



# Guidance for Core Instruction in the K-3 Classroom

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**Presentation Link: <http://bit.ly/CoreReading2019>**

# engageok

ON THE ROAD



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#ELAOK / #ELAOK Elementary / #OKEarlyEd  
#OKSpEd / Decoding Dyslexia OK

# Session Goals

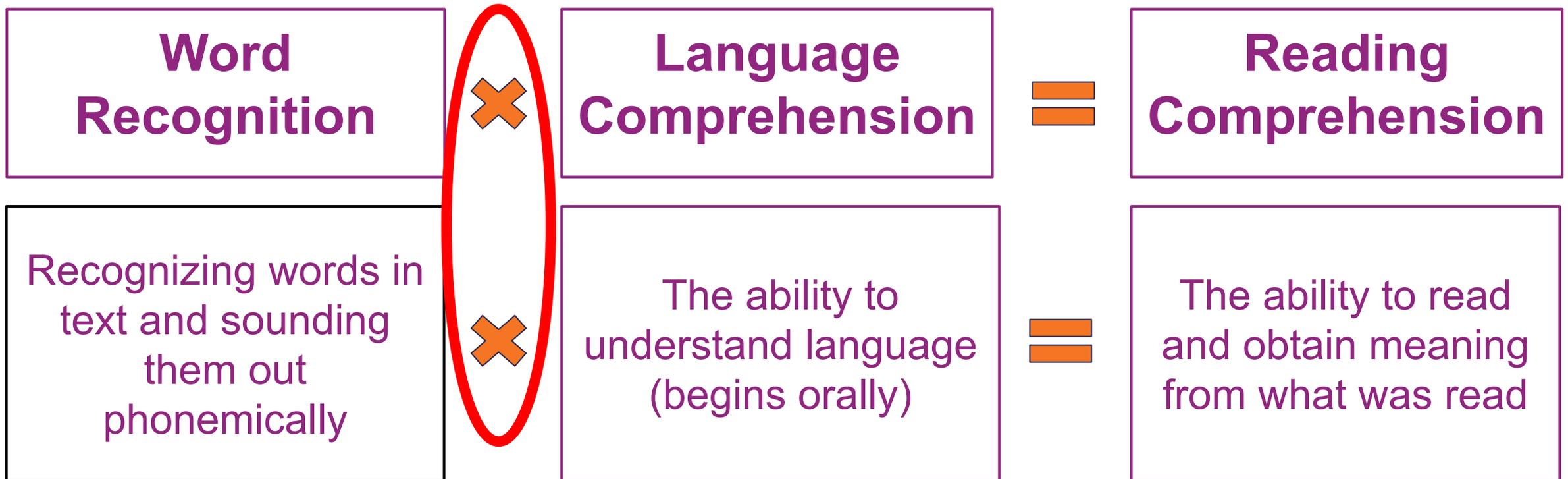
- Examine the **essential components** for early literacy instruction.
- Understand how those components work **together**.
- Work through an examples of **word recognition** and **language comprehension** lessons.

# Why Is This Difficult?

- Learning to read is a **complex** task.
- People do **not** acquire reading ability naturally, easily, or incidentally.
- Reading does not happen in isolation. Along with decoding skills, readers must develop **background knowledge** and **vocabulary**, as found in content area instruction.
- More is not always better. While sufficient time is needed, **how we use** that time is critical.

