1

00:00:04,470 --> 00:00:09,880

module two current approaches to reading

2

00:00:07,540 --> 00:00:13,629

instruction why many learners still

3

00:00:09,880 --> 00:00:18,430

struggle session 5 phonics approach to

4

00:00:13,629 --> 00:00:20,140

reading strengths and limitations hello

5

00:00:18,430 --> 00:00:22,750

this is David Kilpatrick your presenter

6

00:00:20,140 --> 00:00:25,180

for these online webinars there are 13

7

00:00:22,750 --> 00:00:27,220

webinars most of which have separate

8

00:00:25,180 --> 00:00:28,770

sessions within them and by

9

00:00:27,220 --> 00:00:31,330

participating in these webinars

10

00:00:28,770 --> 00:00:33,370

individuals will be able to learn more

11

00:00:31,330 --> 00:00:35,559

about reading research as it pertains to

12

00:00:33,370 --> 00:00:39,340

assessing preventing and overcoming

13

00:00:35,559 --> 00:00:41,950

reading difficulties we are currently in

14

00:00:39,340 --> 00:00:45,520

module 2 you see the overview of the 13

15

00:00:41,950 --> 00:00:47,110

webinars as you see module 2 has five

16

00:00:45,520 --> 00:00:48,520

sessions we've already done the first

17

00:00:47,110 --> 00:00:51,550

four and we are now doing the fifth

18

00:00:48,520 --> 00:00:52,690

session on phonics instruction as a

19

00:00:51,550 --> 00:00:54,460

result of listening to this session

20

00:00:52,690 --> 00:00:56,920

participants should be able to describe

21

00:00:54,460 --> 00:00:58,899

the phonics approach to reading indicate

22

00:00:56,920 --> 00:01:00,670

why letter sound knowledge and

23

00:00:58,899 --> 00:01:02,649

statistical learning are essential for

24

00:01:00,670 --> 00:01:04,960

reading an alphabet based writing system

25

00:01:02,649 --> 00:01:08,110

such as English and understand the

26

00:01:04,960 --> 00:01:11,409

central role of phonics even though it

27

00:01:08,110 --> 00:01:13,150

is a limited role and finally understand

28

00:01:11,409 --> 00:01:16,120

why the phonics approach does not help

29

00:01:13,150 --> 00:01:17,920

close the gap between struggling readers

30

00:01:16,120 --> 00:01:23,440

and their typical peers and a fairly

31

00:01:17,920 --> 00:01:25,780

substantial number of week readers the

32

00:01:23,440 --> 00:01:27,850

phonic approach focuses on letter-sound

33

00:01:25,780 --> 00:01:31,000

relationships and there been various

34

00:01:27,850 --> 00:01:33,040

types of phonic methods so to speak

35

00:01:31,000 --> 00:01:34,570

including this synthetic approach the

36

00:01:33,040 --> 00:01:36,780

analytic approach and the embedded

37

00:01:34,570 --> 00:01:39,549

approach the synthetic approach which is

38

00:01:36,780 --> 00:01:41,110

identifying the individual sounds and

39

00:01:39,549 --> 00:01:44,890

blending those together seems to be the

40

00:01:41,110 --> 00:01:46,900

most popular extensive research over the

41

00:01:44,890 --> 00:01:49,119

last four decades shows that the phonics

42

00:01:46,900 --> 00:01:50,920

approach gets better results than the

43

00:01:49,119 --> 00:01:54,040

whole word approach or any three

44

00:01:50,920 --> 00:01:55,570

cueing systems approach many critics

45

00:01:54,040 --> 00:01:57,310

of the phonics approach will point out

46

00:01:55,570 --> 00:01:59,259

the fact that there are many words in

47

00:01:57,310 --> 00:02:01,450

English written language that are

48

00:01:59,259 --> 00:02:04,299

irregular but even though there are

49

00:02:01,450 --> 00:02:06,009

irregular words they're not random if

50

00:02:04,299 --> 00:02:07,689

they were truly random then words like

51

00:02:06,009 --> 00:02:10,329

cat and sat mat and hat could be

52

00:02:07,689 --> 00:02:11,890

spelled by almost any type of letter

53

00:02:10,329 --> 00:02:14,580

