1

00:00:02,949 --> 00:00:08,000

welcome to assessing preventing and

2

00:00:05,899 --> 00:00:10,219

overcoming reading difficulties a

3

00:00:08,000 --> 00:00:12,950

professional learning series presented

4

00:00:10,219 --> 00:00:15,160

by David Kilpatrick sponsored by the

5

00:00:12,950 --> 00:00:18,200

exceptional student services unit and

6

00:00:15,160 --> 00:00:20,450

created in collaboration with specific

7

00:00:18,200 --> 00:00:24,230

learning disability specialists Jill

8

00:00:20,450 --> 00:00:26,510

Marshall and Veronica Fiedler the

9

00:00:24,230 --> 00:00:28,760

Colorado Department of Education’s vision

10

00:00:26,510 --> 00:00:30,830

is that all students in Colorado will

11

00:00:28,760 --> 00:00:33,289

become educated and productive citizens

12

00:00:30,830 --> 00:00:36,710

capable of succeeding in society

13

00:00:33,289 --> 00:00:39,530

the workforce and life the mission of

14

00:00:36,710 --> 00:00:42,589

the CDE is to ensure all students are

15

00:00:39,530 --> 00:00:45,230

prepared for success in society work and

16

00:00:42,589 --> 00:00:48,289

life by providing excellent leadership

17

00:00:45,230 --> 00:00:52,219

service and support to schools districts

18

00:00:48,289 --> 00:00:54,260

and communities across the state this

19

00:00:52,219 --> 00:00:57,519

series is designed for use in multiple

20

00:00:54,260 --> 00:00:59,690

ways you can complete all 13 modules

21

00:00:57,519 --> 00:01:01,729

participants who engage in all 13

22

00:00:59,690 --> 00:01:03,499

modules will be provided a comprehensive

23

00:01:01,729 --> 00:01:06,680

learning experience encompassing

24

00:01:03,499 --> 00:01:08,960

research impact and critical elements of

25

00:01:06,680 --> 00:01:12,020

assessing preventing and overcoming

26

00:01:08,960 --> 00:01:15,230

reading difficulties you can complete

27

00:01:12,020 --> 00:01:17,750

individual modules participants may view

28

00:01:15,230 --> 00:01:19,700

a session or sessions for specific

29

00:01:17,750 --> 00:01:22,280

information and guidance on topics

30

00:01:19,700 --> 00:01:24,770

related to assessing preventing and

31

00:01:22,280 --> 00:01:27,230

overcoming reading difficulties this

32

00:01:24,770 --> 00:01:29,570

format is ideal for short professional

33

00:01:27,230 --> 00:01:31,670

development opportunities for example

34

00:01:29,570 --> 00:01:34,310

during an impact team meeting or

35

00:01:31,670 --> 00:01:36,230

professional learning community you can

36

00:01:34,310 --> 00:01:39,440

also complete this as a book or chapter

37

00:01:36,230 --> 00:01:42,170

study participants may view all or part

38

00:01:39,440 --> 00:01:44,720

of the series as a tandem companion or

39

00:01:42,170 --> 00:01:46,730

supplemental resource for supporting a

40

00:01:44,720 --> 00:01:48,710

study of the book the essentials of

41

00:01:46,730 --> 00:01:51,670

assessing preventing and overcoming

42

00:01:48,710 --> 00:01:51,670

reading difficulties

43

00:01:52,380 --> 00:01:57,609

module two current approaches to reading

44

00:01:55,509 --> 00:02:00,819

instruction why many learners still

45

00:01:57,609 --> 00:02:03,869

struggle session 1 a brief history of

46

00:02:00,819 --> 00:02:03,869

reading instruction

47

00:02:10,429 --> 00:02:15,680

Hello this is Dave Kilpatrick and I'm your

48

00:02:13,730 --> 00:02:19,040

presenter for this series of webinars

49

00:02:15,680 --> 00:02:21,019

and this series will help participants

50

00:02:19,040 --> 00:02:23,060

understand the current research the

51

00:02:21,019 --> 00:02:25,219

implications and essential elements

52

00:02:23,060 --> 00:02:28,790

necessary for assessing preventing and

53

00:02:25,219 --> 00:02:31,459

overcoming reading difficulties we begin

54

00:02:28,790 --> 00:02:34,730

with module 2 here you see the list of

55

