1

00:00:06,479 --> 00:00:10,590

module ten effective approaches for

2

00:00:09,639 --> 00:00:13,750

Preventing reading

3

00:00:10,590 --> 00:00:15,670

difficulties session 2 in straw

4

00:00:13,750 --> 00:00:19,779

practices that helped prevent reading

5

00:00:15,670 --> 00:00:22,000

difficulties hello this is Dave

6

00:00:19,779 --> 00:00:24,550

Kilpatrick and I am your presenter for

7

00:00:22,000 --> 00:00:26,259

the online webinars and as a result of

8

00:00:24,550 --> 00:00:28,930

these webinars the goal is to get the

9

00:00:26,259 --> 00:00:30,279

research out of those stuffy scientific

10

00:00:28,930 --> 00:00:32,440

journals that nobody seems to have

11

00:00:30,279 --> 00:00:34,110

access to and get them into the hands of

12

00:00:32,440 --> 00:00:36,220

the educators who need it the most and

13

00:00:34,110 --> 00:00:38,650

not just any research but research

14

00:00:36,220 --> 00:00:41,110

that's most relevant for assessing

15

00:00:38,650 --> 00:00:45,640

preventing and overcoming reading

16

00:00:41,110 --> 00:00:48,670

difficulties here's an overview of the

17

00:00:45,640 --> 00:00:52,300

13 modules and we are working on module

18

00:00:48,670 --> 00:00:53,530

10 module 10 has two sessions this is

19

00:00:52,300 --> 00:00:55,210

the second session we're going to look

20

00:00:53,530 --> 00:00:58,960

at instructional practices that help

21

00:00:55,210 --> 00:01:00,730

prevent reading difficulties as a result

22

00:00:58,960 --> 00:01:02,770

of listening to this particular session

23

00:01:00,730 --> 00:01:04,869

participants should be able to identify

24

00:01:02,770 --> 00:01:06,910

specific instructional practices that

25

00:01:04,869 --> 00:01:11,020

reduce the likelihood of reading

26

00:01:06,910 --> 00:01:12,940

difficulties the foundational

27

00:01:11,020 --> 00:01:15,550

instructional practices we learn from

28

00:01:12,940 --> 00:01:17,500

the last session are explicit and

29

00:01:15,550 --> 00:01:19,720

systematic letter-sound instruction and

30

00:01:17,500 --> 00:01:22,360

explicit and systematic phonological

31

00:01:19,720 --> 00:01:23,950

awareness instruction these had the

32

00:01:22,360 --> 00:01:25,240

greatest prevention effects for word

33

00:01:23,950 --> 00:01:27,460

level reading difficulties we have

34

00:01:25,240 --> 00:01:31,380

nothing else that even comes close to

35

00:01:27,460 --> 00:01:34,720

comparing to the benefit these have

36

00:01:31,380 --> 00:01:36,189

anyway by explicit we mean that you

37

00:01:34,720 --> 00:01:38,320

don't let the child figure it out you

38

00:01:36,189 --> 00:01:40,930

tell them exactly what you want them to

39

00:01:38,320 --> 00:01:43,750

know for example when it comes to

40

00:01:40,930 --> 00:01:45,939

phonemic awareness you don't let them

41

00:01:43,750 --> 00:01:50,380

infer the sounds within words you

42

00:01:45,939 --> 00:01:53,229

actually show them how to segment or how

43

00:01:50,380 --> 00:01:55,299

to manipulate sounds with letter sound

44

00:01:53,229 --> 00:01:56,799

skills you don't let them infer the

45

00:01:55,299 --> 00:01:58,240

sound that goes with the T you teach

46

00:01:56,799 --> 00:02:01,090

them that this is the sound for the

47

00:01:58,240 --> 00:02:03,340

letter T systematic means that you have

48

00:02:01,090 --> 00:02:05,409

a plan you're not just teaching them

49

00:02:03,340 --> 00:02:07,960

explicitly but you have a specific plan

50

00:02:05,409 --> 00:02:09,640

that's going to unfold first I'm going

51

00:02:07,960 --> 00:02:11,739

to teach them this letter or these

52

00:02:09,640 --> 00:02:13,060

letters and then these and these so you

53

00:02:11,739 --> 00:02:15,730

know where you're going and you have a

54

00:02:13,060 --> 00:02:19,840

plan and it's all laid out as part of

55

00:02:15,730 --> 00:02:21,780