sequence and you just have to memorize

54

00:02:11,890 --> 00:02:17,480

but that's not the case

55

00:02:14,580 --> 00:02:19,790

phonics on the other hand focuses on the

56

00:02:17,480 --> 00:02:21,680

consistencies of the spelling to get

57

00:02:19,790 --> 00:02:27,860

kids learning to read they don't focus

58

00:02:21,680 --> 00:02:29,950

on the irregular words despite the fact

59

00:02:27,860 --> 00:02:32,269

that the phonic approach consistently

60

00:02:29,950 --> 00:02:34,010

outperforms the three cueing approach of

61

00:02:32,269 --> 00:02:38,360

the whole word approach it definitely

62

00:02:34,010 --> 00:02:40,370

has important limits first of all the

63

00:02:38,360 --> 00:02:42,739

top two thirds of readers who are going

64

00:02:40,370 --> 00:02:45,260

to learn to read regardless of the

65

00:02:42,739 --> 00:02:47,000

method that is used to teach them the

66

00:02:45,260 --> 00:02:49,030

benefits of early phonics instruction

67

00:02:47,000 --> 00:02:51,530

kind of washout by third to fourth grade

68

00:02:49,030 --> 00:02:54,379

now the reason for that got covered in

69

00:02:51,530 --> 00:02:56,989

an earlier session children who are not

70

00:02:54,379 --> 00:02:59,090

taught the code and go on to become good

71

00:02:56,989 --> 00:03:02,420

readers figured out the code on their

72

00:02:59,090 --> 00:03:04,700

own we do not know of any individuals

73

00:03:02,420 --> 00:03:06,170

who are perfectly competent readers in

74

00:03:04,700 --> 00:03:08,450

late elementary school up through

75

00:03:06,170 --> 00:03:11,660

adulthood who can't sound out simple

76

00:03:08,450 --> 00:03:13,760

nonsense words so the idea is that

77

00:03:11,660 --> 00:03:15,620

either children are taught the code or

78

00:03:13,760 --> 00:03:17,750

they figure it out on their own the

79

00:03:15,620 --> 00:03:20,090

bottom third however is not good at

80

00:03:17,750 --> 00:03:22,280

figuring out the code on their own so

81

00:03:20,090 --> 00:03:24,859

therefore they benefit from phonics over

82

00:03:22,280 --> 00:03:28,780

time having been shown the letter sound

83

00:03:24,859 --> 00:03:31,190

relationships right from the start

84

00:03:28,780 --> 00:03:32,569

another problem with phonics is there

85

00:03:31,190 --> 00:03:34,849

are too many weak readers who never

86

00:03:32,569 --> 00:03:36,739

catch up now maybe they get better and

87

00:03:34,849 --> 00:03:38,030

better at sounding out words but they

88

00:03:36,739 --> 00:03:40,549

don't actually catch up with their peers

89

00:03:38,030 --> 00:03:42,260

in terms of reading there are many many

90

00:03:40,549 --> 00:03:44,030

cases of students who've been getting

91

00:03:42,260 --> 00:03:45,859

intensive phonics over a period of a

92

00:03:44,030 --> 00:03:48,829

number of years and they still haven't

93

00:03:45,859 --> 00:03:50,060

caught up and then there's a certain

94

00:03:48,829 --> 00:03:52,220

percentage of weak readers who don't

95

00:03:50,060 --> 00:03:55,790

even seem to be able to learn through a

96

00:03:52,220 --> 00:03:58,040

phonic approach unfortunately the advice

97

00:03:55,790 --> 00:03:59,389

that's often given is to abandon the

98

00:03:58,040 --> 00:04:01,519

phonic approach and just teach them

99

00:03:59,389 --> 00:04:03,440

words holistically but what we learned

100

00:04:01,519 --> 00:04:05,510

in a previous session is that we don't

101

00:04:03,440 --> 00:04:08,530

remember words holistically it we don't

102

00:04:05,510 --> 00:04:11,239

remember them based on visual memory

103

00:04:08,530 --> 00:04:12,650

another issue related to phonics

104

00:04:11,239 --> 00:04:17,060

instruction is that there's no built-in

105

00:04:12,650 --> 00:04:19,160

mechanism or theory about fluency about

106

