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 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 --> 00:00:45,379

prepared for success in society work and

16

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

life by providing excellent leadership

17

00:00:45,379 --> 00:00:52,219

service and support to schools districts

18

00:00:48,289 --> 00:00:54,559

and communities across the state this

19

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

series is designed for use in multiple

20

00:00:54,559 --> 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 --> 00:01:06,710

learning experience encompassing

24

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

research impact and critical elements of

25

00:01:06,710 --> 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

00:01:57,149 --> 00:02:05,399

module three the simple view of reading

44

00:02:00,479 --> 00:02:05,399

session one the simple view of reading

45

00:02:06,720 --> 00:02:11,019

hello this is David Kilpatrick your

46

00:02:09,039 --> 00:02:14,470

presenter for these thirteen on-demand

47

00:02:11,019 --> 00:02:17,590

webinars these webinars many of which

48

00:02:14,470 --> 00:02:19,980

are made up of separate sessions will

49

00:02:17,590 --> 00:02:23,200

help participants learn how to apply

50

00:02:19,980 --> 00:02:25,569

reading research to issues of assessment

51

00:02:23,200 --> 00:02:30,519

and prevention and overcoming reading

52

00:02:25,569 --> 00:02:32,830

difficulties we are now in the third

53

00:02:30,519 --> 00:02:34,840

module of which there are two sessions

54

00:02:32,830 --> 00:02:37,239

the first session is about the simple

55

00:02:34,840 --> 00:02:38,890

view of reading as a result of this

56

00:02:37,239 --> 00:02:40,390

session participants will be able to

57

00:02:38,890 --> 00:02:43,480

describe the simple view of reading

58

00:02:40,390 --> 00:02:45,720

model and also describe the components

59

00:02:43,480 --> 00:02:47,530

that make up the simple view and finally

60

00:02:45,720 --> 00:02:49,739

participants will understand how the

61

00:02:47,530 --> 00:02:53,190

simple view of reading can be a powerful

62

00:02:49,739 --> 00:02:55,360

framework for understanding reading and

63

00:02:53,190 --> 00:03:00,459

guiding our reading assessment and our

64

00:02:55,360 --> 00:03:03,010

instruction the simple view of reading

65

00:03:00,459 --> 00:03:06,010

was first put forth into groundbreaking

66

00:03:03,010 --> 00:03:09,010

articles back in 1986 the idea behind

67

00:03:06,010 --> 00:03:11,620

the simple view is that reading is about

68

00:03:09,010 --> 00:03:13,239

comprehending why would we read if we

69

00:03:11,620 --> 00:03:14,859

don't want to comprehend so the

70

00:03:13,239 --> 00:03:16,420

developers of the simple view define

71

00:03:14,859 --> 00:03:18,700

reading as what we would call reading

72

00:03:16,420 --> 00:03:21,130

comprehension and they say that reading

73

00:03:18,700 --> 00:03:23,859

comprehension is based on two very broad

74

00:03:21,130 --> 00:03:27,250

skills word level reading and language

75

00:03:23,859 --> 00:03:29,139

comprehension the original terms that

76

00:03:27,250 --> 00:03:32,019

were used were decoding in linguistic

77

00:03:29,139 --> 00:03:34,959

comprehension but throughout this set of

78

00:03:32,019 --> 00:03:36,700

sessions we're going to refer to word

79

00:03:34,959 --> 00:03:38,530

level reading rather than decoding and

80

00:03:36,700 --> 00:03:43,180

language comprehension rather than

81

00:03:38,530 --> 00:03:45,519

linguistic comprehension so reading

82

00:03:43,180 --> 00:03:49,079

meaning reading comprehension according

83

00:03:45,519 --> 00:03:51,280

to the simple view is based on decoding

84

00:03:49,079 --> 00:03:53,920

which we're calling word level reading

85

00:03:51,280 --> 00:03:55,720

from here on out and linguistic

86

00:03:53,920 --> 00:03:58,030

comprehension which from here on out we

87

00:03:55,720 --> 00:03:59,560

are calling language comprehension now

88

00:03:58,030 --> 00:04:01,930

it's not accidental that the term

89

00:03:59,560 --> 00:04:04,359

product is used product in the sense of

90