your curriculum I can't emphasize enough

56

00:02:19,840 --> 00:02:25,180

letter-sound instruction is not

57

00:02:21,780 --> 00:02:27,170

sufficient to prevent children from

58

00:02:25,180 --> 00:02:29,060

having reading problems

59

00:02:27,170 --> 00:02:30,890

it seems to me that if we've made any

60

00:02:29,060 --> 00:02:33,680

changes since the reading panel it's

61

00:02:30,890 --> 00:02:35,660

we're getting more likely to involve

62

00:02:33,680 --> 00:02:38,150

explicit teachings of letters and sounds

63

00:02:35,660 --> 00:02:39,440

but I have to give you something that is

64

00:02:38,150 --> 00:02:43,970

totally non-scientific

65

00:02:39,440 --> 00:02:46,400

in the last 18 20 months I've been in

66

00:02:43,970 --> 00:02:48,140

over 20 states and in many different

67

00:02:46,400 --> 00:02:50,750

locations in those 20 states and when I

68

00:02:48,140 --> 00:02:53,840

present I asked the same question to

69

00:02:50,750 --> 00:02:57,530

every group how many of you have in

70

00:02:53,840 --> 00:02:59,860

place a phonological awareness training

71

00:02:57,530 --> 00:03:03,019

program in kindergarten or first grade

72

00:02:59,860 --> 00:03:05,840

and in a room full of a hundred people

73

00:03:03,019 --> 00:03:08,360

three four five hands will go up

74

00:03:05,840 --> 00:03:09,830

sometimes I've seen one hand go up the

75

00:03:08,360 --> 00:03:11,420

most I've ever seen is about six or

76

00:03:09,830 --> 00:03:13,310

seven hands go up out of a room of a

77

00:03:11,420 --> 00:03:15,140

hundred people I don't know when you're

78

00:03:13,310 --> 00:03:18,290

listening to this relative to when I'm

79

00:03:15,140 --> 00:03:20,060

recording it I hope that changes I hope

80

00:03:18,290 --> 00:03:22,489

that what I just said sounds like

81

00:03:20,060 --> 00:03:24,019

something from a bygone era but what

82

00:03:22,489 --> 00:03:25,489

that tells me from that experience and

83

00:03:24,019 --> 00:03:29,239

that's not scientific data that's my

84

00:03:25,489 --> 00:03:31,700

anecdotal experience that tells me that

85

00:03:29,239 --> 00:03:34,160

we are not implementing Tier 1 in

86

00:03:31,700 --> 00:03:36,680

this country as of the time I'm

87

00:03:34,160 --> 00:03:39,140

recording this if we were implementing

88

00:03:36,680 --> 00:03:41,329

Tier 1 we would be doing systematic

89

00:03:39,140 --> 00:03:44,859

and explicit phonological awareness in

90

00:03:41,329 --> 00:03:47,570

kindergarten and first-grade

91

00:03:44,859 --> 00:03:49,400

interestingly the studies that prompted

92

00:03:47,570 --> 00:03:51,440

tier 1 or tier two which we'll get to in

93

00:03:49,400 --> 00:03:52,910

the next session they did one or the

94

00:03:51,440 --> 00:03:54,739

other in other words they focused on

95

00:03:52,910 --> 00:03:57,470

whole class instruction or they focused

96

00:03:54,739 --> 00:03:59,450

on pulling at-risk kids aside and

97

00:03:57,470 --> 00:04:02,450

helping them under a general education

98

00:03:59,450 --> 00:04:04,970

and remedial context typically studies

99

00:04:02,450 --> 00:04:06,859

don't include both and so my suggestion

100

00:04:04,970 --> 00:04:09,620

is that best practice would include both

101

00:04:06,859 --> 00:04:11,090

all children receive a certain amount of

102

00:04:09,620 --> 00:04:12,950

letter-sound instruction and

103

00:04:11,090 --> 00:04:14,720

phonological awareness but those who you

104

00:04:12,950 --> 00:04:16,820

already know are a risk based on your

105

00:04:14,720 --> 00:04:19,190

kindergarten screenings those kids you

106

00:04:16,820 --> 00:04:20,680

get pulled aside for an extra dose above

107

00:04:19,190 --> 00:04:23,360

and beyond what the class is getting

108

00:04:20,680 --> 00:04:24,770

I'll be quite frank I can't point to a

109

00:04:23,360 --> 00:04:27,560