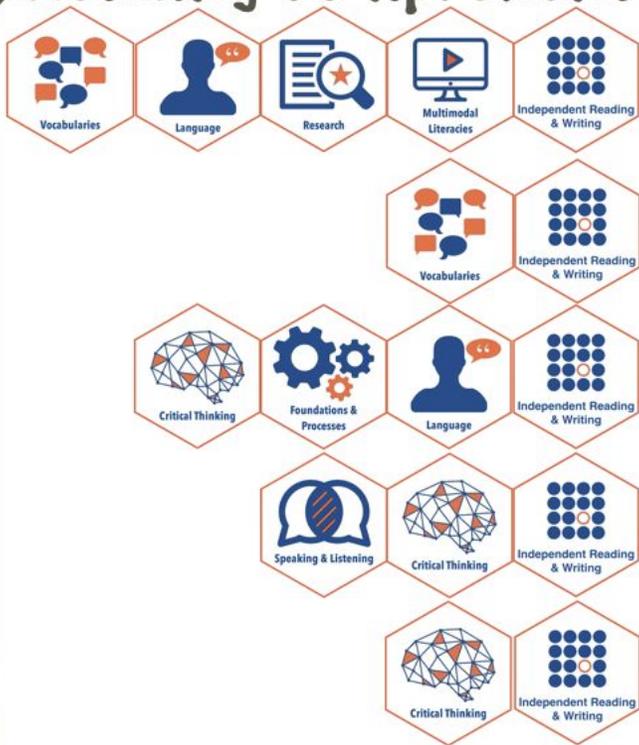
# Simple View of Reading

Gough & Tunmer, 1986; Hoover & Gough, 1990, Tunmer & Hoover, 2019



# Reading Comprehension

Language Comprehension



Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

**Skilled Reading:**  
Fluent execution and coordination of word recognition and text comprehension.

Skilled Reading



Increasingly Strategic

Increasingly Automatic

Phonics & Word Study, Fluency **Phonological Awareness**

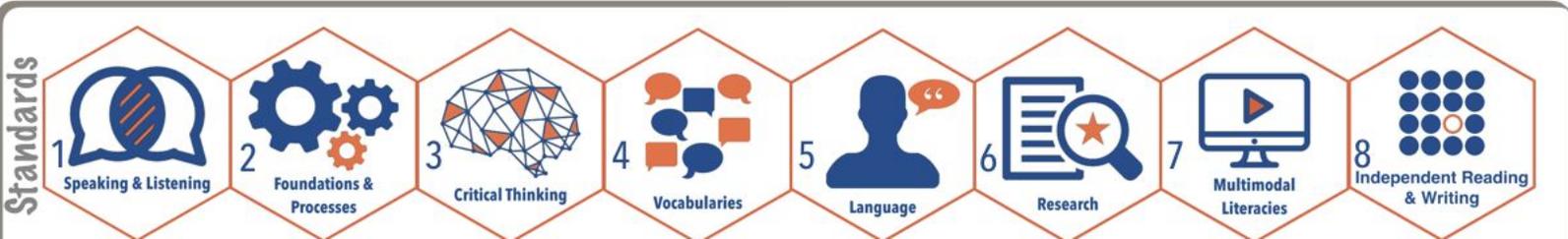
Phonics & Word Study, Print Concepts, Fluency **Decoding**

Fluency **Sight Recognition**

Word Recognition



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.



# A Balancing Act

**Mastery**

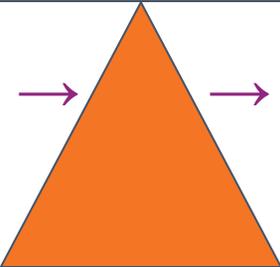
**Growth**

**Word Recognition**

**Language Comprehension**



Kindergarten



8th Grade



# Phonological vs Phonemic



# Phonological and Phonemic Skills

- **Phonological** - involves **all levels** of speech sounds (e.g., syllables, word parts, phonemes)
- **Phonemic** - addresses **individual** speech sounds (consonants and vowels)
- These skills do **not** involve print.

## Early (PK-K)

syllables, alliteration, onset-rime

## Basic (K-1)

phoneme blending & segmenting

## Advanced (2-4)

phoneme deletion, substitution, & reversal

10-15 minutes daily in K-2 classrooms



# Explicit, Systematic, Sequential

## Explicit

Make concepts and connections clear  
Provide details

## Systematic

Step-by-step procedures and routines  
Having to do with a system

## Sequential or Cumulative

Builds one skill on others that have been learned

**I Do**  
**We Do**  
**You Do**

**When all students already know how to read and have no signs of risk, they can be successful with just about any approach. In all other circumstances, explicit, systematic, sequential instruction is the best approach to serving the needs of all students.**

--Connor et al, 2011



# Phonics

# Phonics Lesson /k/



The **cat** sat on the **kite**.

The **key** fell in the **cake**.

We made the **clock** with a **kit**.

# Beginning a Word with /k/ (Review)

C

K

cat

kite

cake

key

clock

kit

coat

kick

crow

kid

cut

kiva

**Vowel:**  
**a, o, u**

**Vowel:**  
**e, i, y**

# Ending a Word with /k/ (New)

sack

black

cake

slick

cloak

deck

duke

milk

tuck

clerk

pick

mEEK

# Word Sort

**-ck**

**-k**

sack

cloak

slick

clerk

deck

milk

black

mEEK

tuck

duke

pick

cake

**Short  
vowel  
sound**

**Other  
vowel  
sound or  
consonant**

# Phoneme-Grapheme Mapping

l	u	ck			luck
s	a	ck			sack
b	l	a	ck		black
d	e	ck			deck

# Dictation



She ate cake on the deck.



# Word Meanings

Deck

# Word Meanings



Deck



# Connected Text

Nick had a sock that gave him good luck. Nick lost his good luck sock. He had to find the sock. Nick fell in the slick muck and his Mom took his sock. He has to find that sock.

Nick checks in his backpack. No, sock. Nick runs to the shack to check for his sock. Nick sees the sock in the shack. What luck!

Nick gets his sock and puts it on. Now he will have good luck as he plays with his friends.



Early, explicit, and systematic instruction in **phonics**, along with direct instruction in **phonological awareness**, can **prevent** reading difficulties and can also **remediate** reading difficulties.