00:04:17,060 --> 00:04:20,349

how one becomes fluent or how one builds

107

00:04:19,160 --> 00:04:22,880

the sight vocabulary

108

00:04:20,349 --> 00:04:25,700

generally speaking phonics tends to be

109

00:04:22,880 --> 00:04:27,830

rather agnostic about how we remember

110

00:04:25,700 --> 00:04:30,700

the words we read and in fact a couple

111

00:04:27,830 --> 00:04:32,680

major books written

112

00:04:30,700 --> 00:04:35,980

experts in the area of phonics

113

00:04:32,680 --> 00:04:38,890

instruction have specifically defaulted

114

00:04:35,980 --> 00:04:41,320

to the visual memory approach the idea

115

00:04:38,890 --> 00:04:43,150

is that phonics helps kids identify

116

00:04:41,320 --> 00:04:45,190

words but eventually they learn them as

117

00:04:43,150 --> 00:04:48,730

a visual whole and we now know that

118

00:04:45,190 --> 00:04:51,520

isn't the case so those two books

119

00:04:48,730 --> 00:04:53,770

indicate or provide evidence for the

120

00:04:51,520 --> 00:04:56,050

idea that the phonic approach as an

121

00:04:53,770 --> 00:04:57,580

approach really doesn't have much to say

122

00:04:56,050 --> 00:05:00,450

about how we remember the words we read

123

00:04:57,580 --> 00:05:05,470

because the default that is used by

124

00:05:00,450 --> 00:05:07,930

phonics advocates is not accurate in the

125

00:05:05,470 --> 00:05:09,880

fourth module we will learn how it is we

126

00:05:07,930 --> 00:05:15,040

remember words and it's not based on

127

00:05:09,880 --> 00:05:17,560

visual memory the phonological core

128

00:05:15,040 --> 00:05:19,480

deficit is the primary reason why

129

00:05:17,560 --> 00:05:21,760

children struggle in word level reading

130

00:05:19,480 --> 00:05:26,170

this is going to be covered in depth in

131

00:05:21,760 --> 00:05:28,750

one of the sessions of module four the

132

00:05:26,170 --> 00:05:32,410

phonological core deficit involves a

133

00:05:28,750 --> 00:05:34,960

problem in one or more of the following

134

00:05:32,410 --> 00:05:37,450

five skills and in some children it's

135

00:05:34,960 --> 00:05:39,100

all five and those are phonological or

136

00:05:37,450 --> 00:05:41,710

phonemic awareness being able to pull

137

00:05:39,100 --> 00:05:44,740

apart oral words into their individual

138

00:05:41,710 --> 00:05:47,470

constituent sounds or phonemes phonemic

139

00:05:44,740 --> 00:05:49,720

blending which is the ability to string

140

00:05:47,470 --> 00:05:53,200

together and blend together individual

141

00:05:49,720 --> 00:05:55,450

phonemes to activate a word rapid

142

00:05:53,200 --> 00:05:57,790

automatized naming which is the speed of access

143

00:05:55,450 --> 00:06:00,150

to phonological information that should

144

00:05:57,790 --> 00:06:02,470

be well established in memory

145

00:06:00,150 --> 00:06:04,210

phonological working memory is how much

146

00:06:02,470 --> 00:06:05,620

you can keep in your mind at any given

147

00:06:04,210 --> 00:06:08,950

point in time that is of a phonological

148

00:06:05,620 --> 00:06:11,260

nature nonsense word reading is the

149

00:06:08,950 --> 00:06:15,060

ability to use your letter sound skills

150

00:06:11,260 --> 00:06:19,540

and your phonemic blending to sound out

151

00:06:15,060 --> 00:06:21,310

unfamiliar words now depending on the

152

00:06:19,540 --> 00:06:24,630

level of severity of this phonological

153

00:06:21,310 --> 00:06:27,010

chord deficit we can roughly divide

154

00:06:24,630 --> 00:06:29,380

struggling readers into one of three

155

00:06:27,010 --> 00:06:31,360

categories kids with the mild

156

00:06:29,380 --> 00:06:33,250

phonological core deficit kids with

157

00:06:31,360 --> 00:06:35,320

moderate phonological core deficit and

158

