1

00:00:03,610 --> 00:00:09,080

module two current approaches to reading

2

00:00:06,680 --> 00:00:12,350

instruction why many learners still

3

00:00:09,080 --> 00:00:14,300

struggle session two why current reading

4

00:00:12,350 --> 00:00:16,519

instruction does not work with weak

5

00:00:14,300 --> 00:00:17,990

readers hello my name is David

6

00:00:16,519 --> 00:00:20,960

Kilpatrick and I'm your presenter for

7

00:00:17,990 --> 00:00:23,419

this series of webinars there are 13

8

00:00:20,960 --> 00:00:27,640

on-demand webinars most of which have

9

00:00:23,419 --> 00:00:31,039

multiple sessions within each module and

10

00:00:27,640 --> 00:00:32,840

the goal of these webinars is so that

11

00:00:31,039 --> 00:00:36,020

participants will be able to apply

12

00:00:32,840 --> 00:00:38,270

current research on reading to assessing

13

00:00:36,020 --> 00:00:41,540

and preventing and overcoming reading

14

00:00:38,270 --> 00:00:45,310

difficulties here's an overview of the

15

00:00:41,540 --> 00:00:48,770

13 modules we are working on module 2

16

00:00:45,310 --> 00:00:53,960

module 2 has five sessions and this

17

00:00:48,770 --> 00:00:55,490

session is session two in session two

18

00:00:53,960 --> 00:00:57,590

participants are going to be able to

19

00:00:55,490 --> 00:00:59,300

identify the classic approaches to

20

00:00:57,590 --> 00:01:01,730

teaching reading and understand why

21

00:00:59,300 --> 00:01:06,009

these classic approaches have more or

22

00:01:01,730 --> 00:01:06,009

less underserved our struggling readers

23

00:01:06,159 --> 00:01:10,909

you may already know the bad news

24

00:01:08,409 --> 00:01:12,440

ever since the 1990s the National

25

00:01:10,909 --> 00:01:15,760

Assessment of Educational Progress has

26

00:01:12,440 --> 00:01:18,440

been tracking progress in reading and

27

00:01:15,760 --> 00:01:20,990

over the years between a quarter and a

28

00:01:18,440 --> 00:01:25,430

third of fourth graders read below a

29

00:01:20,990 --> 00:01:28,190

basic level this type of data actually

30

00:01:25,430 --> 00:01:30,260

goes back to the 1960s with the title

31

00:01:28,190 --> 00:01:31,490

one program now some people say well

32

00:01:30,260 --> 00:01:34,549

you're always gonna have a bottom third

33

00:01:31,490 --> 00:01:36,710

but that is not a good way of looking at

34

00:01:34,549 --> 00:01:39,530

it I wish I was in the bottom third or

35

00:01:36,710 --> 00:01:41,240

even the bottom 5% of NBA salaries the

36

00:01:39,530 --> 00:01:42,950

point is that being in the bottom third

37

00:01:41,240 --> 00:01:45,650

of anything doesn't tell you your

38

00:01:42,950 --> 00:01:48,350

functional level but we now know that as

39

00:01:45,650 --> 00:01:50,180

many as a quarter to a third of fourth graders

40

00:01:48,350 --> 00:01:52,909

read it about a 2nd grade level or lower

41

00:01:50,180 --> 00:01:55,310

so there is important consequence to

42

00:01:52,909 --> 00:01:58,939

being in the bottom third it could be

43

00:01:55,310 --> 00:02:02,270

quite different if our bottom third was

44

00:01:58,939 --> 00:02:04,369

much closer to grade level we know from

45

00:02:02,270 --> 00:02:06,799

numerous studies that a very

46

00:02:04,369 --> 00:02:08,360

disproportionate number of students who

47

00:02:06,799 --> 00:02:10,459

aren't good readers by 3rd grade

48

00:02:08,360 --> 00:02:12,110

keep track of them by the time they hit

49

00:02:10,459 --> 00:02:14,450

high school they're much greater risk

50

00:02:12,110 --> 00:02:16,760

for dropping out and while many if not

51