00:02:31,459 --> 00:02:36,680

the 13 modules if you haven't already I

56

00:02:34,730 --> 00:02:41,989

recommend you go back and look at module

57

00:02:36,680 --> 00:02:44,480

1 within module 2 you see there are

58

00:02:41,989 --> 00:02:47,180

five different sessions and the session

59

00:02:44,480 --> 00:02:51,439

would be working on now is the history

60

00:02:47,180 --> 00:02:53,389

behind reading instruction in this

61

00:02:51,439 --> 00:02:55,430

module you will learn to identify the

62

00:02:53,389 --> 00:02:57,590

four basic approaches to teaching

63

00:02:55,430 --> 00:03:00,169

reading all of which go back a very long

64

00:02:57,590 --> 00:03:02,239

time you'll also become familiar with

65

00:03:00,169 --> 00:03:06,230

the unit of study for each of these four

66

00:03:02,239 --> 00:03:07,669

approaches the big four approaches to

67

00:03:06,230 --> 00:03:09,680

reading can be distinguished from each

68

00:03:07,669 --> 00:03:12,230

other both historically and in terms of

69

00:03:09,680 --> 00:03:14,510

their unit of study one of the earliest

70

00:03:12,230 --> 00:03:16,549

approaches was the whole word approach

71

00:03:14,510 --> 00:03:19,659

it's gone by many different names since

72

00:03:16,549 --> 00:03:22,370

it was first used systematically within

73

00:03:19,659 --> 00:03:24,470

public education it's been called the

74

00:03:22,370 --> 00:03:26,209

look-say approach the basal approach

75

00:03:24,470 --> 00:03:28,400

because it was a used so commonly in

76

00:03:26,209 --> 00:03:32,239

basal reading series and the sight word

77

00:03:28,400 --> 00:03:33,560

approach phonics instruction was the big

78

00:03:32,239 --> 00:03:36,799

competition of the whole word approach

79

00:03:33,560 --> 00:03:38,359

back in the 1800s and some of the early

80

00:03:36,799 --> 00:03:38,870

phonic programs were very different than

81

00:03:38,359 --> 00:03:41,750

today

82

00:03:38,870 --> 00:03:43,579

for example it used to be called the ABC

83

00:03:41,750 --> 00:03:47,150

method so if a child read the word dog

84

00:03:43,579 --> 00:03:51,109

they would see the word dog and say D-O-

85

00:03:47,150 --> 00:03:54,709

G and then say the word dog no phonics

86

00:03:51,109 --> 00:03:56,209

program does that today the whole

87

00:03:54,709 --> 00:03:57,650

language approach was actually called

88

00:03:56,209 --> 00:04:00,169

the sentence method of reading and it

89

00:03:57,650 --> 00:04:02,930

was even mandated in some school

90

00:04:00,169 --> 00:04:05,750

districts back in the late 1800s when it

91

00:04:02,930 --> 00:04:07,519

got brought back in the 80s and 90s it

92

00:04:05,750 --> 00:04:08,870

was referred to often as the literacy

93

00:04:07,519 --> 00:04:11,180

based approach along with whole language

94

00:04:08,870 --> 00:04:13,040

and currently much of what we would

95

00:04:11,180 --> 00:04:15,229

consider to be whole language is central

96

00:04:13,040 --> 00:04:18,739

to what we now refer to as balanced

97

00:04:15,229 --> 00:04:20,959

instruction and the linguistic approach

98

00:04:18,739 --> 00:04:24,980

did not become formalized within any

99

00:04:20,959 --> 00:04:27,290

educational context until 1961

100

00:04:24,980 --> 00:04:28,550

the concepts behind it as well as many

101

00:04:27,290 --> 00:04:30,710

of these others were around for

102

00:04:28,550 --> 00:04:33,020

centuries but in terms of formalized

103

00:04:30,710 --> 00:04:34,760

education 1961 the appearance of the

104

00:04:33,020 --> 00:04:37,580

book let's read is what became the basis

105

00:04:34,760 --> 00:04:38,750

for using this approach in a more

106

00:04:37,580 --> 00:04:41,150

systematic fashion

107

00:04:38,750 --> 00:04:42,590

each one of these approaches can be

108

00:04:41,150 --> 00:04:44,990

distinguished from one another based