00:04:01,930 --> 00:04:07,419

the answer to a multiplication question

91

00:04:04,359 --> 00:04:09,130

they presented it this way reading we

92

00:04:07,419 --> 00:04:09,960

would say reading comprehension is based

93

00:04:09,130 --> 00:04:11,960

on

94

00:04:09,960 --> 00:04:15,240

decoding and linguistic comprehension

95

00:04:11,960 --> 00:04:18,690

we'll see how this formula works a few

96

00:04:15,240 --> 00:04:21,960

slides from now there have literally

97

00:04:18,690 --> 00:04:24,150

been hundreds of research studies that

98

00:04:21,960 --> 00:04:26,370

support the simple view many of them

99

00:04:24,150 --> 00:04:28,740

very direct well over a hundred direct

100

00:04:26,370 --> 00:04:32,220

studies as of a few years ago I haven't

101

00:04:28,740 --> 00:04:35,700

counted since and these apply the simple

102

00:04:32,220 --> 00:04:38,150

view concept to individuals of all age

103

00:04:35,700 --> 00:04:41,460

groups various types of disabilities

104

00:04:38,150 --> 00:04:43,230

special populations etc and this

105

00:04:41,460 --> 00:04:46,950

framework of the simple view helps us

106

00:04:43,230 --> 00:04:50,820

organize a lot of research data on

107

00:04:46,950 --> 00:04:53,280

reading it was originally presented at

108

00:04:50,820 --> 00:04:55,680

least in part as a reaction to the three

109

00:04:53,280 --> 00:04:58,530

cueing systems approach the three

110

00:04:55,680 --> 00:05:01,340

cueing systems approach merges word

111

00:04:58,530 --> 00:05:03,690

identification and comprehension

112

00:05:01,340 --> 00:05:06,540

based on the three cueing approach you

113

00:05:03,690 --> 00:05:08,220

comprehend by decoding but you decode by

114

00:05:06,540 --> 00:05:11,040

comprehending and the two cannot be

115

00:05:08,220 --> 00:05:12,780

pulled apart but the simple view and the

116

00:05:11,040 --> 00:05:14,730

research into it shows that we can make

117

00:05:12,780 --> 00:05:16,740

a very reliable distinction between word

118

00:05:14,730 --> 00:05:18,600

reading and reading comprehension and

119

00:05:16,740 --> 00:05:21,900

this will become very clear as we go

120

00:05:18,600 --> 00:05:24,000

through these slides here are some case

121

00:05:21,900 --> 00:05:26,940

examples to illustrate the distinction

122

00:05:24,000 --> 00:05:29,070

between word recognition or or word

123

00:05:26,940 --> 00:05:33,360

level reading and language comprehension

124

00:05:29,070 --> 00:05:35,610

a person I'm going to call Devon who it

125

00:05:33,360 --> 00:05:38,850

turns out I introduced as Stephen in an

126

00:05:35,610 --> 00:05:40,140

earlier set of slides my very first year

127

00:05:38,850 --> 00:05:43,470

that I got up to speed on the reading

128

00:05:40,140 --> 00:05:46,770

research which is the 1997-1998 school

129

00:05:43,470 --> 00:05:48,600

year and Devon was reading at a first

130

00:05:46,770 --> 00:05:51,240

grade level you may recall from an

131

00:05:48,600 --> 00:05:53,190

earlier session that Devon had a very

132

00:05:51,240 --> 00:05:55,080

severe phonological core deficit issue

133

00:05:53,190 --> 00:05:58,020

going on but his language comprehension

134

00:05:55,080 --> 00:06:02,280

was was average he was at the 66

135

00:05:58,020 --> 00:06:03,960

percentile based on the IQ test another

136

00:06:02,280 --> 00:06:07,320

student that we're gonna call Keith was

137

00:06:03,960 --> 00:06:09,390

a seventh grader Devon had a learning

138

00:06:07,320 --> 00:06:11,430

disability keith was designated as

139

00:06:09,390 --> 00:06:13,080

having traumatic brain injury his word

140

00:06:11,430 --> 00:06:14,700

reading was at the beginning first grade

141

00:06:13,080 --> 00:06:16,920

but interacting with him you would never

142

00:06:14,700 --> 00:06:18,090

know he was disabled at least in terms

143

00:06:16,920 --> 00:06:20,970

of language because his language

144

00:06:18,090 --> 00:06:23,460

comprehension was perfectly fine now if

145

00:06:20,970 --> 00:06:25,319

we were to use the mathematical formula

146

00:06:23,460 --> 00:06:27,060

that was put forth by the developers of

147

00:06:25,319 --> 00:06:29,870

the simple view Philip Gough and

148