00:02:14,450 --> 00:02:18,950

most children with reading problems have

52

00:02:16,760 --> 00:02:20,569

good behavior they are at greater risk

53

00:02:18,950 --> 00:02:22,489

for behavior problems throughout their

54

00:02:20,569 --> 00:02:24,260

school years and self-esteem issues are

55

00:02:22,489 --> 00:02:26,180

important too it doesn't matter how

56

00:02:24,260 --> 00:02:28,190

bright a student is if he or she

57

00:02:26,180 --> 00:02:31,959

struggles in reading that particular

58

00:02:28,190 --> 00:02:34,550

student feels dumb also we know that

59

00:02:31,959 --> 00:02:36,920

difficulties with reading affect not

60

00:02:34,550 --> 00:02:38,900

just dropout rates but college and

61

00:02:36,920 --> 00:02:40,280

career choices as well as just quality

62

00:02:38,900 --> 00:02:43,160

of life because so much of our culture

63

00:02:40,280 --> 00:02:44,630

is based upon being able to read you

64

00:02:43,160 --> 00:02:46,760

recall from the previous session the

65

00:02:44,630 --> 00:02:49,010

four classic approaches to teaching

66

00:02:46,760 --> 00:02:50,690

reading they've been around for

67

00:02:49,010 --> 00:02:53,690

centuries and they've been formalized in

68

00:02:50,690 --> 00:02:55,269

the 1800's into the 1900s and they all

69

00:02:53,690 --> 00:02:57,610

developed in the absence of any

70

00:02:55,269 --> 00:02:59,360

scientific knowledge base for

71

00:02:57,610 --> 00:03:00,829

understanding reading development or

72

00:02:59,360 --> 00:03:05,030

understanding why some kids struggle in

73

00:03:00,829 --> 00:03:06,769

reading we now are able to estimate that

74

00:03:05,030 --> 00:03:08,420

approximately two-thirds of children

75

00:03:06,769 --> 00:03:11,209

will learn to read regardless of which

76

00:03:08,420 --> 00:03:13,940

of those four approaches is used so we

77

00:03:11,209 --> 00:03:15,890

might ask ourselves whether the test of

78

00:03:13,940 --> 00:03:17,810

a good reading approach is how well it

79

00:03:15,890 --> 00:03:19,819

serves the bottom third not how well it

80

00:03:17,810 --> 00:03:21,829

serves the top two-thirds because any

81

00:03:19,819 --> 00:03:26,090

approach is going to allow the top

82

00:03:21,829 --> 00:03:27,560

two-thirds to learn to read let us take

83

00:03:26,090 --> 00:03:28,940

a look at the four approaches to

84

00:03:27,560 --> 00:03:32,780

teaching reading that were covered in

85

00:03:28,940 --> 00:03:35,150

the previous session and understand why

86

00:03:32,780 --> 00:03:37,400

it is that they are inadequate for

87

00:03:35,150 --> 00:03:41,420

addressing the needs of the weakest

88

00:03:37,400 --> 00:03:44,870

readers we now know from many many

89

00:03:41,420 --> 00:03:47,150

research studies that knowledge of the

90

00:03:44,870 --> 00:03:49,310

alphabetic nature of the writing system

91

00:03:47,150 --> 00:03:52,010

is essential for becoming a skilled

92

00:03:49,310 --> 00:03:55,250

reader the classic whole word approach

93

00:03:52,010 --> 00:03:58,130

does not adequately provide the kind of

94

00:03:55,250 --> 00:04:00,829

systematic alphabetic knowledge base for

95

00:03:58,130 --> 00:04:02,720

children the reality is about two-thirds

96

00:04:00,829 --> 00:04:04,519

of kids even if they are not directly

97

00:04:02,720 --> 00:04:05,870

taught the alphabetic nature of the

98

00:04:04,519 --> 00:04:07,489

writing system they will figure it out

99

00:04:05,870 --> 00:04:10,989

on their own we have numerous studies

100

00:04:07,489 --> 00:04:13,250

across multiple decades that show this

101

00:04:10,989 --> 00:04:14,810