bunch of studies that show the double

110

00:04:24,770 --> 00:04:29,530

dose works better than a single dose but

111

00:04:27,560 --> 00:04:32,419

at this point in the absence of any

112

00:04:29,530 --> 00:04:35,990

research to suggest otherwise it seems

113

00:04:32,419 --> 00:04:37,729

like best practice another issue that

114

00:04:35,990 --> 00:04:39,080

needs to be addressed is something

115

00:04:37,729 --> 00:04:40,039

that's been floating around for quite a

116

00:04:39,080 --> 00:04:41,659

long time

117

00:04:40,039 --> 00:04:43,610

the National reading panel made a

118

00:04:41,659 --> 00:04:45,949

comment and their wording was such that

119

00:04:43,610 --> 00:04:48,199

people thought they were recommending

120

00:04:45,949 --> 00:04:50,360

that you teach phonemic awareness using

121

00:04:48,199 --> 00:04:53,270

letters is if phonemic awareness

122

00:04:50,360 --> 00:04:55,399

shouldn't be just an oral skill this is

123

00:04:53,270 --> 00:04:57,559

the actual quote they make reference to

124

00:04:55,399 --> 00:04:59,539

explicitly and systematically teaching

125

00:04:57,559 --> 00:05:02,839

children to manipulate phonemes with

126

00:04:59,539 --> 00:05:04,639

letters as mentioned I think that's been

127

00:05:02,839 --> 00:05:06,110

misinterpreted that was not the intent

128

00:05:04,639 --> 00:05:09,229

of the National Reading Panel they were

129

00:05:06,110 --> 00:05:11,059

not saying that we use letters to teach

130

00:05:09,229 --> 00:05:14,089

phonemic awareness in the sense that

131

00:05:11,059 --> 00:05:15,979

it's not an oral skill you remember from

132

00:05:14,089 --> 00:05:18,770

module four that you need to not only

133

00:05:15,979 --> 00:05:21,439

have phonemic awareness as an oral skill

134

00:05:18,770 --> 00:05:24,139

it needs to be automatic within the oral

135

00:05:21,439 --> 00:05:25,430

realm and that may not happen if you

136

00:05:24,139 --> 00:05:27,039

just have letters in front of the child

137

00:05:25,430 --> 00:05:29,599

if the letters are in front of the child

138

00:05:27,039 --> 00:05:32,180

say you're manipulating letter tiles

139

00:05:29,599 --> 00:05:34,159

that's phonics well how do I know that

140

00:05:32,180 --> 00:05:35,689

am I challenging the NRP statement

141

00:05:34,159 --> 00:05:37,249

there's at least three reasons why I

142

00:05:35,689 --> 00:05:40,309

feel very confident in what I'm saying

143

00:05:37,249 --> 00:05:42,740

first of all I actually went through and

144

00:05:40,309 --> 00:05:45,219

looked at every single study that the

145

00:05:42,740 --> 00:05:48,139

National Reading Panel categorized as

146

00:05:45,219 --> 00:05:50,449

using letters and the ones that they

147

00:05:48,139 --> 00:05:52,879

categorize is not using letters what is

148

00:05:50,449 --> 00:05:55,819

interesting is out of the group of about

149

00:05:52,879 --> 00:05:57,860

30 or 40 studies that were in the

150

00:05:55,819 --> 00:05:59,569

category of used letters only three of

151

00:05:57,860 --> 00:06:03,259

them actually use letters like letter

152

00:05:59,569 --> 00:06:04,909

tiles all the others they incorporated

153

00:06:03,259 --> 00:06:07,610

the oral phonemic awareness that they

154

00:06:04,909 --> 00:06:09,559

were learning with letters those that

155

00:06:07,610 --> 00:06:11,990

were in the category of did not use

156

00:06:09,559 --> 00:06:13,939

letters phonemic awareness was treated

157

00:06:11,990 --> 00:06:16,729

as a completely separate enterprise

158

00:06:13,939 --> 00:06:19,219

unrelated to the rest of their ELA

159

00:06:16,729 --> 00:06:21,589

activities that was their point their

160

00:06:19,219 --> 00:06:23,419

point was that phonological awareness

161

00:06:21,589 --> 00:06:26,740

should not just be treated as some

162

00:06:23,419 --> 00:06:29,509