00:06:27,060 --> 00:06:32,250

colleagues we would assign a one as

149

00:06:29,870 --> 00:06:35,190

perfectly fine ability in an area as

150

00:06:32,250 --> 00:06:37,949

zero as no ability or inadequate ability

151

00:06:35,190 --> 00:06:40,020

in that area so because both of these

152

00:06:37,949 --> 00:06:42,660

boys were perfectly capable of

153

00:06:40,020 --> 00:06:44,310

understanding grade-level material that

154

00:06:42,660 --> 00:06:46,759

were read to them we're going to assign

155

00:06:44,310 --> 00:06:49,710

them a language comprehension score of 1

156

00:06:46,759 --> 00:06:50,430

but their reading was completely

157

00:06:49,710 --> 00:06:52,110

non-functional

158

00:06:50,430 --> 00:06:55,169

at a 6th and 7th grade level so we're

159

00:06:52,110 --> 00:06:57,810

gonna assign it a zero we could get a

160

00:06:55,169 --> 00:06:59,669

little more specific by providing a

161

00:06:57,810 --> 00:07:01,770

decimal somewhere along the line but for

162

00:06:59,669 --> 00:07:04,380

simplicity's sake they were perfectly

163

00:07:01,770 --> 00:07:06,690

fine at language comprehension and they

164

00:07:04,380 --> 00:07:11,250

were seriously problematic at word

165

00:07:06,690 --> 00:07:13,500

reading so if the decoding is zero but

166

00:07:11,250 --> 00:07:15,539

the language comprehension is 1 the

167

00:07:13,500 --> 00:07:17,250

product of those two that is 0 times 1

168

00:07:15,539 --> 00:07:19,259

is 0 they're not readers now that may

169

00:07:17,250 --> 00:07:20,849

not seem particularly insightful before

170

00:07:19,259 --> 00:07:23,009

you did that formula you knew they were

171

00:07:20,849 --> 00:07:25,889

struggling in reading but you'll see as

172

00:07:23,009 --> 00:07:28,229

this all unfolds that with most children

173

00:07:25,889 --> 00:07:30,030

it's not this clear-cut and so we want

174

00:07:28,229 --> 00:07:32,340

to have a better sense of how much the

175

00:07:30,030 --> 00:07:34,440

language issues are contributing to the

176

00:07:32,340 --> 00:07:39,719

reading problem and how much our word

177

00:07:34,440 --> 00:07:41,370

reading problems now then a 6th grader

178

00:07:39,719 --> 00:07:43,830

named Emily and by the way these were

179

00:07:41,370 --> 00:07:46,610

all students that I directly evaluated

180

00:07:43,830 --> 00:07:49,560

as part of their triennial evaluations

181

00:07:46,610 --> 00:07:51,360

she had very significant language

182

00:07:49,560 --> 00:07:53,280

problems her language comprehension was

183

00:07:51,360 --> 00:07:54,990

at about a 1st grade level but she could

184

00:07:53,280 --> 00:07:56,669

read anything you put in front of her

185

00:07:54,990 --> 00:07:59,370

up to a sixth grade level she was great

186

00:07:56,669 --> 00:08:01,380

at learning words she saw it once twice

187

00:07:59,370 --> 00:08:05,190

maybe three times and she knew that word

188

00:08:01,380 --> 00:08:07,530

from that on Emily had a speech or

189

00:08:05,190 --> 00:08:09,180

language impairment Molly had a Down

190

00:08:07,530 --> 00:08:12,150

syndrome and she had an intellectual

191

00:08:09,180 --> 00:08:14,219

disability her word reading also was on

192

00:08:12,150 --> 00:08:16,080

grade level she was amazing she had

193

00:08:14,219 --> 00:08:17,849

amazing phonological skills by the way

194

00:08:16,080 --> 00:08:19,259

but her language comprehension was at

195

00:08:17,849 --> 00:08:21,479

the kindergarten level due to her

196

00:08:19,259 --> 00:08:24,030

intellectual disability now if we use

197

00:08:21,479 --> 00:08:25,949

the same kind of mathematical equation

198

00:08:24,030 --> 00:08:29,130

that we used earlier with the others we

199

00:08:25,949 --> 00:08:32,070

see it's reversed so they're decoding

200

00:08:29,130 --> 00:08:34,140

was perfectly adequate at their level

201

00:08:32,070 --> 00:08:36,370

but their language comprehension was

202

00:08:34,140 --> 00:08:38,500

severely deficient so

203

00:08:36,370 --> 00:08:40,240

for one time zero once again is era we

204

00:08:38,500 --> 00:08:43,750

would say that they are non readers as

205

00:08:40,240 --> 00:08:49,450

well but for very different reasons than