they will figure out the system on their

102

00:04:13,250 --> 00:04:16,400

own but it turns out the kids in the

103

00:04:14,810 --> 00:04:17,359

bottom third do not figure the system

104

00:04:16,400 --> 00:04:21,139

out of their own at least a large

105

00:04:17,359 --> 00:04:22,700

portion of them phonemic awareness must

106

00:04:21,139 --> 00:04:24,800

be developed on its own in the classic

107

00:04:22,700 --> 00:04:27,530

whole word approach now that may not

108

00:04:24,800 --> 00:04:28,640

sound very important at this point but

109

00:04:27,530 --> 00:04:30,620

as we were going to go through the

110

00:04:28,640 --> 00:04:32,660

modules and we see what researchers told

111

00:04:30,620 --> 00:04:34,520

about the phonological basis of learning

112

00:04:32,660 --> 00:04:35,930

to read you'll see that phonemic

113

00:04:34,520 --> 00:04:37,669

awareness is important not just for

114

00:04:35,930 --> 00:04:40,010

sounding out new and unfamiliar words

115

00:04:37,669 --> 00:04:41,750

but also for remembering words now that

116

00:04:40,010 --> 00:04:43,400

may sound a little bit strange and that

117

00:04:41,750 --> 00:04:45,650

may seem to go against your intuitions

118

00:04:43,400 --> 00:04:47,990

but as you'll see in later modules

119

00:04:45,650 --> 00:04:53,419

phonemic awareness is very important for

120

00:04:47,990 --> 00:04:54,860

remembering words we know that skilled

121

00:04:53,419 --> 00:04:56,660

readers have mastered the alphabetic

122

00:04:54,860 --> 00:04:58,729

system even if they were taught a whole

123

00:04:56,660 --> 00:05:00,229

word approach the way we know that is

124

00:04:58,729 --> 00:05:03,470

because they're good at reading nonsense

125

00:05:00,229 --> 00:05:07,699

words how would a child that was never

126

00:05:03,470 --> 00:05:10,400

taught the letter sound relationships how

127

00:05:07,699 --> 00:05:12,620

would they read a nonsense word well

128

00:05:10,400 --> 00:05:13,970

that means that they learned the letter

129

00:05:12,620 --> 00:05:17,000

sound relationships on their own they

130

00:05:13,970 --> 00:05:18,680

figured it out so we know that it's a

131

00:05:17,000 --> 00:05:20,930

central part of learning to read an

132

00:05:18,680 --> 00:05:22,160

alphabet bass writing system and the

133

00:05:20,930 --> 00:05:23,780

question is whether we teach it to

134

00:05:22,160 --> 00:05:28,430

children or we let them figure it out on

135

00:05:23,780 --> 00:05:30,020

their own many of the concerns with the

136

00:05:28,430 --> 00:05:31,340

whole word approach also apply to the

137

00:05:30,020 --> 00:05:34,039

whole language approach in the balanced

138

00:05:31,340 --> 00:05:36,229

literacy letter sound knowledge and

139

00:05:34,039 --> 00:05:38,270

phonemic awareness may be emphasized may

140

00:05:36,229 --> 00:05:40,789

not be emphasized you may recall from

141

00:05:38,270 --> 00:05:42,169

the previous session that one of the

142

00:05:40,789 --> 00:05:44,389

problems with balanced literacy is

143

00:05:42,169 --> 00:05:47,930

where's your balance point teachers may

144

00:05:44,389 --> 00:05:49,370

have a wide range in terms of the amount

145

00:05:47,930 --> 00:05:51,440

of attention that's given to the

146

00:05:49,370 --> 00:05:52,910

alphabetic system so you could have two

147

00:05:51,440 --> 00:05:54,470

teachers that say that they're

148

00:05:52,910 --> 00:05:56,870

practicing balanced instruction and

149

00:05:54,470 --> 00:05:59,080

there may be little or no overlap in the

150

00:05:56,870 --> 00:06:01,400

