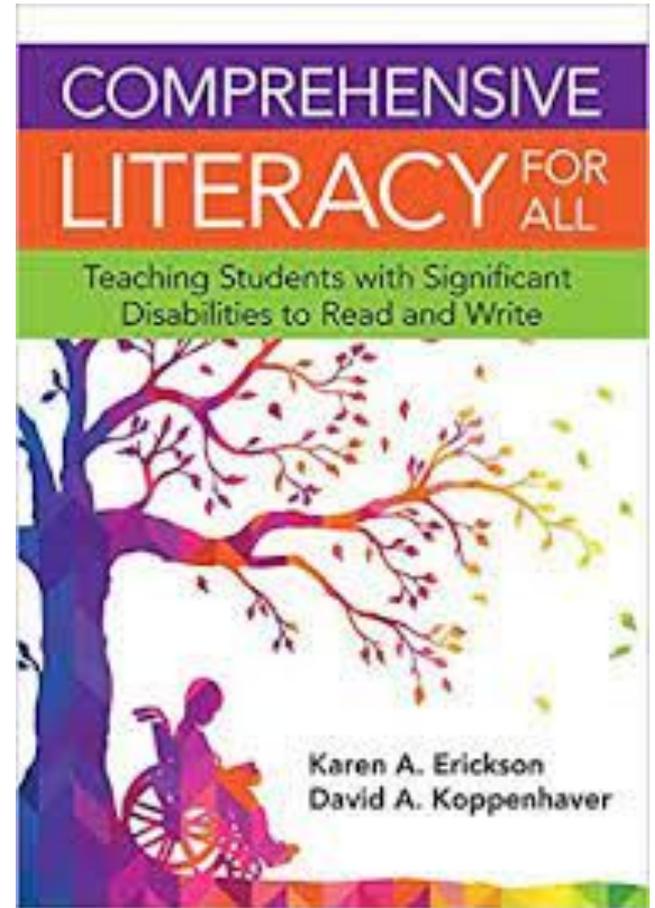
Explicit Instruction for Emerging Readers

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Note:

The alphabet instruction for emerging readers protocol comes from Karen Erickson & David Koppenhaver's *Comprehensive Literacy for All* text.

To teach alphabet identification, follow the steps on the next 2 slides.



[Link to Brooke's Publishing](#)

Handout 1: Order of instruction

Teaching the Alphabet: Letter-a-Day Strategy

Strategy: Letter a Day

- ★ 10 minutes every day - teach 1 letter a day
- ★ Target a different letter each day (steps for the daily instruction is in the link below: Explicit Alphabet Knowledge Routine)

How do you provide the 10 minutes of daily instruction?

Check out the procedures in this link to [Explicit Alphabet Knowledge Instructional Routine](#)

Why Letter a Day

- ★ By day 26, all letters have been taught.
- ★ On day 27, start over (repeat same procedure every 26 days)
- ★ Rapid cycling allows us to  for distributed practice ( for retention)
- ★ Letters can be taken out of the daily cycle as they are learned and added back if they are lost over time.
- ★ Can vary the order of letters in each cycle to make them easier to learn/ retain
- ★ **avoid letter-of-week or letter-of-month instruction** - too slow, too long to acquisition of skills, not enough repetition

[Link to handout](#)

Handout 2: Instructional routine

Explicit Alphabet Knowledge Instructional Routine

Steps 1 and 2: Letter Identification

1. This is the letter (**letter name**). This is the uppercase letter (**letter name**). This is the lowercase letter (**letter name**). (Show and/or write the uppercase and then the lowercase letter.)

2. Let's practice naming this letter. What is this letter? (Point to upper- and lowercase letters in different orders at least three times, asking students to say the letter name)

If students do not use speech to communicate, then say, "Let's practice naming this letter. You say it to yourself while I will say it aloud."

Steps 3 and 4: Letter Sound Identification

3. This letter (**letter name**) represents the sound (/letter sound/). (Provide stories, mnemonics, and key words to help students remember the sound.)

4. Let's practice saying the sound this letter represents. The letter (**letter name**) represents the sound (/letter sound/). Say (/letter sound/) with me. (Point to upper- and lowercase letters in different orders at least three times, asking students to say the letter sound.)

If students do not use speech to communicate, then say, "Let's practice saying this letter. The letter (**letter name**) represents the sound (/letter sound/). You say the sound (/letter sound/) to yourself while I say it aloud."

Hint: For vowels, teach the short vowel sound. As you begin conventional instruction, you can explain that the letter can represent its name or its sound in reading and writing.

Step 5: Recognizing the Letter in Text

5. Now, let's look for the letter (**letter name**). (Help students look for the upper- and lowercase letter in naturally occurring print, such as books, charts, signs, and other places in the environment that include print. Each time they locate the letter, students should state the letter name and the sound it represents.)

If students have physical disabilities that prevent them from pointing to the letters in print, then use partner-assisted scanning (see Chapter 11) or other ways to vary the presentation so that the student is not restricted to identifying the letter from an array of individual letters.

Steps 6 and 7: Producing the Letter Form

6. Let me show you how to write the letter (**letter name**). This is (**letter name**), and this is (**letter name**). (Describe how to write the upper- and lowercase forms of the letter as you write them.)

If students write with alternate pencils (see Chapter 11), then demonstrate how to write or select the letter using the student's alternate pencil.

7. Let's practice writing the letter (**letter name**) together. (Practice both the upper- and lowercase forms.)

If students write with alternate pencils (see Chapter 11), then ask the students to write the letter using their alternate pencils.

Source: Jones et al., 2013

[Link to handout](#) (from Brooke's Publishing's [Book Hub site](#))

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