206

00:08:43,750 --> 00:08:51,640

the previous two students so here's the

207

00:08:49,450 --> 00:08:52,900

challenge that Gough and colleagues put

208

00:08:51,640 --> 00:08:55,390

forth with the simple view of reading

209

00:08:52,900 --> 00:08:57,220

find a child who is a skilled word

210

00:08:55,390 --> 00:08:58,960

reader that has very good language

211

00:08:57,220 --> 00:09:01,930

comprehension who struggles with reading

212

00:08:58,960 --> 00:09:03,520

comprehension or the flipside is find a

213

00:09:01,930 --> 00:09:05,260

student who is very weak in word reading

214

00:09:03,520 --> 00:09:07,780

or weak in language comprehension or

215

00:09:05,260 --> 00:09:10,390

both who does well with reading

216

00:09:07,780 --> 00:09:11,710

comprehension we really haven't found

217

00:09:10,390 --> 00:09:13,780

that person yet now we're gonna talk

218

00:09:11,710 --> 00:09:15,280

about what might seem to be an exception

219

00:09:13,780 --> 00:09:17,410

to the rule a little bit later on but

220

00:09:15,280 --> 00:09:18,880

for the most part I think it's fair to

221

00:09:17,410 --> 00:09:21,940

say you're not likely to run it into

222

00:09:18,880 --> 00:09:24,460

such a student the Gough and colleagues

223

00:09:21,940 --> 00:09:26,500

began to break down each side of the

224

00:09:24,460 --> 00:09:28,450

simple view equation to be more specific

225

00:09:26,500 --> 00:09:31,900

which would be more useful when it comes

226

00:09:28,450 --> 00:09:33,940

to assessment and instruction however

227

00:09:31,900 --> 00:09:35,830

subsequent researchers have found a

228

00:09:33,940 --> 00:09:37,960

number of other things to supplement the

229

00:09:35,830 --> 00:09:39,640

original formulation of Gough and

230

00:09:37,960 --> 00:09:42,420

Tunmer so we're going to be including

231

00:09:39,640 --> 00:09:42,420

some of those as well

232

00:09:42,690 --> 00:09:48,270

the simple view proposes that word level

233

00:09:45,610 --> 00:09:51,280

reading is based upon cipher knowledge

234

00:09:48,270 --> 00:09:52,780

now a cipher is a type of code you can

235

00:09:51,280 --> 00:09:55,420

have a more generic code I like to use

236

00:09:52,780 --> 00:09:57,760

the example of double-O-seven for James

237

00:09:55,420 --> 00:09:59,890

Bond if you learned that James Bond is

238

00:09:57,760 --> 00:10:01,900

double-o-seven that gives you no help

239

00:09:59,890 --> 00:10:04,930

in finding out who is double-O-8 or

240

00:10:01,900 --> 00:10:08,200

Double-O-6 but a cipher is a different

241

00:10:04,930 --> 00:10:11,410

type of code a cipher is a type of code

242

00:10:08,200 --> 00:10:13,630

that once you know the basic cipher or

243

00:10:11,410 --> 00:10:15,700

the basic key to understanding that code

244

00:10:13,630 --> 00:10:17,860

you can now figure out other things

245

00:10:15,700 --> 00:10:20,410

written in that same code the

246

00:10:17,860 --> 00:10:22,090

double-oh-seven doesn't allow you to do

247

00:10:20,410 --> 00:10:26,050

that that's just a straight code that's

248

00:10:22,090 --> 00:10:28,060

not a cipher while not exactly like the

249

00:10:26,050 --> 00:10:29,590

double-oh-seven Chinese is somewhat like

250

00:10:28,060 --> 00:10:31,780

that in the sense that you could learn

251

00:10:29,590 --> 00:10:34,300

2,000 Chinese words and then come across

252

00:10:31,780 --> 00:10:36,160

the new Chinese word and not be able to

253

00:10:34,300 --> 00:10:38,230

read it you'd have to ask someone or

254

00:10:36,160 --> 00:10:41,530

look it up that's more like a straight

255

00:10:38,230 --> 00:10:43,390

code where alphabetic writing is like a

256

00:10:41,530 --> 00:10:45,190

cipher so your knowledge of the

257

00:10:43,390 --> 00:10:46,630

alphabetic code is important for word

258

00:10:45,190 --> 00:10:50,329

level reading according to the simple

259

00:10:46,630 --> 00:10:53,060

view but also you need word specific

260

00:10:50,329 --> 00:10:57,500

particularly in English so you need to

261

00:10:53,060 --> 00:10:59,600

know that i-g-h-t is ight and you don't

262

00:10:57,500 --> 00:11:01,459

have to sound that out but word specific

263

00:10:59,600 --> 00:11:03,529