kind of instruction that they are giving

151

00:05:59,080 --> 00:06:03,770

within the balanced instruction approach

152

00:06:01,400 --> 00:06:05,300

and whole language traditionally the

153

00:06:03,770 --> 00:06:07,430

letter sound relationships are taught

154

00:06:05,300 --> 00:06:09,760

more on an as-needed basis rather than

155

00:06:07,430 --> 00:06:11,900

any kind of explicit or systematic way

156

00:06:09,760 --> 00:06:13,970

research has shown that when they

157

00:06:11,900 --> 00:06:17,060

compare a systematic and explicit

158

00:06:13,970 --> 00:06:18,470

instruction by explicit we mean telling

159

00:06:17,060 --> 00:06:22,250

the children that's the letter T and it

160

00:06:18,470 --> 00:06:23,419

Says ”t” and systematic means I have a plan

161

00:06:22,250 --> 00:06:25,039

we're going to get through all these

162

00:06:23,419 --> 00:06:26,840

different letter sound relationships

163

00:06:25,039 --> 00:06:29,539

throughout kindergarten and/or first

164

00:06:26,840 --> 00:06:33,139

grade and when they compare that with

165

00:06:29,539 --> 00:06:34,940

more implicit approaches the as needed

166

00:06:33,139 --> 00:06:36,500

approach when children get stuck on a

167

00:06:34,940 --> 00:06:38,240

word then you start pointing out the

168

00:06:36,500 --> 00:06:40,219

relationships of the letters that

169

00:06:38,240 --> 00:06:42,469

they're looking at it turns out that

170

00:06:40,219 --> 00:06:44,090

that latter approach works no better

171

00:06:42,469 --> 00:06:46,850

than not teaching

172

00:06:44,090 --> 00:06:48,620

relationships at all so if we are going

173

00:06:46,850 --> 00:06:51,199

to teach the letter-sound relationship

174

00:06:48,620 --> 00:06:53,000

which kids need then it should be taught

175

00:06:51,199 --> 00:06:54,889

in an explicit and systematic way which

176

00:06:53,000 --> 00:06:56,870

has not been the hallmark of the whole

177

00:06:54,889 --> 00:06:58,970

language or balanced instruction we know

178

00:06:56,870 --> 00:07:01,760

from a lot of data that the bottom third

179

00:06:58,970 --> 00:07:03,229

does not benefit from the balanced

180

00:07:01,760 --> 00:07:05,180

instruction approach the whole language

181

00:07:03,229 --> 00:07:07,820

approach such an approach relies heavily

182

00:07:05,180 --> 00:07:09,620

on contextual guessing and contextual

183

00:07:07,820 --> 00:07:11,750

guessing does not promote the much

184

00:07:09,620 --> 00:07:14,060

needed attention to the letter-sound

185

00:07:11,750 --> 00:07:16,160

sequences that are essential for

186

00:07:14,060 --> 00:07:20,630

remembering the words that we read this

187

00:07:16,160 --> 00:07:22,190

will become clear in module four the

188

00:07:20,630 --> 00:07:24,320

phonics approach on the other hand does

189

00:07:22,190 --> 00:07:26,690

provide very explicit and systematic

190

00:07:24,320 --> 00:07:29,660

instruction of the letters and the

191

00:07:26,690 --> 00:07:32,660

sounds however most phonic approaches

192

00:07:29,660 --> 00:07:34,840

lack either any phonemic awareness or an

193

00:07:32,660 --> 00:07:37,490

adequate amount of phonemic awareness

194

00:07:34,840 --> 00:07:40,039

normally phonics programs if they teach

195

00:07:37,490 --> 00:07:42,050

phonological awareness skills they only

196

00:07:40,039 --> 00:07:44,539

teach it up to the equivalent of a first

197

00:07:42,050 --> 00:07:45,770

grade level but research which you'll be

198

00:07:44,539 --> 00:07:48,110

hearing more about later in the webinar

199

00:07:45,770 --> 00:07:51,110

series shows that phonemic awareness

200