00:06:33,250 --> 00:06:37,420

kids with severe phonological core

159

00:06:35,320 --> 00:06:40,000

deficit issues now this is rather

160

00:06:37,420 --> 00:06:42,220

artificial because there is no easy

161

00:06:40,000 --> 00:06:44,110

dividing line among them but we can at

162

00:06:42,220 --> 00:06:46,420

least talk about that conceptually that

163

00:06:44,110 --> 00:06:48,520

some children have a more severe form of

164

00:06:46,420 --> 00:06:51,250

the phonological Core deficit than

165

00:06:48,520 --> 00:06:53,890

others and let's take a look at how that

166

00:06:51,250 --> 00:06:56,050

interacts with phonics instruction by

167

00:06:53,890 --> 00:06:57,520

the way these levels of severity are

168

00:06:56,050 --> 00:06:58,990

going to represent students that you

169

00:06:57,520 --> 00:07:03,730

probably are familiar with if you've

170

00:06:58,990 --> 00:07:05,380

worked with struggling readers now if we

171

00:07:03,730 --> 00:07:07,090

consider the bottom end of the continuum

172

00:07:05,380 --> 00:07:10,120

of the phonological skills in terms of

173

00:07:07,090 --> 00:07:13,600

the phonological core deficit kids with

174

00:07:10,120 --> 00:07:16,450

the mild phonological issues they can

175

00:07:13,600 --> 00:07:18,340

develop the phoneme level skills they

176

00:07:16,450 --> 00:07:20,770

need to be a good reader by way of

177

00:07:18,340 --> 00:07:22,000

phonics instruction in other words

178

00:07:20,770 --> 00:07:23,860

through phonics instruction you're

179

00:07:22,000 --> 00:07:25,840

paying attention to individuals letters

180

00:07:23,860 --> 00:07:31,360

and sounds and you're hearing about ll mm

181

00:07:25,840 --> 00:07:33,010

all the other sounds in the spoken

182

00:07:31,360 --> 00:07:35,560

language and we're isolating those

183

00:07:33,010 --> 00:07:38,230

that's not something that one gets

184

00:07:35,560 --> 00:07:40,930

through normal spoken language with

185

00:07:38,230 --> 00:07:42,370

spoken language all but maybe two or

186

00:07:40,930 --> 00:07:46,270

three words in English are multi

187

00:07:42,370 --> 00:07:48,550

phonemic so we don't put an emphasis on

188

00:07:46,270 --> 00:07:50,350

individual phonemes until one has to

189

00:07:48,550 --> 00:07:52,330

interact with an alphabet based language

190

00:07:50,350 --> 00:07:54,130

and through phonics instruction you're

191

00:07:52,330 --> 00:07:55,950

getting kids to pay attention to

192

00:07:54,130 --> 00:07:58,780

individual phonemes

193

00:07:55,950 --> 00:08:00,220

therefore as a result of phonics

194

00:07:58,780 --> 00:08:02,410

instruction kids with the milder

195

00:08:00,220 --> 00:08:04,330

phonological issues go on to develop the

196

00:08:02,410 --> 00:08:07,570

phoneme level skills that will allow

197

00:08:04,330 --> 00:08:09,580

them to become a competent reader now

198

00:08:07,570 --> 00:08:12,310

the reason behind these phoneme skills

199

00:08:09,580 --> 00:08:15,070

and the role they play in reading will

200

00:08:12,310 --> 00:08:18,220

not become clear until module four but

201

00:08:15,070 --> 00:08:21,160

to jump ahead contrary to our intuitions

202

00:08:18,220 --> 00:08:23,730

phoneme level processing is essential

203

00:08:21,160 --> 00:08:26,380

for remembering the words that we read

204

00:08:23,730 --> 00:08:28,150

the reality is that these kids with the

205

00:08:26,380 --> 00:08:30,760

mild phonological issues would not

206

00:08:28,150 --> 00:08:34,210

develop those phonological skills if

207

00:08:30,760 --> 00:08:35,380

they're not taught a phonic approach so

208

00:08:34,210 --> 00:08:38,080

that means children who are taught

209

00:08:35,380 --> 00:08:40,630

through a whole word or whole language

210

00:08:38,080 --> 00:08:43,420

