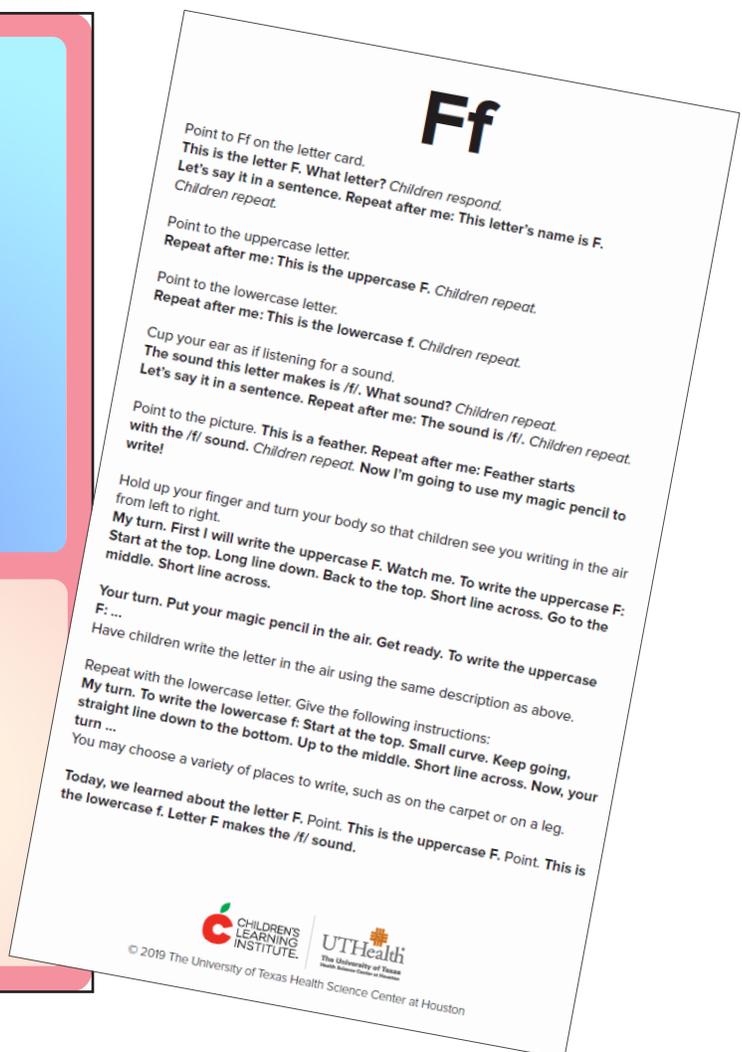


## Targeted Letter Instruction

The CIRCLE Pre-K Curriculum further supports alphabet knowledge through instructional routines and strategic sequencing delivered through direct instruction. Effective direct instruction is brief, explicit, and includes the letter names, sounds, and formations of both uppercase and lowercase letters (Jones, Clark, & Reutzler, 2013; Piasta, Purpura, & Wagner, 2010). The letter routine in the CIRCLE Pre-K Curriculum is designed to follow these principles, consisting of the following parts:

1. The teacher introduces the letter name, accompanied by a visual of the letter and a picture beginning with that letter. Children repeat the letter name. This step connects the letter name to its printed form.
2. The sound of the letter is introduced, and children repeat it. This step provides children with an auditory representation of the letter's sound.
3. The teacher demonstrates how to form the letter, narrating the strokes used to make up the letter. Children practice, writing with a finger in the air, on the carpet, etc. This step reinforces the shape or physical features of the letter to support letter identification and writing.



The sequence of English and Spanish letter lessons intentionally takes into account the ways children learn letters (Huang et al., 2014). The below criteria informed the English and Spanish letter sequences. Different sequences emerged as a result of the differences in letter names and sounds.

- It is easier to learn letters for which the uppercase and lowercase forms are similar.
- When letter names begin with the letter sound (e.g., B’s name begins with the /b/ sound), they are easier to learn.
- Continuous sounds (e.g., /m/) are easier to emphasize and learn.
- Letters that have similar shapes (e.g., b and d) or similar sounds (e.g., /m/ and /n/) can be easily confused, and so should not be ordered close together in the sequence of lessons.
- Letters that appear infrequently in print (e.g., z and q) are more difficult to learn.

While some instructional approaches might focus on a letter a week, this pacing gives children only one or two significant exposures to a letter across the school year (Jones et al., 2013). By explicitly teaching 2-3 letters a week in the CIRCLE Pre-K Curriculum and spiraling instruction back again, teachers provide several intentional exposures to each letter. Given these factors, the letters are sequenced in the following order:

English Letter Sequence	Spanish Letter Sequence	1 <sup>st</sup> Week of Explicit Instruction	2 <sup>nd</sup> Week of Explicit Instruction	3 <sup>rd</sup> Week of Explicit Instruction
Mm	Oo	3	13	23
Ss	Pp			
Kk	Uu			
Pp	Mm	4	14	24
Oo	Ii			
Ff	Ss			
Uu	Aa	5	15	25
Ll	Cc			
Cc	Ee			
Ww	Vv	6	16	26
Bb	Bb			
Nn	Tt			
Aa	Yy	7	17	27
Tt	Dd			
Dd	Qq			

English Letter Sequence	Spanish Letter Sequence	1 <sup>st</sup> Week of Explicit Instruction	2 <sup>nd</sup> Week of Explicit Instruction	3 <sup>rd</sup> Week of Explicit Instruction
Rr	Ff	8	18	28
Ee	Ll			
Yy	Nn			
Hh	Rr	9	19	29
Ii	Gg			
	Kk			
Vv	Jj	10	20	30
Gg	Ññ			
Jj	Zz	11	21	31
Zz	Xx			
Xx	Ww	12	22	32
Qq	Hh			

Note that instruction in specific letters does not begin until the third week of the *Scope and Sequence*. Prior to this, the focus will be on letters in children’s names and initial familiarity with the alphabet. Working with names in the early days of the school year is not only a fun way to address alphabet knowledge—it can also help children get to know one another and build relationships.

## BOOK AND PRINT READING

The Book and Print Reading category of the CIRCLE Pre-K Curriculum addresses a range of important knowledge and skills, including:

- Letter knowledge
- Listening comprehension
- Print concepts
- Awareness that print has meaning
- Vocabulary and oral language development

Curriculum lessons engage children in a variety of experiences with print using books and other materials. These experiences facilitate rich early literacy learning and are designed to promote children’s motivation to read and write.