109

00:04:42,590 --> 00:04:46,520

upon the unit of study within each one

110

00:04:44,990 --> 00:04:49,520

of these you're gonna see some variety

111

00:04:46,520 --> 00:04:50,960

in terms of how they are implemented so

112

00:04:49,520 --> 00:04:52,370

for example within the phonics approach

113

00:04:50,960 --> 00:04:54,440

or the whole language approach you're

114

00:04:52,370 --> 00:04:58,250

gonna see variability in terms of how

115

00:04:54,440 --> 00:05:00,230

they are taught but with that said you

116

00:04:58,250 --> 00:05:02,740

can still distinguish among these four

117

00:05:00,230 --> 00:05:04,970

approaches based upon the unit of study

118

00:05:02,740 --> 00:05:07,880

to do this we're going to reorganize the

119

00:05:04,970 --> 00:05:10,190

different types of approaches based upon

120

00:05:07,880 --> 00:05:11,690

their emphasis so you have meaning

121

00:05:10,190 --> 00:05:13,790

emphasis approaches and that would be

122

00:05:11,690 --> 00:05:15,860

whole language in the whole word approach

123

00:05:13,790 --> 00:05:18,290

the unit of study within whole language

124

00:05:15,860 --> 00:05:19,850

is the sentence or the paragraph the

125

00:05:18,290 --> 00:05:23,390

unit of study within the whole word

126

00:05:19,850 --> 00:05:25,730

approach is the actual word with code

127

00:05:23,390 --> 00:05:29,750

emphasis approaches the unit of study

128

00:05:25,730 --> 00:05:32,060

changes now you go to a unit that we

129

00:05:29,750 --> 00:05:33,919

refer to as a sub word unit in other

130

00:05:32,060 --> 00:05:36,020

words you're not focusing on the whole

131

00:05:33,919 --> 00:05:37,700

word per se you're focusing on part of

132

00:05:36,020 --> 00:05:41,240

the word with the linguistic approach

133

00:05:37,700 --> 00:05:44,600

the focus is on the rhyme unit now R-I-M-E

134

00:05:41,240 --> 00:05:46,370

is not a misspelling of R-H-Y-M-E it's

135

00:05:44,600 --> 00:05:48,440

just a alternative spelling that gets

136

00:05:46,370 --> 00:05:51,380

used by reading researchers to refer to

137

00:05:48,440 --> 00:05:53,930

a specific unit within both spoken and

138

00:05:51,380 --> 00:05:58,729

written language basically the rhyming

139

00:05:53,930 --> 00:06:00,710

unit the phat sat cat hat rat each one of

140

00:05:58,729 --> 00:06:03,470

those have at in it and that would be

141

00:06:00,710 --> 00:06:05,800

the rhyme unit with phonics the unit of

142

00:06:03,470 --> 00:06:07,880

study is the letter of the digraph and

143

00:06:05,800 --> 00:06:09,140

there's variability among phonic

144

00:06:07,880 --> 00:06:13,520

programs as to whether or not they would

145

00:06:09,140 --> 00:06:15,440

also include blends the whole language

146

00:06:13,520 --> 00:06:17,660

approach has never been intended to be a

147

00:06:15,440 --> 00:06:20,180

teaching method per se rather it's a

148

00:06:17,660 --> 00:06:22,400

philosophy of literacy development but

149

00:06:20,180 --> 00:06:23,840

in practice it relies very heavily on

150

00:06:22,400 --> 00:06:26,570

certain methods because you have to

151

00:06:23,840 --> 00:06:28,640

actually teach and those methods tend to

152

00:06:26,570 --> 00:06:30,979

be oriented along what's called the

153

00:06:28,640 --> 00:06:32,840

three cueing systems approach but also

154

00:06:30,979 --> 00:06:34,669

the whole word approach so both of the

155

00:06:32,840 --> 00:06:37,190

classic meaning based approaches have

156

00:06:34,669 --> 00:06:37,969

been incorporated into whole language at

157

00:06:37,190 --> 00:06:41,629

some level or

158

00:06:37,969 --> 00:06:43,909

another the whole language philosophy is

159

00:06:41,629 --> 00:06:46,309

designed to integrate reading writing

160

00:06:43,909 --> 00:06:50,839

speaking and listening that's where it

161

00:06:46,309 --> 00:06:52,999