isolated activity unrelated to reading

163

00:06:26,740 --> 00:06:31,519

rather as children develop those

164

00:06:29,509 --> 00:06:33,409

phonological skills you need to

165

00:06:31,519 --> 00:06:35,599

demonstrate how those skills interact

166

00:06:33,409 --> 00:06:39,349

with reading that was their point but

167

00:06:35,599 --> 00:06:42,259

secondly the panel used one example to

168

00:06:39,349 --> 00:06:45,499

illustrate their point and that was a

169

00:06:42,259 --> 00:06:47,599

study by Cunningham 1990 Journal of

170

00:06:45,499 --> 00:06:50,149

Experimental Child Psychology and in

171

00:06:47,599 --> 00:06:52,579

that study they specifically said they

172

00:06:50,149 --> 00:06:53,360

did not use letters to teach the

173

00:06:52,579 --> 00:06:55,639

phonological

174

00:06:53,360 --> 00:06:57,620

awareness however they talked and about

175

00:06:55,639 --> 00:06:59,000

in that study how they integrated the

176

00:06:57,620 --> 00:07:01,969

learning of the oral phonological

177

00:06:59,000 --> 00:07:03,710

awareness with the reading ELA

178

00:07:01,969 --> 00:07:05,509

activities that they were doing they

179

00:07:03,710 --> 00:07:07,490

were showing children how phonemic

180

00:07:05,509 --> 00:07:09,560

awareness applies to reading that's much

181

00:07:07,490 --> 00:07:12,500

different than teaching phonological

182

00:07:09,560 --> 00:07:14,689

awareness with letters and if that's not

183

00:07:12,500 --> 00:07:17,240

enough to demonstrate that I'm fairly

184

00:07:14,689 --> 00:07:18,919

confident that I understand what the

185

00:07:17,240 --> 00:07:21,650

National Reading Panel said is I

186

00:07:18,919 --> 00:07:23,659

directly asked the chair of that section

187

00:07:21,650 --> 00:07:26,120

of the National Reading Panel and her

188

00:07:23,659 --> 00:07:27,680

response was no if you have the letters

189

00:07:26,120 --> 00:07:29,150

in front of you that's phonics that's

190

00:07:27,680 --> 00:07:31,939

not phonemic awareness phonemic

191

00:07:29,150 --> 00:07:35,990

awareness we now know from many studies

192

00:07:31,939 --> 00:07:37,879

and this got covered in module four you

193

00:07:35,990 --> 00:07:39,740

need to have instantaneous aural

194

00:07:37,879 --> 00:07:41,599

phonemic awareness to help anchor words

195

00:07:39,740 --> 00:07:44,150

and long-term memory and you need to

196

00:07:41,599 --> 00:07:46,039

have phonological awareness of the of

197

00:07:44,150 --> 00:07:48,080

the blending type in order to do phonic

198

00:07:46,039 --> 00:07:50,680

decoding point being phonemic skills

199

00:07:48,080 --> 00:07:54,529

have to be aural and automatic however

200

00:07:50,680 --> 00:07:56,779

you certainly can use letters to

201

00:07:54,529 --> 00:07:59,419

illustrate what you're trying to do with

202

00:07:56,779 --> 00:08:02,479

a child for example I know I worked with

203

00:07:59,419 --> 00:08:04,190

a boy who was struggling with being able

204

00:08:02,479 --> 00:08:05,870

to do phonological awareness and

205

00:08:04,190 --> 00:08:07,669

couldn't break up blends he was a fourth

206

00:08:05,870 --> 00:08:10,940

grader reading at a first grade level

207

00:08:07,669 --> 00:08:12,199

and I would say to him say brush now say

208

00:08:10,940 --> 00:08:14,089

brush without the /b/

209

00:08:12,199 --> 00:08:17,300

he would say ash he could not put pull

210

00:08:14,089 --> 00:08:18,949

apart the blend and I tried all kinds of

211

00:08:17,300 --> 00:08:20,870

oral activities with him I tried

212

00:08:18,949 --> 00:08:23,599

manipulatives it wasn't until I wrote

213

00:08:20,870 --> 00:08:26,240

out the word brush covered up the B with

214

00:08:23,599 --> 00:08:28,339

my thumb and he could say rush and I did

215

00:08:26,240 --> 00:08:30,889

several of those he had his breakthrough

216

