1

00:00:04,890 --> 00:00:15,100

module four word level reading session two

2

00:00:09,580 --> 00:00:16,750

word reading development hello this is

3

00:00:15,100 --> 00:00:19,510

David Kilpatrick your presenter for

4

00:00:16,750 --> 00:00:21,220

these thirteen on-demand webinars and as

5

00:00:19,510 --> 00:00:23,199

you go through these webinars the

6

00:00:21,220 --> 00:00:24,880

participants should be able to learn a

7

00:00:23,199 --> 00:00:27,130

lot about reading research particularly

8

00:00:24,880 --> 00:00:30,369

as it applies to assessing preventing

9

00:00:27,130 --> 00:00:32,560

and overcoming reading difficulties we

10

00:00:30,369 --> 00:00:35,380

are now in module four and module four

11

00:00:32,560 --> 00:00:37,690

has seven sessions we're in the second

12

00:00:35,380 --> 00:00:41,800

session and the presentation will be

13

00:00:37,690 --> 00:00:43,120

about word reading development as a

14

00:00:41,800 --> 00:00:44,620

result of this session participants

15

00:00:43,120 --> 00:00:46,840

should be able to describe why

16

00:00:44,620 --> 00:00:48,730

phonological skills are central to

17

00:00:46,840 --> 00:00:52,750

learning to read an alphabet based

18

00:00:48,730 --> 00:00:54,190

writing system also participants will be

19

00:00:52,750 --> 00:00:56,559

able to identify the developmental

20

00:00:54,190 --> 00:00:58,059

levels of phonological skills and the

21

00:00:56,559 --> 00:01:00,160

developmental levels of word reading

22

00:00:58,059 --> 00:01:05,290

skills and how they interact with one

23

00:01:00,160 --> 00:01:08,770

another let me begin by talking about

24

00:01:05,290 --> 00:01:10,540

the alphabetic principle consider

25

00:01:08,770 --> 00:01:13,060

Chinese writing versus alphabetic

26

00:01:10,540 --> 00:01:14,770

writing in different parts of China

27

00:01:13,060 --> 00:01:17,110

there are different Chinese languages

28

00:01:14,770 --> 00:01:19,270

for example there is a language that in

29

00:01:17,110 --> 00:01:21,190

the West we call Mandarin another one

30

00:01:19,270 --> 00:01:23,320

than in the West we call Cantonese and

31

00:01:21,190 --> 00:01:25,930

these are different enough languages

32

00:01:23,320 --> 00:01:27,370

that a Mandarin speaker and a Cantonese

33

00:01:25,930 --> 00:01:29,620

speaker would have a very difficult time

34

00:01:27,370 --> 00:01:32,110

communicating because the language is so

35

00:01:29,620 --> 00:01:34,350

different but yet the two of them could

36

00:01:32,110 --> 00:01:37,060

read the same newspaper at the same time

37

00:01:34,350 --> 00:01:39,850

how is that possible it's possible

38

00:01:37,060 --> 00:01:42,910

because the Chinese writing system is

39

00:01:39,850 --> 00:01:45,400

not designed to capture the sounds of

40

00:01:42,910 --> 00:01:47,920

spoken language alphabetic writing is

41

00:01:45,400 --> 00:01:50,740

very different the nature of alphabetic

42

00:01:47,920 --> 00:01:53,050

writing is to capture the sounds within

43

00:01:50,740 --> 00:01:56,080

the speech stream and so as a result

44

00:01:53,050 --> 00:01:59,680

each letter is designed to represent a

45

00:01:56,080 --> 00:02:02,830

phoneme in the spoken language in

46

00:01:59,680 --> 00:02:05,590

English or French or German or Spanish

47

00:02:02,830 --> 00:02:07,420

we don't write words we write characters

48

00:02:05,590 --> 00:02:09,819

that are designed to represent phonemes

49

00:02:07,420 --> 00:02:12,220

in the spoken speech stream we align

50

00:02:09,819 --> 00:02:13,659