gets its name whole language whole

162

00:06:50,839 --> 00:06:54,919

language was grounded in what it's

163

00:06:52,999 --> 00:06:56,629

modern advocates Ken Goodman and Frank

164

00:06:54,919 --> 00:06:58,459

Smith called the psycholinguistic

165

00:06:56,629 --> 00:07:00,889

guessing game now this is the name that

166

00:06:58,459 --> 00:07:03,110

they applied to their own approach and

167

00:07:00,889 --> 00:07:04,819

the three cueing systems approach is

168

00:07:03,110 --> 00:07:06,789

the practical application of their

169

00:07:04,819 --> 00:07:09,709

psycholinguistic guessing game

170

00:07:06,789 --> 00:07:12,759

philosophy of reading the idea is that

171

00:07:09,709 --> 00:07:15,019

we use three different cues as we read

172

00:07:12,759 --> 00:07:16,999

context various linguistic cues

173

00:07:15,019 --> 00:07:18,799

grammatical and syntactical cues and

174

00:07:16,999 --> 00:07:21,049

grapho-phonic cues interacting with

175

00:07:18,799 --> 00:07:22,939

letters and sounds in more recent years

176

00:07:21,049 --> 00:07:25,639

this approach has been sometimes called

177

00:07:22,939 --> 00:07:28,699

the MSV approach focusing on meaning

178

00:07:25,639 --> 00:07:30,319

structure and visual also this three

179

00:07:28,699 --> 00:07:32,179

cueing systems approach has been a

180

00:07:30,319 --> 00:07:36,049

central element in what we now call

181

00:07:32,179 --> 00:07:38,059

balanced instruction the whole word

182

00:07:36,049 --> 00:07:41,179

approach assumes that we store words as

183

00:07:38,059 --> 00:07:43,899

some sort of visual memory and it

184

00:07:41,179 --> 00:07:46,579

emphasizes meaning over word analysis

185

00:07:43,899 --> 00:07:49,039

the idea behind the whole word approach

186

00:07:46,579 --> 00:07:51,229

is that adult readers don't analyze

187

00:07:49,039 --> 00:07:52,939

words as they read they jump out at them

188

00:07:51,229 --> 00:07:55,729

and they look visually familiar so let's

189

00:07:52,939 --> 00:07:57,259

teach children the same way the key

190

00:07:55,729 --> 00:07:59,509

features of this approach include

191

00:07:57,259 --> 00:08:01,610

repetition control vocabulary and

192

00:07:59,509 --> 00:08:04,339

distinctive looking words all of these

193

00:08:01,610 --> 00:08:06,469

are in the service of trying to get kids

194

00:08:04,339 --> 00:08:08,989

to have some sort of visual memory of

195

00:08:06,469 --> 00:08:10,909

the words they see so repetition you see

196

00:08:08,989 --> 00:08:13,549

it enough times you it looks familiar

197

00:08:10,909 --> 00:08:15,259

controlled vocabulary helps with the

198

00:08:13,549 --> 00:08:16,729

repetition that you see the same words

199

00:08:15,259 --> 00:08:18,589

over and over again and passages that

200

00:08:16,729 --> 00:08:19,879

you read and the distinctive looking

201

00:08:18,589 --> 00:08:21,349

words they look different from one

202

00:08:19,879 --> 00:08:25,159

another so they're going to be more

203

00:08:21,349 --> 00:08:26,749

memorable from a visual standpoint the

204

00:08:25,159 --> 00:08:29,959

linguistic approach has been around for

205

00:08:26,749 --> 00:08:31,669

centuries we know this however the more

206

00:08:29,959 --> 00:08:33,050

modern version of it was developed by

207

00:08:31,669 --> 00:08:34,610

linguists and that's why it's called the

208

00:08:33,050 --> 00:08:38,000

linguistic approach Bloomfield and

209

00:08:34,610 --> 00:08:40,250

Barnhart their 1961 book they were both

210

00:08:38,000 --> 00:08:42,050

linguists and they introduced this in a

211

00:08:40,250 --> 00:08:45,860

more formalized way to the educational

212

00:08:42,050 --> 00:08:49,009

community the focus is on rhyme units as

213

00:08:45,860 --> 00:08:51,680

I said so you're not breaking words down

214