00:08:28,339 --> 00:08:33,740

then we took away the letters and we

217

00:08:30,889 --> 00:08:35,630

integrated various types of

218

00:08:33,740 --> 00:08:37,099

manipulatives and eventually got away

219

00:08:35,630 --> 00:08:38,659

from the manipulatives to the point

220

00:08:37,099 --> 00:08:40,849

where he could do it rapidly and

221

00:08:38,659 --> 00:08:42,829

automatically as a strictly aural skill

222

00:08:40,849 --> 00:08:45,019

in terms of teaching phonological

223

00:08:42,829 --> 00:08:47,810

awareness phonological awareness covers

224

00:08:45,019 --> 00:08:50,029

a span from kindergarten right up

225

00:08:47,810 --> 00:08:53,630

through levels out maybe around third or

226

00:08:50,029 --> 00:08:55,010

fourth grade and early on rhyming and

227

00:08:53,630 --> 00:08:57,500

first sound awareness syllable

228

00:08:55,010 --> 00:08:58,940

segmentation yields to a kindergarten

229

00:08:57,500 --> 00:09:01,160

level skill we call Onset-rime

230

00:08:58,940 --> 00:09:03,410

awareness mid kindergarten to early

231

00:09:01,160 --> 00:09:05,449

first grade and then phoneme awareness

232

00:09:03,410 --> 00:09:06,240

depending on the nature of the task can

233

00:09:05,449 --> 00:09:08,309

range anywhere

234

00:09:06,240 --> 00:09:11,550

late kindergarten right through till

235

00:09:08,309 --> 00:09:13,499

about third or fourth grade but it's the

236

00:09:11,550 --> 00:09:16,860

phoneme level awareness that interacts

237

00:09:13,499 --> 00:09:19,379

with reading why because the alphabetic

238

00:09:16,860 --> 00:09:21,839

writing system is based upon phonemes

239

00:09:19,379 --> 00:09:23,069

the characters represent phonemes so

240

00:09:21,839 --> 00:09:25,050

that's why you need to have phoneme

241

00:09:23,069 --> 00:09:27,420

awareness the other levels of

242

00:09:25,050 --> 00:09:29,369

phonological awareness in a sense are the

243

00:09:27,420 --> 00:09:30,959

runway before the kids takeoff

244

00:09:29,369 --> 00:09:33,899

they're foundational for phoneme

245

00:09:30,959 --> 00:09:36,569

awareness but if a child is very skilled

246

00:09:33,899 --> 00:09:38,429

at onset rhyme awareness and rhyming and

247

00:09:36,569 --> 00:09:40,410

syllable segmentation that doesn't mean

248

00:09:38,429 --> 00:09:41,999

they'll be a good reader you have to be

249

00:09:40,410 --> 00:09:43,619

skilled at phoneme level awareness and

250

00:09:41,999 --> 00:09:45,600

that should be clear from how

251

00:09:43,619 --> 00:09:48,209

phonological skills interact with

252

00:09:45,600 --> 00:09:50,999

reading that you learned about in module

253

00:09:48,209 --> 00:09:52,019

four there are multiple tasks that have

254

00:09:50,999 --> 00:09:53,209

been used successfully at the

255

00:09:52,019 --> 00:09:55,769

kindergarten and first grade level

256

00:09:53,209 --> 00:09:58,110

segmentation blending categorizing

257

00:09:55,769 --> 00:10:00,709

identifying segmentation and blending

258

00:09:58,110 --> 00:10:03,990

should be clear from the other sessions

259

00:10:00,709 --> 00:10:05,730

categorizing is for example when kids

260

00:10:03,990 --> 00:10:07,980

have to group or associate certain

261

00:10:05,730 --> 00:10:10,649

sounds with each other you may say I'm

262

00:10:07,980 --> 00:10:12,420

gonna say three words and tell me which

263

00:10:10,649 --> 00:10:16,019

one ends with a different sound and the

264

00:10:12,420 --> 00:10:18,480

other 2-bike truck and brush that's a

265

00:10:16,019 --> 00:10:20,309

categorization task identifying is

266

00:10:18,480 --> 00:10:22,470

trying to have kids figure out where

267

00:10:20,309 --> 00:10:25,369

they're hearing a sound in a word where

268

00:10:22,470 --> 00:10:27,449

do you hear the /l/in clap and

269

00:10:25,369 --> 00:10:31,499

manipulation can involve deleting or

270