those phoneme based characters leave a

51

00:02:12,220 --> 00:02:17,140

space between and we call it a written

52

00:02:13,659 --> 00:02:18,290

word the alphabetic principle is not a

53

00:02:17,140 --> 00:02:20,530

teaching method

54

00:02:18,290 --> 00:02:23,629

it's an insight it's an insight that

55

00:02:20,530 --> 00:02:25,610

beginning readers develop that the

56

00:02:23,629 --> 00:02:27,739

written letters represent the spoken

57

00:02:25,610 --> 00:02:29,720

phonemes it's so obvious to skilled

58

00:02:27,739 --> 00:02:31,430

readers it's hard to even remember a

59

00:02:29,720 --> 00:02:33,829

time when we didn't have the alphabetic

60

00:02:31,430 --> 00:02:35,780

principle and poor access to the

61

00:02:33,829 --> 00:02:37,909

phonemes in spoken language makes

62

00:02:35,780 --> 00:02:39,530

reading an alphabet based written

63

00:02:37,909 --> 00:02:41,480

language very very difficult because

64

00:02:39,530 --> 00:02:43,370

it's based on phonemes and if you're not

65

00:02:41,480 --> 00:02:45,440

able to recognize or be aware of the

66

00:02:43,370 --> 00:02:47,359

phonemes of the speech stream it's very

67

00:02:45,440 --> 00:02:52,430

difficult to interact with a phoneme

68

00:02:47,359 --> 00:02:54,709

based writing system and phoneme skills

69

00:02:52,430 --> 00:02:56,420

are necessary both for sounding out new

70

00:02:54,709 --> 00:02:58,700

words most people are at least aware of

71

00:02:56,420 --> 00:03:00,470

that but what fewer people are aware of

72

00:02:58,700 --> 00:03:02,720

is how important phonemes are to

73

00:03:00,470 --> 00:03:05,120

remembering the words we read that's

74

00:03:02,720 --> 00:03:09,049

going to be covered in great depth later

75

00:03:05,120 --> 00:03:11,480

in this module remember we don't read

76

00:03:09,049 --> 00:03:18,709

words based on visual memory that was

77

00:03:11,480 --> 00:03:20,810

covered in module 2 in the late 1960s to

78

00:03:18,709 --> 00:03:22,699

into the early 70s it was discovered

79

00:03:20,810 --> 00:03:25,129

that phonological awareness correlates

80

00:03:22,699 --> 00:03:27,049

with word reading correlate meaning

81

00:03:25,129 --> 00:03:29,120

individuals that had good phonological

82

00:03:27,049 --> 00:03:30,680

awareness tended to be good readers and

83

00:03:29,120 --> 00:03:33,500

individuals with poor phonological

84

00:03:30,680 --> 00:03:35,060

awareness tended to be poor readers one

85

00:03:33,500 --> 00:03:37,849

of the problems with correlations is

86

00:03:35,060 --> 00:03:39,739

which caused which is phonological

87

00:03:37,849 --> 00:03:42,769

awareness a byproduct of learning to

88

00:03:39,739 --> 00:03:45,319

read or is phonological awareness a

89

00:03:42,769 --> 00:03:47,510

cause of learning to read or are the two

90

00:03:45,319 --> 00:03:50,900

of them not directly related but both of

91

00:03:47,510 --> 00:03:53,629

them caused by some third factor we now

92

00:03:50,900 --> 00:03:56,239

know with the last 35 40 years of

93

00:03:53,629 --> 00:03:57,889

research that there is an interactive

94

00:03:56,239 --> 00:04:02,470

reciprocal relationship between

95

00:03:57,889 --> 00:04:02,470

phonological skills and learning to read

96

00:04:02,859 --> 00:04:07,129

historically when we've looked at the

97

00:04:04,760 --> 00:04:08,720

development of reading skill children

98

00:04:07,129 --> 00:04:11,180

develop letter name knowledge letter

99

00:04:08,720 --> 00:04:13,220

sound knowledge and it is important to

100