00:08:49,009 --> 00:08:54,319

in a phonic pattern such as h-a-t

215

00:08:51,680 --> 00:08:57,889

you're saying h-at so you're not breaking

216

00:08:54,319 --> 00:09:00,199

apart the rhyme unit this approach is

217

00:08:57,889 --> 00:09:02,360

often confused with phonics because both

218

00:09:00,199 --> 00:09:07,220

of them focus on sounds within words

219

00:09:02,360 --> 00:09:09,470

rather than on the whole word with a

220

00:09:07,220 --> 00:09:11,300

phonic approach the focus is on letters

221

00:09:09,470 --> 00:09:13,790

and their sounds but also on decoding

222

00:09:11,300 --> 00:09:15,529

unknown words you see decoding is in

223

00:09:13,790 --> 00:09:17,930

quotation marks because decoding is a

224

00:09:15,529 --> 00:09:21,079

little bit of a slippery term it's broad

225

00:09:17,930 --> 00:09:22,670

meaning is reading words regardless of

226

00:09:21,079 --> 00:09:25,300

whether you know them or you're trying

227

00:09:22,670 --> 00:09:28,129

to figure them out and that broad

228

00:09:25,300 --> 00:09:29,089

definition of decoding is in contrast to

229

00:09:28,129 --> 00:09:31,970

comprehension

230

00:09:29,089 --> 00:09:34,129

however decoding is also used to refer

231

00:09:31,970 --> 00:09:37,339

to the process of figuring out an

232

00:09:34,129 --> 00:09:39,379

unknown word the idea behind getting

233

00:09:37,339 --> 00:09:41,180

kids to decode words in that more narrow

234

00:09:39,379 --> 00:09:43,220

sense is for them to develop

235

00:09:41,180 --> 00:09:44,420

independence and word recognition so

236

00:09:43,220 --> 00:09:46,850

when they're reading along they don't

237

00:09:44,420 --> 00:09:49,579

have to ask a teacher or a fellow

238

00:09:46,850 --> 00:09:50,899

student they don't have to make a wild

239

00:09:49,579 --> 00:09:54,889

guess they can figure the word out

240

00:09:50,899 --> 00:09:56,449

through phonic decoding phonic decoding

241

00:09:54,889 --> 00:09:59,360

puts a big emphasis on letter sound

242

00:09:56,449 --> 00:10:03,319

knowledge and it also focuses on the

243

00:09:59,360 --> 00:10:06,350

regularities of print research has shown

244

00:10:03,319 --> 00:10:08,990

that this phonic approach has superior

245

00:10:06,350 --> 00:10:11,899

results in the early years for children

246

00:10:08,990 --> 00:10:13,449

in comparison with virtually every other

247

00:10:11,899 --> 00:10:15,589

method that we're talking about here

248

00:10:13,449 --> 00:10:16,699

whether it's the whole word approach the

249

00:10:15,589 --> 00:10:20,779

linguistic approach or the whole

250

00:10:16,699 --> 00:10:22,579

language approach but many many children

251

00:10:20,779 --> 00:10:24,350

still struggle in reading even though

252

00:10:22,579 --> 00:10:29,509

they are exposed to a phonic approach so

253

00:10:24,350 --> 00:10:32,120

we realize that that is not enough all

254

00:10:29,509 --> 00:10:34,459

of the 4 classic approaches result in a

255

00:10:32,120 --> 00:10:36,889

fairly large portion of kids who

256

00:10:34,459 --> 00:10:38,930

struggle in reading and contrary to some

257

00:10:36,889 --> 00:10:40,699

ideas that float around struggling

258

00:10:38,930 --> 00:10:42,559

readers find all the approaches

259

00:10:40,699 --> 00:10:43,939

difficult so it's not like you're gonna

260

00:10:42,559 --> 00:10:45,829

have a child who's struggling with

261

00:10:43,939 --> 00:10:47,480

phonics but you switch over to a three cueing

262

00:10:45,829 --> 00:10:50,389

and they become a good reader or vice

263

00:10:47,480 --> 00:10:54,559

versa it does not work that way you will

264

00:10:50,389 --> 00:10:56,209

find some children who may do poorly at

265

00:10:54,559 --> 00:10:58,730

a whole word approach or a whole

266

00:10:56,209 --> 00:11:00,579

language approach who will show

267

00:10:58,730 --> 00:11:03,439