00:10:27,449 --> 00:10:33,299

substituting sounds within words phoneme

271

00:10:31,499 --> 00:10:34,649

manipulation is more important for

272

00:10:33,299 --> 00:10:37,790

remediation and we're going to talk

273

00:10:34,649 --> 00:10:39,920

about that in some detail in module 11

274

00:10:37,790 --> 00:10:41,910

when it comes to learning the code

275

00:10:39,920 --> 00:10:43,439

there's the whole question of do you

276

00:10:41,910 --> 00:10:44,850

teach letter names first or letter

277

00:10:43,439 --> 00:10:47,360

sounds first it seems like there's a

278

00:10:44,850 --> 00:10:50,129

raging debate among people on this issue

279

00:10:47,360 --> 00:10:51,899

the reality is the research is equivocal

280

00:10:50,129 --> 00:10:53,730

in other words there's some research to

281

00:10:51,899 --> 00:10:56,009

support one some research to support the

282

00:10:53,730 --> 00:10:57,240

other so I do not feel like I'm in a

283

00:10:56,009 --> 00:10:59,610

position to make any strong

284

00:10:57,240 --> 00:11:01,230

recommendations here I do want to say

285

00:10:59,610 --> 00:11:02,459

that we obviously have to focus on

286

00:11:01,230 --> 00:11:04,679

letter sounds because that's what

287

00:11:02,459 --> 00:11:06,569

interacts with reading but at the same

288

00:11:04,679 --> 00:11:08,549

time most kids are going to show up

289

00:11:06,569 --> 00:11:10,470

knowing some letter names anyway if for

290

00:11:08,549 --> 00:11:13,829

any other reason from having learned the

291

00:11:10,470 --> 00:11:17,699

alphabet and having a name to a concept

292

00:11:13,829 --> 00:11:19,470

or idea is useful instructionally not

293

00:11:17,699 --> 00:11:20,280

only do we have the 26 letters of the

294

00:11:19,470 --> 00:11:22,350

alphabet

295

00:11:20,280 --> 00:11:24,060

but we have certain key phonemes in

296

00:11:22,350 --> 00:11:25,140

English that are not represented by a

297

00:11:24,060 --> 00:11:27,570

letter of the alphabet they're

298

00:11:25,140 --> 00:11:32,880

represented by diagraphs think for

299

00:11:27,570 --> 00:11:35,690

example of CH and your pH and your SH

300

00:11:32,880 --> 00:11:38,370

and your th and there are others as well

301

00:11:35,690 --> 00:11:39,630

they function like individual letters in

302

00:11:38,370 --> 00:11:43,170

the sense that they represent a single

303

00:11:39,630 --> 00:11:44,970

phoneme also blends consonant blends

304

00:11:43,170 --> 00:11:46,620

involve two consonants together like in

305

00:11:44,970 --> 00:11:49,140

the word blend you have the BL and you

306

00:11:46,620 --> 00:11:50,370

have the nd blends are very common in

307

00:11:49,140 --> 00:11:52,050

English that's not true for a lot of

308

00:11:50,370 --> 00:11:54,360

spoken languages but it is true for

309

00:11:52,050 --> 00:11:55,860

English and getting kids to be competent

310

00:11:54,360 --> 00:11:57,920

of that is going to be important to help

311

00:11:55,860 --> 00:12:00,150

them in terms of learning to read

312

00:11:57,920 --> 00:12:02,160

another thing that can't be emphasized

313

00:12:00,150 --> 00:12:04,580

enough whether it's teaching phonics or

314

00:12:02,160 --> 00:12:09,060

specifically when teaching phoneme awareness

315

00:12:04,580 --> 00:12:13,200

Is that T does not say tuh tuh is a two

316

00:12:09,060 --> 00:12:15,570

phoneme nonsense word /t/ /ə/ but T doesn't

317

00:12:13,200 --> 00:12:19,880

say tuhwhen we say take we don't say tuh

318

00:12:15,570 --> 00:12:22,110

ake and so if you put an /ə/ after a

319

00:12:19,880 --> 00:12:24,330

consonant sound it's going to make it

320

00:12:22,110 --> 00:12:26,550

very difficult for kids to blend because

321

00:12:24,330 --> 00:12:32,370

kata doesn't sound like an English word

322

00:12:26,550 --> 00:12:34,710

but /k/ /æ/ /t/ would be C A T if you put the

323