knowledge applies to regular words as

264

00:11:01,459 --> 00:11:06,170

well as irregular words so if you're a

265

00:11:03,529 --> 00:11:08,899

child and you've learned the word seen

266

00:11:06,170 --> 00:11:12,170

s-e-e-n and if you've learned the word

267

00:11:08,899 --> 00:11:15,529

been b-e-e-n and now you come across a

268

00:11:12,170 --> 00:11:17,990

brand new word in the word as t-e-e-n the

269

00:11:15,529 --> 00:11:20,690

word teen so you need to know is it like

270

00:11:17,990 --> 00:11:24,440

been or is it like seen and once you

271

00:11:20,690 --> 00:11:26,060

realize it's like seen that becomes word

272

00:11:24,440 --> 00:11:27,949

specific knowledge about that particular

273

00:11:26,060 --> 00:11:30,019

word so whether their words are

274

00:11:27,949 --> 00:11:31,699

irregular or regular your past

275

00:11:30,019 --> 00:11:33,920

experience of the word builds up what's

276

00:11:31,699 --> 00:11:36,800

called word specific knowledge it only

277

00:11:33,920 --> 00:11:39,050

works if I’ve seen the word before and that

278

00:11:36,800 --> 00:11:44,420

gets added to the sight vocabulary or the

279

00:11:39,050 --> 00:11:46,970

orthographic lexicon so cypher knowledge

280

00:11:44,420 --> 00:11:49,490

can be broken down into some component

281

00:11:46,970 --> 00:11:51,649

parts as well for example letter-sound

282

00:11:49,490 --> 00:11:54,019

knowledge is essential for cypher

283

00:11:51,649 --> 00:11:56,329

knowledge individuals reading an

284

00:11:54,019 --> 00:11:57,740

alphabet based writing system have to be

285

00:11:56,329 --> 00:11:59,839

able to know the sounds that go with the

286

00:11:57,740 --> 00:12:02,149

letters there is digraphs and by

287

00:11:59,839 --> 00:12:04,699

digraphs we mean when two letters in

288

00:12:02,149 --> 00:12:06,350

some cases more than two but usually two

289

00:12:04,699 --> 00:12:08,120

letters together represent a single

290

00:12:06,350 --> 00:12:12,170

sound those would be like your TH your

291

00:12:08,120 --> 00:12:16,939

SH your PH but also vowels double e or

292

00:12:12,170 --> 00:12:18,699

OU etc and blends blends it's easy to

293

00:12:16,939 --> 00:12:21,199

remember blends and digraphs because

294

00:12:18,699 --> 00:12:24,439

digraph has a digraph in it the PH

295

00:12:21,199 --> 00:12:26,600

blends have two blends in it the BL is a

296

00:12:24,439 --> 00:12:27,920

blend you hear each sound of each of

297

00:12:26,600 --> 00:12:30,920

those letters but their consonants

298

00:12:27,920 --> 00:12:33,319

together and the ND is an ending blend

299

00:12:30,920 --> 00:12:35,420

so learning those blends and diagraphs

300

00:12:33,319 --> 00:12:37,880

and letters are part of your letter

301

00:12:35,420 --> 00:12:40,250

sound knowledge but also common syllable

302

00:12:37,880 --> 00:12:43,339

patterns and other orthographic patterns

303

00:12:40,250 --> 00:12:45,550

like mentioned earlier ight I-G-H-T that is a

304

00:12:43,339 --> 00:12:48,860

very consistent pattern even if it is

305

00:12:45,550 --> 00:12:52,540

phonically irregular at the letter level

306

00:12:48,860 --> 00:12:55,509

and then phonological blending

307

00:12:52,540 --> 00:12:58,939

phonological blending is being able to

308

00:12:55,509 --> 00:13:01,189

hear or make reference to the individual

309

00:12:58,939 --> 00:13:03,250

sounds within a word and blend them

310

00:13:01,189 --> 00:13:05,620

together to activate the word

311

00:13:03,250 --> 00:13:07,030

and phonological blending first starts

312

00:13:05,620 --> 00:13:09,070

out at the syllable level builds up to

313

00:13:07,030 --> 00:13:12,010

the onset rhyme level and eventually the

314

00:13:09,070 --> 00:13:14,230

phoneme level so phonic decoding is

315

00:13:12,010 --> 00:13:16,990

really a product of these two skills if

316

00:13:14,230 --> 00:13:18,520

you're able to identify the sounds that

317

00:13:16,990 --> 00:13:20,650

go with the letters and then blend those

318

00:13:18,520 --> 00:13:22,120

sounds together you will be able to

319

00:13:20,650 --> 00:13:27,520

identify the word at least if it's a

320

00:13:22,120 --> 00:13:29,470