improvements when you shift to a

268

00:11:00,579 --> 00:11:04,910

linguistic or a phonic approach you

269

00:11:03,439 --> 00:11:07,400

don't see the reverse but

270

00:11:04,910 --> 00:11:09,110

the reality is it's the same children

271

00:11:07,400 --> 00:11:12,080

who are going to struggle across all the

272

00:11:09,110 --> 00:11:14,090

different approaches and there's no

273

00:11:12,080 --> 00:11:15,980

approach that directly addresses the

274

00:11:14,090 --> 00:11:17,690

issue of permanent word storage the

275

00:11:15,980 --> 00:11:18,740

reality is when we read we're not

276

00:11:17,690 --> 00:11:21,140

sounding out words and we're not

277

00:11:18,740 --> 00:11:23,090

guessing at them we see words they jump

278

00:11:21,140 --> 00:11:25,700

out at us instantaneously how does that

279

00:11:23,090 --> 00:11:27,650

happen none of these four approaches is

280

00:11:25,700 --> 00:11:29,660

able to adequately answer that

281

00:11:27,650 --> 00:11:32,000

traditionally the whole word approach is

282

00:11:29,660 --> 00:11:33,830

trying to do that just assuming it's

283

00:11:32,000 --> 00:11:36,230

some sort of visual memory but as we

284

00:11:33,830 --> 00:11:38,750

will see in an upcoming module the

285

00:11:36,230 --> 00:11:41,300

visual memory hypothesis which is so

286

00:11:38,750 --> 00:11:43,820

strongly intuitive really does not

287

00:11:41,300 --> 00:11:48,740

account for how we remember the words we

288

00:11:43,820 --> 00:11:50,420

read balanced instruction originally was

289

00:11:48,740 --> 00:11:52,520

designed to be a reaction to would have

290

00:11:50,420 --> 00:11:55,160

been called the reading wars the reading

291

00:11:52,520 --> 00:11:57,140

wars in its modern form has been phonics

292

00:11:55,160 --> 00:11:59,050

versus whole language before that it was

293

00:11:57,140 --> 00:12:01,220

phonics versus the whole word approach

294

00:11:59,050 --> 00:12:02,570

balanced instruction sounds wonderful

295

00:12:01,220 --> 00:12:04,040

getting everybody together getting a

296

00:12:02,570 --> 00:12:06,020

little bit of balance pulling from

297

00:12:04,040 --> 00:12:08,720

different methodologies but there's some

298

00:12:06,020 --> 00:12:10,070

serious problems with this concept first

299

00:12:08,720 --> 00:12:12,500

of all where's your balance point if

300

00:12:10,070 --> 00:12:15,230

you're basically a whole language

301

00:12:12,500 --> 00:12:16,790

oriented teacher you may just dabble a

302

00:12:15,230 --> 00:12:18,350

little bit in the phonics if you're a

303

00:12:16,790 --> 00:12:20,420

phonics oriented teacher maybe you'll

304

00:12:18,350 --> 00:12:24,830

dabble a little bit in some of the three

305

00:12:20,420 --> 00:12:27,050

cueing or whole language ideas so the

306

00:12:24,830 --> 00:12:28,220

point is that you can talk about two

307

00:12:27,050 --> 00:12:29,810

different people doing balanced

308

00:12:28,220 --> 00:12:32,240

instruction and there's almost no

309

00:12:29,810 --> 00:12:35,300

overlap between how they're doing their

310

00:12:32,240 --> 00:12:37,580

work and another thing you have to stop

311

00:12:35,300 --> 00:12:40,010

and think about none of the four classic

312

00:12:37,580 --> 00:12:41,660

approaches do a good job with children

313

00:12:40,010 --> 00:12:44,390

at the bottom end yes

314

00:12:41,660 --> 00:12:46,130

phonics has been shown to work better

315

00:12:44,390 --> 00:12:47,720

for children that are more at risk for

316

00:12:46,130 --> 00:12:50,360

reading compared to all the other three

317

00:12:47,720 --> 00:12:52,310

approaches but phonics still turns out a

318

00:12:50,360 --> 00:12:55,760

fairly large portion of children that

319

00:12:52,310 --> 00:12:57,350

struggle in reading so what would be the

320

00:12:55,760 --> 00:13:00,020