00:12:32,370 --> 00:12:37,320

UH after it so it's important to learn

324

00:12:34,710 --> 00:12:39,810

to say the sounds in isolation some of

325

00:12:37,320 --> 00:12:41,280

them are difficult like a Tmany of

326

00:12:39,810 --> 00:12:44,130

the phonemes you can stretch out pretty

327

00:12:41,280 --> 00:12:47,700

easily /m/ /s/ /r/ /l/

328

00:12:44,130 --> 00:12:51,990

most of the consonant sounds can be

329

00:12:47,700 --> 00:12:54,990

stretched out pretty well the T the D

330

00:12:51,990 --> 00:12:56,820

the P and the B are the hardest there's

331

00:12:54,990 --> 00:12:59,520

no question and what we need to do is

332

00:12:56,820 --> 00:13:02,910

try our best to eliminate any additional

333

00:12:59,520 --> 00:13:06,270

vocalization after those phonemes

334

00:13:02,910 --> 00:13:09,360

because it's very difficult for a child

335

00:13:06,270 --> 00:13:12,960

to know what a kata is a few additional

336

00:13:09,360 --> 00:13:15,600

concepts that are important the basic

337

00:13:12,960 --> 00:13:17,700

rules are are pretty useful there aren't

338

00:13:15,600 --> 00:13:19,260

a whole lot of them sometimes people

339

00:13:17,700 --> 00:13:22,050

like to organize them according to the

340

00:13:19,260 --> 00:13:23,880

six syllable types and that's fine but

341

00:13:22,050 --> 00:13:25,800

it's also important to realize that we

342

00:13:23,880 --> 00:13:27,900

have no evidence that teaching kids the

343

00:13:25,800 --> 00:13:29,940

exceptions to those syllable types in

344

00:13:27,900 --> 00:13:32,520

other words those basic rules your basic

345

00:13:29,940 --> 00:13:33,279

rules would be you know your silent e

346

00:13:32,520 --> 00:13:34,779

rule the two

347

00:13:33,279 --> 00:13:37,329

go walking the first does the talking

348

00:13:34,779 --> 00:13:39,579

and in a few others there are exceptions

349

00:13:37,329 --> 00:13:41,470

to each of those and we have no evidence

350

00:13:39,579 --> 00:13:44,410

that teaching the exceptions to those

351

00:13:41,470 --> 00:13:47,889

rules allows weak readers to catch up I

352

00:13:44,410 --> 00:13:49,899

think what's happened is that because

353

00:13:47,889 --> 00:13:52,180

children learn the basic rules and there

354

00:13:49,899 --> 00:13:53,860

are exceptions and they don't catch up

355

00:13:52,180 --> 00:13:56,439

there's this sense that we have to go

356

00:13:53,860 --> 00:13:59,069

even deeper into phonic analysis

357

00:13:56,439 --> 00:14:01,149

when the reality is skilled readers

358

00:13:59,069 --> 00:14:03,309

couldn't tell you the exceptions to

359

00:14:01,149 --> 00:14:04,660

pretty much any one of those rules but

360

00:14:03,309 --> 00:14:06,160

Yet they became good readers anyway

361

00:14:04,660 --> 00:14:08,230

why because they had good phonemic

362

00:14:06,160 --> 00:14:09,999

awareness so if we find ourselves

363

00:14:08,230 --> 00:14:12,339

feeling like we got to cover every

364

00:14:09,999 --> 00:14:13,749

possible exception in the book maybe we

365

00:14:12,339 --> 00:14:15,309

need to redirect our attention to

366

00:14:13,749 --> 00:14:17,920

building the phonological skills so

367

00:14:15,309 --> 00:14:22,569

children are able to acquire the reading

368

00:14:17,920 --> 00:14:24,999

the way typical readers do also spelling

369

00:14:22,569 --> 00:14:28,120

is very important for reinforcing

370

00:14:24,999 --> 00:14:31,809

reading skills many of us have a hard

371

00:14:28,120 --> 00:14:33,459

time spelling some words we can read we

372

00:14:31,809 --> 00:14:35,559

almost never have a hard time reading

373

00:14:33,459 --> 00:14:37,540

words we can spell if we can spell a

374

00:14:35,559 --> 00:14:39,459

word we have a more precise orthographic

375

00:14:37,540 --> 00:14:41,079

memory for that word and it's an

376

00:14:39,459 --> 00:14:43,509