phonically regular word word specific

321

00:13:27,520 --> 00:13:32,910

knowledge is based on cypher knowledge

322

00:13:29,470 --> 00:13:36,280

so we actually use the letter sound

323

00:13:32,910 --> 00:13:38,590

connections to remember words in the

324

00:13:36,280 --> 00:13:41,200

future but also phonemic awareness

325

00:13:38,590 --> 00:13:43,600

analysis this is not obvious why it's

326

00:13:41,200 --> 00:13:44,950

the case until you get to module four in

327

00:13:43,600 --> 00:13:47,260

module four we're going to learn in

328

00:13:44,950 --> 00:13:49,420

detail how it is that phonemic awareness

329

00:13:47,260 --> 00:13:53,530

skills help us remember the words we

330

00:13:49,420 --> 00:13:56,860

read so even a word like I-G-H-T is mapped

331

00:13:53,530 --> 00:13:59,350

onto that sound by way the letters we

332

00:13:56,860 --> 00:14:02,710

mapped in the ight you have the I

333

00:13:59,350 --> 00:14:04,780

sound and that maps onto the I gh and

334

00:14:02,710 --> 00:14:07,450

then you have the “t” sound that maps onto

335

00:14:04,780 --> 00:14:09,310

the T but you do use the letter sound

336

00:14:07,450 --> 00:14:10,870

relationships to help anchor those and

337

00:14:09,310 --> 00:14:14,410

long-term memory once again this will be

338

00:14:10,870 --> 00:14:15,730

covered in module four but there are

339

00:14:14,410 --> 00:14:17,380

other things that seem to interact with

340

00:14:15,730 --> 00:14:20,230

word specific knowledge in ways that are

341

00:14:17,380 --> 00:14:21,820

not fully understood and have been very

342

00:14:20,230 --> 00:14:23,320

carefully studied over the years and

343

00:14:21,820 --> 00:14:25,510

we're still learning about the role they

344

00:14:23,320 --> 00:14:27,880

play those include rapid automatized

345

00:14:25,510 --> 00:14:34,690

naming phonological working memory and

346

00:14:27,880 --> 00:14:36,580

our oral vocabulary skills language

347

00:14:34,690 --> 00:14:39,250

comprehension necessary for

348

00:14:36,580 --> 00:14:41,740

understanding spoken language but also

349

00:14:39,250 --> 00:14:45,000

written language is based on a series of

350

00:14:41,740 --> 00:14:48,160

skills and this is much more complex

351

00:14:45,000 --> 00:14:50,530

receptive language or receptive grammar

352

00:14:48,160 --> 00:14:52,330

is very important for you to understand

353

00:14:50,530 --> 00:14:53,650

what others are saying and you're gonna

354

00:14:52,330 --> 00:14:56,980

have to understand what someone is

355

00:14:53,650 --> 00:14:59,740

saying through print as well background

356

00:14:56,980 --> 00:15:02,110

knowledge is critical as is working

357

00:14:59,740 --> 00:15:04,120

memory problems with working memory make

358

00:15:02,110 --> 00:15:05,620

it hard to follow up on some of the

359

00:15:04,120 --> 00:15:07,990

details and someone else's train of

360

00:15:05,620 --> 00:15:09,250

thought whether they're speaking to you

361

00:15:07,990 --> 00:15:12,070

or whether you're reading what they've

362

00:15:09,250 --> 00:15:13,839

written various executive functioning

363

00:15:12,070 --> 00:15:14,540

skills such as attention and motivation

364

00:15:13,839 --> 00:15:16,370

are important

365

00:15:14,540 --> 00:15:18,740

for language comprehension if you zone

366

00:15:16,370 --> 00:15:21,170

out when someone's talking to you or if

367

00:15:18,740 --> 00:15:23,060

you find what they're saying is boring

368

00:15:21,170 --> 00:15:24,740

that's demotivating and that's going to

369

00:15:23,060 --> 00:15:26,480

affect your comprehension but also

370

00:15:24,740 --> 00:15:28,640

strategic listening skills such as

371

00:15:26,480 --> 00:15:30,920

comprehension monitoring if you don't

372

00:15:28,640 --> 00:15:34,030

understand what someone says you may say

373

00:15:30,920 --> 00:15:35,240

them I'm sorry what was that again or in

374

00:15:34,030 --> 00:15:37,970

print

375

00:15:35,240 --> 00:15:40,730

you might reread and also associating

376

00:15:37,970 --> 00:15:42,020

things with your prior knowledge visual

377

00:15:40,730 --> 00:15:44,020

spatial imagery skills actually

378

00:15:42,020 --> 00:15:46,190

correlate with language comprehension

