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 --> 00:00:45,230

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 --> 00:01:50,590

assessing preventing and overcoming

42

00:01:48,710 --> 00:01:52,649

reading difficulties

43

00:01:50,590 --> 00:01:52,649

44

00:01:58,970 --> 00:02:01,030

45

00:02:01,490 --> 00:02:10,310

module four word level reading session

46

00:02:05,670 --> 00:02:10,310

one the challenges of word level reading

47

00:02:11,270 --> 00:02:16,170

hello this is David Kilpatrick and I am

48

00:02:13,920 --> 00:02:18,060

the presenter for these thirteen on

49

00:02:16,170 --> 00:02:20,340

demand webinars and through these

50

00:02:18,060 --> 00:02:22,140

webinars participants will learn about

51

00:02:20,340 --> 00:02:25,440

reading research and see how that

52

00:02:22,140 --> 00:02:27,630

reading research affects our ability to

53

00:02:25,440 --> 00:02:32,430

assess prevent and overcome reading

54

00:02:27,630 --> 00:02:33,930

problems we are now in module four you

55

00:02:32,430 --> 00:02:37,019

see the thirteen modules that we have

56

00:02:33,930 --> 00:02:38,340

here we have seven sessions within the

57

00:02:37,019 --> 00:02:40,290

fourth module and we're going to be

58

00:02:38,340 --> 00:02:41,700

doing the first looking at some of the

59

00:02:40,290 --> 00:02:45,600

challenges involved in word level

60

00:02:41,700 --> 00:02:47,700

reading as a result of this particular

61

00:02:45,600 --> 00:02:49,019

session participants will be able to

62

00:02:47,700 --> 00:02:50,850

describe the difference between word

63

00:02:49,019 --> 00:02:53,190

identification and word recognition

64

00:02:50,850 --> 00:02:55,380

they're often used interchangeably but

65

00:02:53,190 --> 00:02:57,810

you will learn the difference also

66

00:02:55,380 --> 00:03:03,630

identify the challenges in developing

67

00:02:57,810 --> 00:03:04,890

word level reading most word reading

68

00:03:03,630 --> 00:03:08,850

instruction focuses on word

69

00:03:04,890 --> 00:03:10,620

identification not word recognition word

70

00:03:08,850 --> 00:03:12,540

identification can occur in multiple

71

00:03:10,620 --> 00:03:14,700

ways for example you can recognize a

72

00:03:12,540 --> 00:03:16,380

familiar word you've seen it before you

73

00:03:14,700 --> 00:03:18,810

know it it jumps out at you you've

74

00:03:16,380 --> 00:03:20,609

identified it but at the same time you

75

00:03:18,810 --> 00:03:23,400

can identify a word that you don't know

76

00:03:20,609 --> 00:03:26,340

by sounding it out phonically or maybe

77

00:03:23,400 --> 00:03:29,970

by guessing from context those are also

78

00:03:26,340 --> 00:03:32,730

forms of word identification but word

79

00:03:29,970 --> 00:03:35,940

recognition is really like a subcategory

80

00:03:32,730 --> 00:03:38,519

under word identification it refers to

81

00:03:35,940 --> 00:03:40,620

words that you already know that jump

82

00:03:38,519 --> 00:03:41,970

out at you yes you're identifying them

83

00:03:40,620 --> 00:03:44,190

but you're identifying them because you

84

00:03:41,970 --> 00:03:46,079

already know them in other cases you're

85

00:03:44,190 --> 00:03:49,950

identifying them in spite of the fact

86

00:03:46,079 --> 00:03:52,680

that you didn't know them before instant

87

00:03:49,950 --> 00:03:53,880

accurate word recognition for all the

88

00:03:52,680 --> 00:03:54,930

words you're reading or at least most

89

00:03:53,880 --> 00:03:58,410

all the words you're reading is a

90

00:03:54,930 --> 00:04:01,889

hallmark of skilled readers struggling

91

00:03:58,410 --> 00:04:04,709

readers do not have a large orthographic

92

00:04:01,889 --> 00:04:06,180

lexicon or large sight vocabulary so many

93

00:04:04,709 --> 00:04:07,590

of the words in the passage are not

94

00:04:06,180 --> 00:04:09,780

instantly jumping out at them they're

95

00:04:07,590 --> 00:04:11,340

putting effort into identifying those

96

00:04:09,780 --> 00:04:13,729

words either through sounding out or

97

00:04:11,340 --> 00:04:13,729

guessing

98

00:04:14,180 --> 00:04:19,799

as mentioned in an earlier session

99

00:04:17,600 --> 00:04:21,660

sight-word has multiple meanings in

100

00:04:19,799 --> 00:04:22,950

education at least four that I've been

101

00:04:21,660 --> 00:04:25,230

able to identify and I'm not going to

102

00:04:22,950 --> 00:04:27,000

review all those but I do want to point

103

00:04:25,230 --> 00:04:29,280

out that one of the four ways in which

104

00:04:27,000 --> 00:04:31,560

the term sight word is used overlaps

105

00:04:29,280 --> 00:04:33,870

with the one way that researchers use

106

00:04:31,560 --> 00:04:36,150

the term researchers use the term sight

107

00:04:33,870 --> 00:04:38,160

word to refer to any known or familiar

108

00:04:36,150 --> 00:04:40,760

word it jumps out at you instantly it's

109

00:04:38,160 --> 00:04:44,250

effortless it's a word you recognize

110

00:04:40,760 --> 00:04:45,900

recognition assumes prior experience or

111

00:04:44,250 --> 00:04:47,010