00:04:11,180 --> 00:04:14,900

notice as we go forward that both of

101

00:04:13,220 --> 00:04:18,229

them involve phonology

102

00:04:14,900 --> 00:04:19,760

a name is a phonological memory you look

103

00:04:18,229 --> 00:04:21,470

at somebody and you can't remember their

104

00:04:19,760 --> 00:04:23,210

name it's because you're not retrieving

105

00:04:21,470 --> 00:04:25,460

the proper phonological code and your

106

00:04:23,210 --> 00:04:28,370

brain to say oh that's Brian or that's

107

00:04:25,460 --> 00:04:30,530

Megan letter sounds of course or even

108

00:04:28,370 --> 00:04:31,639

more abstract versions of phonology

109

00:04:30,530 --> 00:04:34,870

Because letter

110

00:04:31,639 --> 00:04:37,610

sounds we don't use in English

111

00:04:34,870 --> 00:04:40,699

independently of words we have the

112

00:04:37,610 --> 00:04:42,770

article a or ah or we have the word that can

113

00:04:40,699 --> 00:04:45,860

be spelled either O or OH which is oh

114

00:04:42,770 --> 00:04:47,569

and in some parts of the country I would

115

00:04:45,860 --> 00:04:50,060

also be a single phoneme so those are

116

00:04:47,569 --> 00:04:51,560

two to three words in English that are

117

00:04:50,060 --> 00:04:54,259

single phonemes all other words in

118

00:04:51,560 --> 00:04:56,210

English are multi phonemic and so in

119

00:04:54,259 --> 00:04:59,389

spoken language we don't use phonemes in

120

00:04:56,210 --> 00:05:01,520

isolation so there's a phonological

121

00:04:59,389 --> 00:05:04,699

skill involved in developing those

122

00:05:01,520 --> 00:05:09,069

abstract phonemes of spoken language

123

00:05:04,699 --> 00:05:09,069

when kids learn letter sounds ll, mm, t, k, er,

124

00:05:09,189 --> 00:05:17,330

etc so kids take those letter sound

125

00:05:13,729 --> 00:05:19,639

skills and they apply them to sound out

126

00:05:17,330 --> 00:05:20,840

words or to do spelling at least if the

127

00:05:19,639 --> 00:05:23,479

words that they're trying to spell or

128

00:05:20,840 --> 00:05:26,979

phonically regular and for the most part

129

00:05:23,479 --> 00:05:30,169

this is where our phonic and spelling

130

00:05:26,979 --> 00:05:31,969

instruction revolves around these skills

131

00:05:30,169 --> 00:05:34,729

here but you're going to notice off to

132

00:05:31,969 --> 00:05:37,520

the left a big empty space and that's

133

00:05:34,729 --> 00:05:40,969

because these skills are based on

134

00:05:37,520 --> 00:05:42,169

phonology as hinted at when I mentioned

135

00:05:40,969 --> 00:05:45,740

the phonological storage and retrieval

136

00:05:42,169 --> 00:05:47,240

of letter names and letter sounds so we

137

00:05:45,740 --> 00:05:49,399

need to look at phonological skill

138

00:05:47,240 --> 00:05:51,199

development alongside word reading

139

00:05:49,399 --> 00:05:52,580

development in fact because of the

140

00:05:51,199 --> 00:05:55,699

alphabetic nature of the written

141

00:05:52,580 --> 00:05:59,539

language we have to look at the phonemes

142

00:05:55,699 --> 00:06:01,789

it's a phoneme based writing system we

143

00:05:59,539 --> 00:06:04,960

now know that early phonological

144

00:06:01,789 --> 00:06:07,550

awareness skills have a causal

145

00:06:04,960 --> 00:06:10,969

relationship with letter name and letter

146

00:06:07,550 --> 00:06:12,710

sound knowledge why do I say causal well

147

00:06:10,969 --> 00:06:14,330

once again when two things correlate you

148

00:06:12,710 --> 00:06:16,339

don't know which one causes the other or

149