00:07:48,110 --> 00:07:52,940

continues to grow past first grade into

201

00:07:51,110 --> 00:07:55,340

second third and even fourth grade and

202

00:07:52,940 --> 00:07:57,530

that additional growth has a lot to do

203

00:07:55,340 --> 00:07:59,419

with how we remember the words we read

204

00:07:57,530 --> 00:08:01,039

once again that may not be obvious and

205

00:07:59,419 --> 00:08:03,849

it may not be intuitive but we have a

206

00:08:01,039 --> 00:08:05,990

lot of hard science behind it

207

00:08:03,849 --> 00:08:08,690

students with milder phonological

208

00:08:05,990 --> 00:08:10,610

awareness issues they often take off

209

00:08:08,690 --> 00:08:14,450

with phonics instruction those are our

210

00:08:10,610 --> 00:08:15,680

phonics success stories by contrast kids

211

00:08:14,450 --> 00:08:18,050

with moderate phonological awareness

212

00:08:15,680 --> 00:08:19,610

issues they may become good at phonic

213

00:08:18,050 --> 00:08:20,979

decoding but they're not good at

214

00:08:19,610 --> 00:08:22,880

remembering the words they read

215

00:08:20,979 --> 00:08:25,160

therefore they have a limited sight

216

00:08:22,880 --> 00:08:26,810

vocabulary and limited fluency their

217

00:08:25,160 --> 00:08:28,160

nonsense word reading scores on

218

00:08:26,810 --> 00:08:30,320

nationally normed test may go up

219

00:08:28,160 --> 00:08:32,599

dramatically but the real word reading

220

00:08:30,320 --> 00:08:34,940

results tend to be a quite a bit more

221

00:08:32,599 --> 00:08:37,130

modest then you have students with

222

00:08:34,940 --> 00:08:38,750

severe phonological awareness issues and

223

00:08:37,130 --> 00:08:41,180

those children don't even benefit from

224

00:08:38,750 --> 00:08:43,550

phonics they don't have the phonological

225

00:08:41,180 --> 00:08:45,020

skills to allow them to adequately

226

00:08:43,550 --> 00:08:48,529

develop the phonics skills that they

227

00:08:45,020 --> 00:08:49,790

need and as a result there's an idea

228

00:08:48,529 --> 00:08:51,040

that's been floating around for a long

229

00:08:49,790 --> 00:08:53,570

time that there's some kids who

230

00:08:51,040 --> 00:08:56,329

quote-unquote just can't learn phonics

231

00:08:53,570 --> 00:08:57,470

but the reality is we now know why these

232

00:08:56,329 --> 00:08:59,000

children have inadequate

233

00:08:57,470 --> 00:09:01,010

phonological skills and when those

234

00:08:59,000 --> 00:09:03,440

are corrected their phonics skills take

235

00:09:01,010 --> 00:09:08,030

off and typically their reading of real

236

00:09:03,440 --> 00:09:10,040

words improves the linguistic approach

237

00:09:08,030 --> 00:09:12,290

is a good approach for early on and

238

00:09:10,040 --> 00:09:13,670

exposing kids to read because when

239

00:09:12,290 --> 00:09:15,800

children are in kindergarten most of

240

00:09:13,670 --> 00:09:18,170

them can't do phonological awareness at

241

00:09:15,800 --> 00:09:20,300

the level of a phoneme so preserving the

242

00:09:18,170 --> 00:09:23,000

rhyme unit is sort of like training

243

00:09:20,300 --> 00:09:25,130

wheels and teaching kids to read but it

244

00:09:23,000 --> 00:09:27,020

is only limited to the early phase of

245

00:09:25,130 --> 00:09:28,430

the reading the linguistic approach is

246

00:09:27,020 --> 00:09:30,950

inadequate for the long haul because

247

00:09:28,430 --> 00:09:32,720

eventually when we anchor sequences of

248

00:09:30,950 --> 00:09:34,580

letters into our long term memory it has

249

00:09:32,720 --> 00:09:38,270

to be anchored at the level of the