379

00:15:44,020 --> 00:15:49,280

and as well as reading comprehension

380

00:15:46,190 --> 00:15:51,440

oddly enough they do not correlate with

381

00:15:49,280 --> 00:15:52,970

word reading contrary to our intuitions

382

00:15:51,440 --> 00:15:56,990

this was covered in a previous session

383

00:15:52,970 --> 00:15:59,720

and there is maybe a two dozen or more

384

00:15:56,990 --> 00:16:01,310

studies that support this and that may

385

00:15:59,720 --> 00:16:03,890

sound like a lot but it's really a drop

386

00:16:01,310 --> 00:16:05,600

in the bucket compared to the number of

387

00:16:03,890 --> 00:16:10,160

studies and many of the other things

388

00:16:05,600 --> 00:16:12,920

that you see here are there exceptions

389

00:16:10,160 --> 00:16:14,240

to the simple view well when I started

390

00:16:12,920 --> 00:16:16,730

learning about the simple view and

391

00:16:14,240 --> 00:16:18,230

applying it in school-based evaluations

392

00:16:16,730 --> 00:16:20,540

throughout the late 90s throughout the

393

00:16:18,230 --> 00:16:22,610

2000s I noticed that there were some

394

00:16:20,540 --> 00:16:24,680

students who had very good language

395

00:16:22,610 --> 00:16:27,710

comprehension skills and they seemed to

396

00:16:24,680 --> 00:16:30,320

have fluent word reading and they were

397

00:16:27,710 --> 00:16:32,840

poor in reading comprehension this was

398

00:16:30,320 --> 00:16:34,690

rather puzzling to me because it seemed

399

00:16:32,840 --> 00:16:37,130

to violate the simple view of reading

400

00:16:34,690 --> 00:16:39,320

but with more detailed assessment this

401

00:16:37,130 --> 00:16:41,380

is what I discovered that it really

402

00:16:39,320 --> 00:16:44,900

didn't contradict a simple view because

403

00:16:41,380 --> 00:16:48,650

what I found out is that they're fluent

404

00:16:44,900 --> 00:16:52,130

sounding word reading was very effortful

405

00:16:48,650 --> 00:16:54,970

they hear other people read at a certain

406

00:16:52,130 --> 00:16:57,860

speed and read with certain porosity

407

00:16:54,970 --> 00:17:00,140

which we'll come back to in the session

408

00:16:57,860 --> 00:17:01,640

on fluency they heard other people read

409

00:17:00,140 --> 00:17:03,650

that way and they tried to mimic that

410

00:17:01,640 --> 00:17:06,490

and it turned out there are some

411

00:17:03,650 --> 00:17:10,250

children that are very adept verbally

412

00:17:06,490 --> 00:17:12,890

their reading skills are weak but not

413

00:17:10,250 --> 00:17:15,140

severely weak and so if they put all

414

00:17:12,890 --> 00:17:17,180

their mental energy into the word

415

00:17:15,140 --> 00:17:20,540

reading they're capable of sounding

416

00:17:17,180 --> 00:17:22,010

fluent but when you examine their

417

00:17:20,540 --> 00:17:24,020

nonsense word reading it typically is

418

00:17:22,010 --> 00:17:25,699

very very poor when you examine their

419

00:17:24,020 --> 00:17:28,160

phonemic awareness it's typically very

420

00:17:25,699 --> 00:17:29,300

poor so they have this mental tug

421

00:17:28,160 --> 00:17:30,920

of war they have these higher-level

422

00:17:29,300 --> 00:17:34,490

language skills that they're using a

423

00:17:30,920 --> 00:17:36,740

compensate they have these weaker letter

424

00:17:34,490 --> 00:17:40,100

sound and phonemic skills that are kind

425

00:17:36,740 --> 00:17:43,370

of dragging them down so as my mentor

426

00:17:40,100 --> 00:17:44,720

dr. McKenna's used to say some kids are

427

00:17:43,370 --> 00:17:46,010

like hey teacher what do you want me to

428

00:17:44,720 --> 00:17:48,410

do understand what I'm reading or read

429

00:17:46,010 --> 00:17:51,230

the words I can't do both and that fits

430

00:17:48,410 --> 00:17:53,090

this type of scenario precisely so it

431

00:17:51,230 --> 00:17:54,980

really doesn't violate the simple view

432

00:17:53,090 --> 00:17:56,720

it's just that it goes underground a

433

00:17:54,980 --> 00:17:58,460

little bit and that these children do

434

00:17:56,720 --> 00:18:02,420

have some mild word reading problems but

435

00:17:58,460 --> 00:18:03,800

they're not obvious now these kids

436