logic in us saying we're going to mix

321

00:12:57,350 --> 00:13:02,240

together several approaches that have

322

00:13:00,020 --> 00:13:04,070

been shown to not adequately meet the

323

00:13:02,240 --> 00:13:05,900

needs of these children and that

324

00:13:04,070 --> 00:13:09,470

magically out of that mix we're going to

325

00:13:05,900 --> 00:13:11,810

have an effective approach and we kind

326

00:13:09,470 --> 00:13:14,030

of have some support for this concern in

327

00:13:11,810 --> 00:13:15,650

the fact that we've been doing the

328

00:13:14,030 --> 00:13:17,690

balanced instruction thing now for a

329

00:13:15,650 --> 00:13:19,520

good 10 years or more

330

00:13:17,690 --> 00:13:21,290

and yet when you look at the National

331

00:13:19,520 --> 00:13:23,450

Assessment of Educational Progress and

332

00:13:21,290 --> 00:13:25,670

the percentage of fourth graders who are

333

00:13:23,450 --> 00:13:27,700

reading below a basic level it has not

334

00:13:25,670 --> 00:13:32,240

changed since we introduced this

335

00:13:27,700 --> 00:13:34,160

balanced instruction concept but we do

336

00:13:32,240 --> 00:13:36,140

know that research in the last 30 or

337

00:13:34,160 --> 00:13:38,630

more years indicates that there are

338

00:13:36,140 --> 00:13:40,610

reasons identifiable reasons why some

339

00:13:38,630 --> 00:13:43,070

children struggle some children we meet

340

00:13:40,610 --> 00:13:45,950

may call at risk for reading

341

00:13:43,070 --> 00:13:47,540

difficulties and we know that it has to

342

00:13:45,950 --> 00:13:48,170

do with what the children bring to the

343

00:13:47,540 --> 00:13:50,390

task

344

00:13:48,170 --> 00:13:51,920

so children that have the cognitive and

345

00:13:50,390 --> 00:13:54,740

linguistic skills to pick up on reading

346

00:13:51,920 --> 00:13:57,140

easily they actually do pretty well with

347

00:13:54,740 --> 00:13:59,480

every one of the four methods that were

348

00:13:57,140 --> 00:14:02,150

described earlier children that are at

349

00:13:59,480 --> 00:14:03,740

risk and do not have all the cognitive

350

00:14:02,150 --> 00:14:05,330

linguistic skills in place that they

351

00:14:03,740 --> 00:14:07,580

need to become a good reader they

352

00:14:05,330 --> 00:14:09,080

struggle with all the methods yes they

353

00:14:07,580 --> 00:14:10,880

do better with some than others but for

354

00:14:09,080 --> 00:14:16,550

the most part they struggle with all the

355

00:14:10,880 --> 00:14:18,620

methods so in summary all of the popular

356

00:14:16,550 --> 00:14:21,590

approaches that are currently used go

357

00:14:18,620 --> 00:14:23,720

back over a hundred years and they keep

358

00:14:21,590 --> 00:14:27,170

getting repackaged and resold with maybe

359

00:14:23,720 --> 00:14:29,180

fancier colored materials maybe we put

360

00:14:27,170 --> 00:14:31,880

it on computer but it really has not

361

00:14:29,180 --> 00:14:33,620

changed so for the most part the methods

362

00:14:31,880 --> 00:14:35,270

that we use or the mixture the methods

363

00:14:33,620 --> 00:14:39,080

that we use have not changed in over a

364

00:14:35,270 --> 00:14:40,910

hundred years every single one of the

365

00:14:39,080 --> 00:14:43,520

four basic approaches to teaching

366

00:14:40,910 --> 00:14:45,470

reading uses a different unit of study

367

00:14:43,520 --> 00:14:47,000

and as mentioned within each of those

368

00:14:45,470 --> 00:14:49,550

four you're gonna find some variation

369

00:14:47,000 --> 00:14:51,320

but we can draw some lines are you

370

00:14:49,550 --> 00:14:52,940

focusing on sentences and paragraphs are

371

00:14:51,320 --> 00:14:57,020

you focusing on words are you focusing

372

00:14:52,940 --> 00:14:58,850

on rhyme units or letters all of those

373

00:14:57,020 --> 00:15:01,220

