

# Explicit Alphabet Knowledge Instructional Routine

*\*Bold Text is what you say out loud to the students.*

*Effective teaching does not just ask, it EXPLAINS, MODELS, HIGHLIGHTS critical concepts, carefully sequences teaching, and provides sufficient practice and scaffolds. Contingent on the child's current level of performance.... The Adult controls the learning situation, provides ample input, and shows the child how to move from question to answer. (p10)*

**abc**

## Steps 1 & 2: Letter Identification

1. **This is a 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 the letter?**

(Point to the upper and lower case letters in different orders at least three times, asking students to say the letter name.)

Note: If the students do not use speech to communicate, then say, **"Let's practice naming this letter. You say it to yourself, and I will say it out loud."**



## Steps 3 & 4: Sound Identification

3. **This letter (letter name) represents the sound (/letter sound/).** ( provide stories and mnemonics in keywords to help students remember the sound.)
4. **Let's practice the sound this letter represents.**  
**The letter (letter name) represents the sound (letter sound).**  
**Say (/letter sound/) with me.**

(Point to upper and lower case letters in different orders at least three times, asking students to say the letter sounds.)

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

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



## Step 5: Recognizing letters in the text

### 5. Now, let's look for the letter (letter name).

*(Help students look for the upper and lowercase letters 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.)*



## Steps 6 & 7: Co-producing the forms of the letters

### 6. Let me show you how to write the (letter name) together. This is (letter name), and this is (letter name).

Describe how to write the upper and lowercase forms of the letters as you write them.

*If (See chapter 11), then demonstrate how to write or select the letter using the student's alternative pencil.*

### 7. Let's practice writing the letter (letter name) together.

Practice both the upper and lowercase forms.

If the students write with an alternative pencil see chapter 11 then ask the students to write the letter using their alternate pencils.

Six instructional cycles for Explicit Alphabet Instruction (Ideas given in the book)

Cycle 1: Choose the letters in the student's name and the names of friends and family members. *Idea-books or items of interest.*

Cycle 2: Alphabetical order

Cycle 3: Sounds represented in Letter names; (b,p,f,m) letters not in name (h, q ,w, y) sounds that represent more than one sound. Order b,f,m,p,j,d,k,t,v,z,l,n,r,s,h,q,w,y,c,g,x, i,a, e, o, u.

Cycle 4: Frequency of use Begin with letters used less frequently and focus on one letter a day. ( y,q,j,z,x,w,k,h,g,v,f,b,m,p,d,c,l,s,n,t,r,u,o,e,a,i)

Cycle 5: ORder based on typical developmental acquisition of sounds (n,m,,p,h,t,,k,y,f,b,d,g,w,s,l,r,v,z,j,c,i,a,e,o,u, x, q)

Cycle 6 Visual Features that make letters relatively easier to more difficult to distinguish from each other. Clusters of letters that are visually similar(C/G, b/d, p/q m/n/w) and taught across several adjacent days ( c.g.o.b.p.d.q.a.m.n.w.r.h.t.l.f.i.j.g.y.v.u.e.z.s.k.