approach they will not get the kind of

211

00:08:40,630 --> 00:08:45,880

systematic explicit opportunity to

212

00:08:43,420 --> 00:08:47,710

develop the phonemic skills that you

213

00:08:45,880 --> 00:08:49,800

would get in a phonic program so these

214

00:08:47,710 --> 00:08:53,110

are children who would not normally

215

00:08:49,800 --> 00:08:54,580

develop the phonological or phonemic

216

00:08:53,110 --> 00:08:54,970

skills that they need to become good

217

00:08:54,580 --> 00:08:57,399

readers

218

00:08:54,970 --> 00:09:00,990

as a result of being taught through a

219

00:08:57,399 --> 00:09:03,160

whole word or a home language approach

220

00:09:00,990 --> 00:09:05,829

then you have children that have

221

00:09:03,160 --> 00:09:08,769

moderate phonological issues these

222

00:09:05,829 --> 00:09:12,339

children benefit from phonics if they're

223

00:09:08,769 --> 00:09:14,649

directly taught phonics they will learn

224

00:09:12,339 --> 00:09:16,600

to sound out unfamiliar words unfamiliar

225

00:09:14,649 --> 00:09:19,089

syllables and become pretty good at it

226

00:09:16,600 --> 00:09:20,910

and the results that we have from

227

00:09:19,089 --> 00:09:24,189

various research studies is that

228

00:09:20,910 --> 00:09:27,399

children will increase their nonsense

229

00:09:24,189 --> 00:09:30,639

word reading type scores from nationally

230

00:09:27,399 --> 00:09:32,290

normed test by 5 10 15 20 or more

231

00:09:30,639 --> 00:09:35,410

standard score points which is pretty

232

00:09:32,290 --> 00:09:37,899

amazing but yet their actual word

233

00:09:35,410 --> 00:09:39,850

identification with real words tends to

234

00:09:37,899 --> 00:09:42,189

go up very modestly maybe three four or

235

00:09:39,850 --> 00:09:43,600

five standard score points as a result

236

00:09:42,189 --> 00:09:45,040

they don't catch up with their peers

237

00:09:43,600 --> 00:09:46,329

they become better at sounding out on

238

00:09:45,040 --> 00:09:48,220

the familiar words but they're not good

239

00:09:46,329 --> 00:09:49,899

at remembering words and therefore that

240

00:09:48,220 --> 00:09:54,250

affects their sight word vocabulary

241

00:09:49,899 --> 00:09:55,480

acquisition and their fluency then you

242

00:09:54,250 --> 00:09:57,879

have the kids with the most severe

243

00:09:55,480 --> 00:10:00,490

phonological core deficit issues and

244

00:09:57,879 --> 00:10:02,680

these kids don't even seem to be able to

245

00:10:00,490 --> 00:10:05,680

learn phonics let me tell you about one

246

00:10:02,680 --> 00:10:08,050

boy who I'm gonna call Stephen one of

247

00:10:05,680 --> 00:10:09,550

the very first students that I did an

248

00:10:08,050 --> 00:10:11,439

evaluation on when I started learning

249

00:10:09,550 --> 00:10:14,139

about the importance of phonemic

250

00:10:11,439 --> 00:10:17,800

awareness skills with Stephen

251

00:10:14,139 --> 00:10:19,990

he's a sixth grader 106 IQ meaning he's

252

00:10:17,800 --> 00:10:23,259

quote-unquote brighter if you believe

253

00:10:19,990 --> 00:10:25,870

that based on an IQ test than two-thirds

254

00:10:23,259 --> 00:10:28,300

of kids his age and I began with a very

255

00:10:25,870 --> 00:10:30,610

simple task of saying say baseball now

256

00:10:28,300 --> 00:10:32,829

say baseball again but don't say bass he

257

00:10:30,610 --> 00:10:34,509

was very puzzled by this task and yet

258

00:10:32,829 --> 00:10:38,259

this is a task that most kindergartners

259

00:10:34,509 --> 00:10:41,259

can do with little or no coaching so

260

00:10:38,259 --> 00:10:43,449

after I got him to do it and explain

261

00:10:41,259 --> 00:10:45,670

what I wanted I tried another one I said

262

00:10:43,449 --> 00:10:48,579