orthographic memory that allows us to

377

00:14:41,079 --> 00:14:45,939

read so reinforcing reading with

378

00:14:43,509 --> 00:14:49,569

spelling is very very useful and

379

00:14:45,939 --> 00:14:51,399

effective also use distributed practice

380

00:14:49,569 --> 00:14:53,110

what's distributed practice distributed

381

00:14:51,399 --> 00:14:54,790

practice means that certain things you

382

00:14:53,110 --> 00:14:57,040

want kids to know you come back to it

383

00:14:54,790 --> 00:14:59,019

throughout the day so you reinforce

384

00:14:57,040 --> 00:15:02,680

letter sounds throughout the day not

385

00:14:59,019 --> 00:15:04,959

just in one session

386

00:15:02,680 --> 00:15:09,100

grab that pointer point up to the

387

00:15:04,959 --> 00:15:10,839

letters on the up on the ABC chart do

388

00:15:09,100 --> 00:15:12,790

phonological awareness at multiple times

389

00:15:10,839 --> 00:15:14,860

throughout the day children are gonna

390

00:15:12,790 --> 00:15:17,709

pick up on these much more quickly than

391

00:15:14,860 --> 00:15:20,769

if it's all just on in one contained

392

00:15:17,709 --> 00:15:22,839

time period in the school day also

393

00:15:20,769 --> 00:15:25,420

embedded picture mnemonics is a great

394

00:15:22,839 --> 00:15:28,569

way to teach early on with the letters

395

00:15:25,420 --> 00:15:31,319

and their sounds you can google that

396

00:15:28,569 --> 00:15:33,639

there are some embedded picture mnemonic

397

00:15:31,319 --> 00:15:36,009

letters that you can get some are free

398

00:15:33,639 --> 00:15:38,259

some cost money but research has shown

399

00:15:36,009 --> 00:15:40,509

that children pick up on learning letter

400

00:15:38,259 --> 00:15:42,040

sounds much more quickly with embedded

401

00:15:40,509 --> 00:15:43,929

picture mnemonics just as an

402

00:15:42,040 --> 00:15:47,139

illustration the prototypical one is

403

00:15:43,929 --> 00:15:49,059

that the S is shaped like a snake

404

00:15:47,139 --> 00:15:51,819

kids can hear the word snake and they

405

00:15:49,059 --> 00:15:57,009

can see the s and they're able to make

406

00:15:51,819 --> 00:15:59,379

that sort of association there are many

407

00:15:57,009 --> 00:16:02,769

different features and factors that help

408

00:15:59,379 --> 00:16:05,589

in early reading acquisition and make

409

00:16:02,769 --> 00:16:07,720

our instruction more effective its most

410

00:16:05,589 --> 00:16:10,720

effective to teach phonological skills

411

00:16:07,720 --> 00:16:13,269

and letter sound skills in an explicit

412

00:16:10,720 --> 00:16:17,379

and systematic fashion and those skills

413

00:16:13,269 --> 00:16:18,790

need to become automatic and when it

414

00:16:17,379 --> 00:16:21,040

comes to phonological awareness they

415

00:16:18,790 --> 00:16:22,839

need to be strictly aural but at the

416

00:16:21,040 --> 00:16:25,779

same time we need to show kids how that

417

00:16:22,839 --> 00:16:27,759

aural skill maps onto the letters and

418

00:16:25,779 --> 00:16:29,889

sounds that they're learning also it's

419

00:16:27,759 --> 00:16:31,929

important when we teach children letter

420

00:16:29,889 --> 00:16:34,839

sound relationships we use precise

421

00:16:31,929 --> 00:16:36,609

pronunciations and we give them multiple

422

00:16:34,839 --> 00:16:43,329

opportunities throughout the day through

423

00:16:36,609 --> 00:16:44,739

distributed practice which of the

424

00:16:43,329 --> 00:16:47,139

teaching practices mentioned in this

425

00:16:44,739 --> 00:16:50,069

session are you already using and which

426

00:16:47,139 --> 00:16:50,069

practices might you add

427

00:16:55,800 --> 00:17:00,180

next up is module 11 and we're going to

428

00:16:58,050 --> 00:17:04,190

look at how we determine what is

429

00:17:00,180 --> 00:17:04,190

effective when it comes to intervention