00:18:02,420 --> 00:18:05,750

because they're putting in so much

437

00:18:03,800 --> 00:18:07,850

mental effort to read the words and

438

00:18:05,750 --> 00:18:09,560

sound fluent there's little or no

439

00:18:07,850 --> 00:18:13,040

working memory left over for

440

00:18:09,560 --> 00:18:15,230

comprehending what they read I call

441

00:18:13,040 --> 00:18:16,610

these students compensators they're able

442

00:18:15,230 --> 00:18:18,710

to create the impression that they have

443

00:18:16,610 --> 00:18:21,200

decent word reading skills when in fact

444

00:18:18,710 --> 00:18:22,880

they are subpar in those skills and

445

00:18:21,200 --> 00:18:27,740

they're compensating with their language

446

00:18:22,880 --> 00:18:29,840

comprehension there are some important

447

00:18:27,740 --> 00:18:31,460

implications of the simple view first of

448

00:18:29,840 --> 00:18:34,430

all it helps us organize the skills

449

00:18:31,460 --> 00:18:35,690

involved in reading second it supports

450

00:18:34,430 --> 00:18:38,540

communication with colleagues and

451

00:18:35,690 --> 00:18:41,030

parents we can explain to them the parts

452

00:18:38,540 --> 00:18:44,030

of the process and help them understand

453

00:18:41,030 --> 00:18:45,680

why a child is struggling it also can

454

00:18:44,030 --> 00:18:47,570

lead to assessments that pinpoint the

455

00:18:45,680 --> 00:18:49,820

source of the reading difficulties I've

456

00:18:47,570 --> 00:18:52,210

had the fortunate opportunity of using a

457

00:18:49,820 --> 00:18:56,540

simple view in school-based evaluations

458

00:18:52,210 --> 00:18:58,750

for about 15 or more years and it's been

459

00:18:56,540 --> 00:19:01,600

very helpful and very useful to identify

460

00:18:58,750 --> 00:19:04,580

precisely why a child is struggling

461

00:19:01,600 --> 00:19:07,070

it also can guide our efforts at

462

00:19:04,580 --> 00:19:10,910

developing curriculum to prevent reading

463

00:19:07,070 --> 00:19:12,560

difficulties and furthermore it can help

464

00:19:10,910 --> 00:19:14,990

with our intervention efforts because

465

00:19:12,560 --> 00:19:17,810

now reading specialists or special

466

00:19:14,990 --> 00:19:19,250

education teachers or parents can have a

467

00:19:17,810 --> 00:19:20,750

clearer understanding of where the

468

00:19:19,250 --> 00:19:22,370

breakdown is in reading and very often

469

00:19:20,750 --> 00:19:24,380

it's in more than one place there's more

470

00:19:22,370 --> 00:19:26,300

than one component that is involved but

471

00:19:24,380 --> 00:19:27,830

you don't know that until you understand

472

00:19:26,300 --> 00:19:32,980

how those components fit together and

473

00:19:27,830 --> 00:19:35,300

and figure out a way to evaluate them in

474

00:19:32,980 --> 00:19:37,550

summary the simple view of reading

475

00:19:35,300 --> 00:19:39,590

proposes that reading comprehension is a

476

00:19:37,550 --> 00:19:42,399

direct function of your word level

477

00:19:39,590 --> 00:19:44,299

reading and your language comprehension

478

00:19:42,399 --> 00:19:46,609

word level reading and language

479

00:19:44,299 --> 00:19:48,830

comprehension are both based on multiple

480

00:19:46,609 --> 00:19:50,269

sub skills that we can break down and we

481

00:19:48,830 --> 00:19:52,580

can use that information and those

482

00:19:50,269 --> 00:19:55,249

components within those broader skills

483

00:19:52,580 --> 00:20:02,629

to identify the source of the problem

484

00:19:55,249 --> 00:20:04,999

and develop an intervention approach so

485

00:20:02,629 --> 00:20:07,669

now might be a time if you're in a small

486

00:20:04,999 --> 00:20:09,619

group to stop and discuss with your

487

00:20:07,669 --> 00:20:11,210

colleagues what are some of the ways

488

00:20:09,619 --> 00:20:12,769

that the simple view of reading might

489

00:20:11,210 --> 00:20:15,460

influence the way you approach reading

490

00:20:12,769 --> 00:20:15,460

with students

491

00:20:22,460 --> 00:20:27,809

up next we're going to use the simple

492

00:20:25,020 --> 00:20:31,370

view of reading to delineate various

493

00:20:27,809 --> 00:20:31,370

types of reading difficulties