--Kilpatrick (2015), p. 25



# Sight Words

- **Memorizing** assumes use of visual memory.
- There is **little or no correlation** between visual memory & word-level reading.
- **Phonological awareness** correlates strongly with word-level reading.
- **Neuroimaging studies** shows visual memory tasks and word-reading tasks activate different areas of the brain.

**Efficient** teaching of sight words involves **phoneme-grapheme mapping**.

## Common expectations:

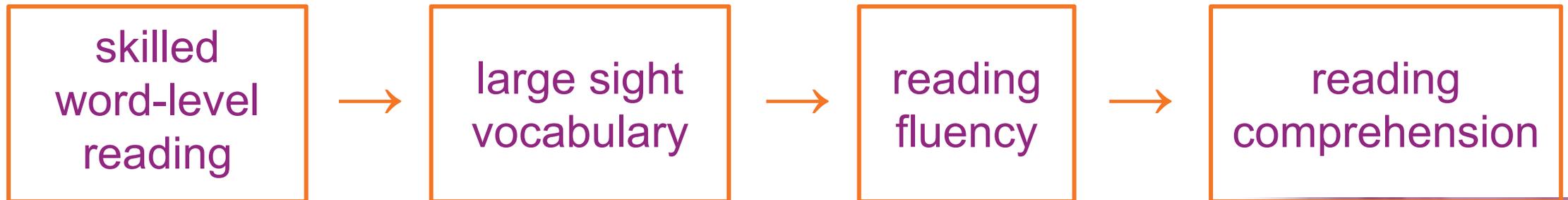
End of Kindergarten - 25-50 words

End of 1st grade - at least 150 words



# Fluency

- Faster is not better.
- **Accuracy**
  - 95% or above
- **Prosody**
  - Model and practice through choral reading and read aloud
- **Rate**
  - average rate is 50th percentile



# Vocabulary and Comprehension

# Utah Text Talks

- Two primary goals:
  - Improve **comprehension** through discussion of text
  - **Vocabulary** acquisition
- Discussions **based on text** rather than relying on background knowledge alone.
- Procedure:
  - Read the text and guide discussion.
  - Explicitly teach 3-4 vocabulary words.
  - Work with the words through comparison and giving examples.

[Link to Utah Text Talks](#)

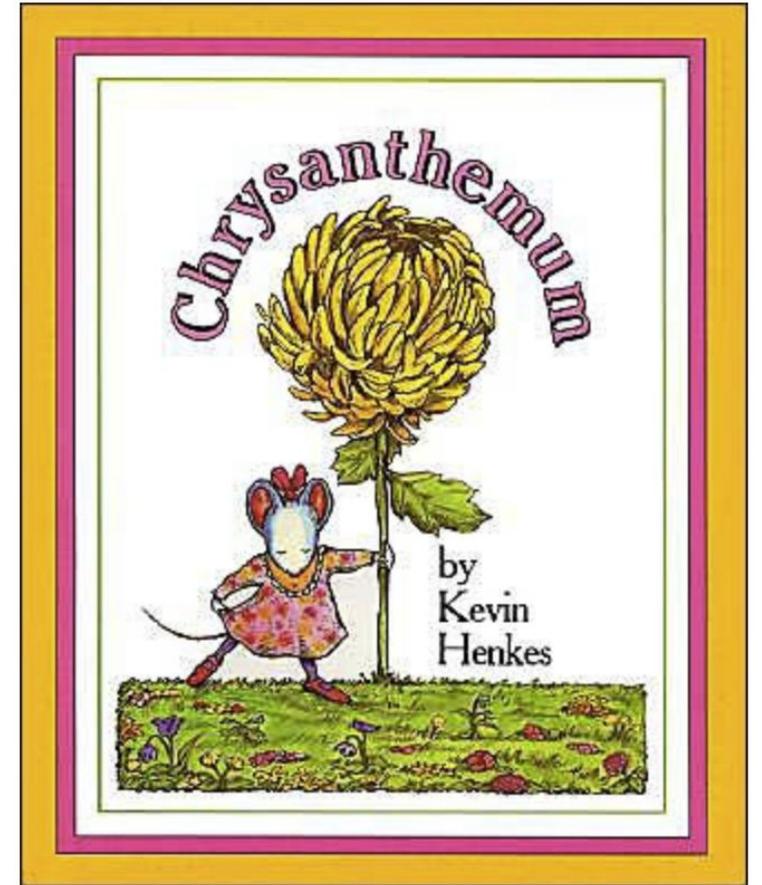


# Chrysanthemum

miserably

wilted

humorous



# Scheduling

# Within Literacy Block

- Importance of **word recognition** skills in early grades.
- **Language comprehension** practice starts **orally**.
- **Language** should be embedded.

	Word Recognition	Comprehension	Language
Kinder / 1st	40%	15%	10%
2nd grade	20%	20%	20%
3rd grade	15%	40%	20%



# REL-SE Guidance

[Considerations for Scheduling Early Literacy Interventions](#)

[Self Study Guide for Implementing Early Literacy Interventions](#)



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