classic approaches because they all go

374

00:14:58,850 --> 00:15:03,200

back over a hundred years did not have

375

00:15:01,220 --> 00:15:05,960

the benefit of the last 30 or 40 years

376

00:15:03,200 --> 00:15:08,060

of scientific study into both reading

377

00:15:05,960 --> 00:15:11,750

development that is how reading actually

378

00:15:08,060 --> 00:15:13,370

works in our memory system and reading

379

00:15:11,750 --> 00:15:15,610

difficulties which is why some kids

380

00:15:13,370 --> 00:15:17,750

struggle

381

00:15:15,610 --> 00:15:19,610

none of the classic approaches

382

00:15:17,750 --> 00:15:21,950

adequately addresses the needs of these

383

00:15:19,610 --> 00:15:24,589

struggling students teaching the

384

00:15:21,950 --> 00:15:26,570

letter-sound relationships which we find

385

00:15:24,589 --> 00:15:29,360

in the phonic program is essential and

386

00:15:26,570 --> 00:15:31,220

kids do better with that compared to the

387

00:15:29,360 --> 00:15:31,470

other approaches but it is insufficient

388

00:15:31,220 --> 00:15:33,810

We have

389

00:15:31,470 --> 00:15:37,830

many children who even with the best

390

00:15:33,810 --> 00:15:40,920

phonic approaches still struggle so the

391

00:15:37,830 --> 00:15:42,750

conclusion is to address struggling

392

00:15:40,920 --> 00:15:44,430

readers it seems that we have to go

393

00:15:42,750 --> 00:15:46,950

beyond the classic approaches we can't

394

00:15:44,430 --> 00:15:48,540

continue to just repackage and remix the

395

00:15:46,950 --> 00:15:50,400

old approaches that don't seem to work

396

00:15:48,540 --> 00:15:52,710

with these struggling readers so a

397

00:15:50,400 --> 00:15:54,750

really good place to start would be the

398

00:15:52,710 --> 00:15:57,390

actual scientific research into how

399

00:15:54,750 --> 00:16:00,120

reading works and what works best for

400

00:15:57,390 --> 00:16:04,080

those struggling readers you may recall

401

00:16:00,120 --> 00:16:06,270

from the first session in module 1 that

402

00:16:04,080 --> 00:16:09,000

we have some scientific research to show

403

00:16:06,270 --> 00:16:10,920

that we can make a huge huge impact on

404

00:16:09,000 --> 00:16:15,120

children who are struggling readers and

405

00:16:10,920 --> 00:16:17,430

even minimize or prevent a large portion

406

00:16:15,120 --> 00:16:19,740

of reading difficulties if we attend to

407

00:16:17,430 --> 00:16:25,470

that more recent scientific research

408

00:16:19,740 --> 00:16:27,270

into reading so now might be a good time

409

00:16:25,470 --> 00:16:30,450

to stop and think maybe even pause this

410

00:16:27,270 --> 00:16:31,770

module and think about how the different

411

00:16:30,450 --> 00:16:34,110

approaches to reading instruction of

412

00:16:31,770 --> 00:16:37,800

form your current work can you see your

413

00:16:34,110 --> 00:16:39,750

own approaches among those for many many

414

00:16:37,800 --> 00:16:41,310

teachers our eclectic meaning they're

415

00:16:39,750 --> 00:16:43,130

going to draw from more than one of

416

00:16:41,310 --> 00:16:46,560

those but they still are all based on

417

00:16:43,130 --> 00:16:49,710

certain ideas and effect children in

418

00:16:46,560 --> 00:16:51,060

certain ways also what might you need to

419

00:16:49,710 --> 00:16:54,240

consider when communicating about

420

00:16:51,060 --> 00:16:55,590

reading instruction with either parents

421

00:16:54,240 --> 00:16:58,160

of children that you work with or with

422

00:16:55,590 --> 00:16:58,160

your colleagues

423

00:17:03,480 --> 00:17:08,189

next we're going to look at why the

424

00:17:06,179 --> 00:17:10,189

various reading instructional approaches

425

00:17:08,189 --> 00:17:14,689

that were outlined here in this session

426

00:17:10,189 --> 00:17:14,689

do not work for struggling readers