250

00:09:34,580 --> 00:09:40,520

phoneme so therefore focusing on rhyme

251

00:09:38,270 --> 00:09:41,960

units is not good for the long haul even

252

00:09:40,520 --> 00:09:45,110

if it's a good set of training wheels to

253

00:09:41,960 --> 00:09:47,270

get started in reading also the

254

00:09:45,110 --> 00:09:50,090

linguistic approach has not historically

255

00:09:47,270 --> 00:09:54,890

provided any kind of phonemic awareness

256

00:09:50,090 --> 00:09:56,780

instruction so in summary the four

257

00:09:54,890 --> 00:10:00,560

classic approaches all go back to before

258

00:09:56,780 --> 00:10:02,390

reading was studied scientifically yet

259

00:10:00,560 --> 00:10:05,690

those four classic approaches keep

260

00:10:02,390 --> 00:10:07,310

getting reused and repackaged and they

261

00:10:05,690 --> 00:10:09,650

don't adequately address the needs of

262

00:10:07,310 --> 00:10:10,970

the bottom third of readers yes phonics

263

00:10:09,650 --> 00:10:13,070

has definitely an advantage for that

264

00:10:10,970 --> 00:10:14,720

bottom third but it still doesn't take

265

00:10:13,070 --> 00:10:16,580

them far enough and we still have too

266

00:10:14,720 --> 00:10:21,220

many children even with good phonics

267

00:10:16,580 --> 00:10:23,300

instruction that do not read adequately

268

00:10:21,220 --> 00:10:25,460

research in the last 40 years has

269

00:10:23,300 --> 00:10:28,730

demonstrated that phonology is the

270

00:10:25,460 --> 00:10:31,430

basis of skilled reading oral phonemic

271

00:10:28,730 --> 00:10:33,740

awareness is central to word reading in

272

00:10:31,430 --> 00:10:35,150

ways as mentioned may not be obvious at

273

00:10:33,740 --> 00:10:39,620

this point but will be learned about

274

00:10:35,150 --> 00:10:40,940

further in this webinar series now none

275

00:10:39,620 --> 00:10:42,590

of this information was known when the

276

00:10:40,940 --> 00:10:44,420

classic approaches were developed so as

277

00:10:42,590 --> 00:10:46,520

a result they can't be faulted for

278

00:10:44,420 --> 00:10:48,500

leaving this information out however

279

00:10:46,520 --> 00:10:50,090

we're in a very different position we

280

00:10:48,500 --> 00:10:52,160

now have this knowledge base that they

281

00:10:50,090 --> 00:10:53,870

didn't have and it's up to us to apply

282

00:10:52,160 --> 00:11:00,140

that knowledge base for the benefit of

283

00:10:53,870 --> 00:11:03,230

our students if you're in a group you

284

00:11:00,140 --> 00:11:05,990

may want to pause here and reflect on

285

00:11:03,230 --> 00:11:07,820

some of these questions what makes the

286

00:11:05,990 --> 00:11:10,220

classic approaches to teaching reading

287

00:11:07,820 --> 00:11:10,830

ineffective for nearly 1/3 of students

288

00:11:10,220 --> 00:11:13,680

who are learning

289

00:11:10,830 --> 00:11:15,090

to read and if your school is using a

290

00:11:13,680 --> 00:11:17,070

curriculum that's based on one of these

291

00:11:15,090 --> 00:11:18,540

classic philosophies how might you

292

00:11:17,070 --> 00:11:21,390

supplement your instruction to reach

293

00:11:18,540 --> 00:11:22,350

your struggling readers now you may not

294

00:11:21,390 --> 00:11:24,750

be able to answer all these questions

295

00:11:22,350 --> 00:11:28,100

this early in the webinar series but

296

00:11:24,750 --> 00:11:28,100

they're really worth pondering

297

00:11:34,430 --> 00:11:37,730

in the next module we're going to learn

298

00:11:36,290 --> 00:11:40,060

about the visual memory theory of

299

00:11:37,730 --> 00:11:40,060

reading