knowledge you don't recognize someone

112

00:04:45,900 --> 00:04:49,140

you've never seen before

113

00:04:47,010 --> 00:04:51,000

you may recognize someone you've never

114

00:04:49,140 --> 00:04:52,290

met before but you've done it because

115

00:04:51,000 --> 00:04:54,540

you've seen a picture of them or seen a

116

00:04:52,290 --> 00:04:57,300

video them etcetera so you're still

117

00:04:54,540 --> 00:04:59,100

working off a prior memory sight words

118

00:04:57,300 --> 00:05:01,950

in this definition can be regular or

119

00:04:59,100 --> 00:05:05,669

irregular they can be low frequency or

120

00:05:01,950 --> 00:05:07,830

high frequency and a sight word

121

00:05:05,669 --> 00:05:10,169

vocabulary refers to all the words that

122

00:05:07,830 --> 00:05:11,490

a person knows the alternative term for

123

00:05:10,169 --> 00:05:15,120

that that researchers use is

124

00:05:11,490 --> 00:05:16,710

orthographic lexicon skilled readers

125

00:05:15,120 --> 00:05:20,940

have large sight vocabularies and poor

126

00:05:16,710 --> 00:05:24,240

readers don't so here are some questions

127

00:05:20,940 --> 00:05:26,040

that we're going to pose for this module

128

00:05:24,240 --> 00:05:27,600

module four is the longest one and the

129

00:05:26,040 --> 00:05:29,010

most in-depth one and here are some

130

00:05:27,600 --> 00:05:30,270

questions we're gonna pose about this

131

00:05:29,010 --> 00:05:31,890

that by the time you're finished with

132

00:05:30,270 --> 00:05:34,620

module four you should be able to answer

133

00:05:31,890 --> 00:05:36,240

all these questions the first one is why

134

00:05:34,620 --> 00:05:37,790

do some students have difficulties with

135

00:05:36,240 --> 00:05:40,229

word level reading and others do not

136

00:05:37,790 --> 00:05:41,760

the second question is why do some

137

00:05:40,229 --> 00:05:44,310

children struggle and learning phonics

138

00:05:41,760 --> 00:05:45,810

some kids pick up on it easily some kids

139

00:05:44,310 --> 00:05:48,780

can't pick up on it and some kids seem

140

00:05:45,810 --> 00:05:50,700

to learn to read even without it why do

141

00:05:48,780 --> 00:05:53,910

struggling readers have such limited

142

00:05:50,700 --> 00:05:57,419

sight vocabularies why do some students

143

00:05:53,910 --> 00:05:58,680

struggle with fluency and are there

144

00:05:57,419 --> 00:06:01,080

differences in terms of acquiring

145

00:05:58,680 --> 00:06:06,270

reading competence for students who are

146

00:06:01,080 --> 00:06:08,220

learning English and finally why do some

147

00:06:06,270 --> 00:06:09,990

word reading interventions have such

148

00:06:08,220 --> 00:06:11,760

limited results while others have very

149

00:06:09,990 --> 00:06:13,979

large results this is going to be

150

00:06:11,760 --> 00:06:16,350

covered in much more detail in module 11

151

00:06:13,979 --> 00:06:22,830

but we will introduce it here in module

152

00:06:16,350 --> 00:06:24,780

four to sum up this session word

153

00:06:22,830 --> 00:06:26,150

identification and word recognition can

154

00:06:24,780 --> 00:06:28,100

be distinguished from one another

155

00:06:26,150 --> 00:06:29,720

word recognition assumes that you

156

00:06:28,100 --> 00:06:31,940

already know a word while word

157

00:06:29,720 --> 00:06:33,410

identification doesn't presume that word

158

00:06:31,940 --> 00:06:35,450

identification is sort of a broader

159

00:06:33,410 --> 00:06:37,070

category that means you properly

160

00:06:35,450 --> 00:06:38,360

identified a word either because you

161

00:06:37,070 --> 00:06:40,250

already knew it or because you were able

162

00:06:38,360 --> 00:06:42,320

to figure it out from sounding it out or

163

00:06:40,250 --> 00:06:44,180

guessing at it skilled readers have a

164

00:06:42,320 --> 00:06:46,340

very large pool of words that they

165

00:06:44,180 --> 00:06:48,620

already know that they draw from when

166

00:06:46,340 --> 00:06:50,600

they read we refer to this as a sight

167

00:06:48,620 --> 00:06:53,090

word vocabulary or an orthographic

168

00:06:50,600 --> 00:06:54,350

lexicon either way it refers to a data

169

00:06:53,090 --> 00:06:56,090

bank of words that the reader already

170

00:06:54,350 --> 00:07:01,580

knows before they start to read any

171

00:06:56,090 --> 00:07:03,020

given passage you may want to stop here

172

00:07:01,580 --> 00:07:06,220

if you're doing a small group and

173

00:07:03,020 --> 00:07:08,240

reflect upon this particular question

174

00:07:06,220 --> 00:07:09,770

consider ways that you and others have

175

00:07:08,240 --> 00:07:11,900

tried to get students to remember the

176

00:07:09,770 --> 00:07:14,180

words they read how all of these worked

177

00:07:11,900 --> 00:07:16,570

do they work better with some students

178

00:07:14,180 --> 00:07:16,570

than others

179

00:07:22,010 --> 00:07:26,190

in the next session of this module we're

180

00:07:24,840 --> 00:07:28,910

going to explore word reading

181

00:07:26,190 --> 00:07:28,910

development