say sailboat now say sailboat but don't

263

00:10:45,670 --> 00:10:50,319

say sail and his face contorted his head

264

00:10:48,579 --> 00:10:52,809

tip side-to-side his lips were moving

265

00:10:50,319 --> 00:10:55,540

and he barely eked out sail boat and

266

00:10:52,809 --> 00:10:58,209

take away sail you get boat that was a

267

00:10:55,540 --> 00:11:01,540

struggle for him now here's a boy that

268

00:10:58,209 --> 00:11:03,189

we had been giving multiple phonic

269

00:11:01,540 --> 00:11:05,019

programs think of some of them your

270

00:11:03,189 --> 00:11:07,929

favorite phonic programs and chances are

271

00:11:05,019 --> 00:11:08,560

we had tried it with him and he was

272

00:11:07,929 --> 00:11:11,920

struggling

273

00:11:08,560 --> 00:11:14,980

with sail boat and yet we've been trying

274

00:11:11,920 --> 00:11:17,529

to get him to do c ah t he was not ready

275

00:11:14,980 --> 00:11:18,939

to do c ah t he couldn't benefit from a

276

00:11:17,529 --> 00:11:21,430

phonic program because he didn't even

277

00:11:18,939 --> 00:11:23,499

have the more basic phonological skills

278

00:11:21,430 --> 00:11:27,370

the good news about these children is

279

00:11:23,499 --> 00:11:29,709

that when they are given very systematic

280

00:11:27,370 --> 00:11:32,259

and explicit phonemic awareness training

281

00:11:29,709 --> 00:11:36,309

they respond very well to that and then

282

00:11:32,259 --> 00:11:38,410

in turn they become able to absorb the

283

00:11:36,309 --> 00:11:41,740

phonics instruction and they take off in

284

00:11:38,410 --> 00:11:43,269

phonics so the idea of trying to say

285

00:11:41,740 --> 00:11:44,499

well let's move away from a phonic

286

00:11:43,269 --> 00:11:47,079

approach because they can't learn it

287

00:11:44,499 --> 00:11:48,939

does not reflect best practice the idea

288

00:11:47,079 --> 00:11:54,370

is to build the phonological skills that

289

00:11:48,939 --> 00:11:56,100

child needs to benefit from phonics so

290

00:11:54,370 --> 00:11:58,300

to sum up the phonics approach

291

00:11:56,100 --> 00:12:00,189

consistently gets superior results to

292

00:11:58,300 --> 00:12:02,170

the whole language approach in the whole

293

00:12:00,189 --> 00:12:04,779

word approach but yet there's still a

294

00:12:02,170 --> 00:12:06,910

sizable portion of students who struggle

295

00:12:04,779 --> 00:12:10,209

even with the best phonic approaches

296

00:12:06,910 --> 00:12:13,720

that we have phonics skills represent a

297

00:12:10,209 --> 00:12:16,300

necessary element and learning to read

298

00:12:13,720 --> 00:12:18,459

an alphabet based writing system however

299

00:12:16,300 --> 00:12:20,620

it's not sufficient you can become

300

00:12:18,459 --> 00:12:22,360

really good at phonics and still be a

301

00:12:20,620 --> 00:12:27,459

weak reader in terms of remembering the

302

00:12:22,360 --> 00:12:29,559

words you read so you may want to stop

303

00:12:27,459 --> 00:12:32,050

now if you're in a small group to just

304

00:12:29,559 --> 00:12:34,300

reflect and discuss this and in the next

305

00:12:32,050 --> 00:12:35,920

slide why might the phonics approach be

306

00:12:34,300 --> 00:12:39,370

more effective than the other classic

307

00:12:35,920 --> 00:12:42,300

approaches why doesn't it work with

308

00:12:39,370 --> 00:12:42,300

everybody however

309

00:12:49,790 --> 00:12:53,720

coming up in the next module is the

310

00:12:51,860 --> 00:12:56,210

simple view of reading don't be deceived

311

00:12:53,720 --> 00:12:58,180

it sounds simple but it is a very

312

00:12:56,210 --> 00:13:00,200

powerful framework for understanding

313

00:12:58,180 --> 00:13:03,010

reading and reading development and

314

00:13:00,200 --> 00:13:03,010

reading difficulties