00:06:14,330 --> 00:06:19,699

is there a third factor that's causing

150

00:06:16,339 --> 00:06:21,229

both of them but there are two ways we

151

00:06:19,699 --> 00:06:23,180

know that there's a causal relationship

152

00:06:21,229 --> 00:06:24,770

between early phonological awareness and

153

00:06:23,180 --> 00:06:27,229

letter name and letter sound knowledge

154

00:06:24,770 --> 00:06:28,849

the first you might call soft causal

155

00:06:27,229 --> 00:06:31,879

evidence the second you'd call hard

156

00:06:28,849 --> 00:06:35,419

causal evidence the soft causal evidence

157

00:06:31,879 --> 00:06:37,159

is developmental so for example you take

158

00:06:35,419 --> 00:06:38,899

data on three and four-year-olds who

159

00:06:37,159 --> 00:06:39,500

have not learned letter names a letter

160

00:06:38,899 --> 00:06:41,360

sounds

161

00:06:39,500 --> 00:06:43,789

you take data on their phone illogical

162

00:06:41,360 --> 00:06:45,350

skills and how do we get out

163

00:06:43,789 --> 00:06:46,910

phonological skills we cannot

164

00:06:45,350 --> 00:06:48,950

look at them directly we can't observe

165

00:06:46,910 --> 00:06:51,770

them it's a mental construct it's a

166

00:06:48,950 --> 00:06:54,620

cognitive construct so we use different

167

00:06:51,770 --> 00:06:56,360

types of tasks that we assume tap into

168

00:06:54,620 --> 00:06:58,520

those phonological skills and those

169

00:06:56,360 --> 00:07:00,770

include when kids are three and four the

170

00:06:58,520 --> 00:07:03,680

ability to rhyme the ability to identify

171

00:07:00,770 --> 00:07:06,530

first sounds and words and the ability

172

00:07:03,680 --> 00:07:08,920

to do syllable segmentation maybe clap

173

00:07:06,530 --> 00:07:11,630

out syllables or tap out syllables and

174

00:07:08,920 --> 00:07:13,520

children who are three and four that are

175

00:07:11,630 --> 00:07:15,590

more skilled at that pick up on letter

176

00:07:13,520 --> 00:07:17,530

name and letter sound skills more

177

00:07:15,590 --> 00:07:21,410

quickly than kids who are weaker at that

178

00:07:17,530 --> 00:07:23,180

so we know if we're testing kids in the

179

00:07:21,410 --> 00:07:24,920

fall of kindergarten with their letter

180

00:07:23,180 --> 00:07:27,860

name and letter sound skill we know that

181

00:07:24,920 --> 00:07:29,360

age five kindergarten letter name and

182

00:07:27,860 --> 00:07:32,690

letter sound skills didn't cause age

183

00:07:29,360 --> 00:07:33,860

three phonological skills but that soft

184

00:07:32,690 --> 00:07:35,720

causal evidence because there could

185

00:07:33,860 --> 00:07:39,440

still be a third factor that influences

186

00:07:35,720 --> 00:07:42,410

both of those so the stronger causal

187

00:07:39,440 --> 00:07:44,810

evidence comes from studies in which

188

00:07:42,410 --> 00:07:47,240

three and four-year-olds were trained on

189

00:07:44,810 --> 00:07:49,790

those types of early phonological skills

190

00:07:47,240 --> 00:07:52,820

on rhyming on first sound awareness and

191

00:07:49,790 --> 00:07:55,040

on syllable segmentation and children

192

00:07:52,820 --> 00:07:56,810

are randomly assigned to groups so both

193

00:07:55,040 --> 00:07:59,270

groups start out with equivalent skills

194

00:07:56,810 --> 00:08:00,830

and one group is given those

195

00:07:59,270 --> 00:08:02,690

phonological awareness skill training

196

00:08:00,830 --> 00:08:05,180

another group may be given vocabulary

197

00:08:02,690 --> 00:08:06,740

training and then either immediately

198

00:08:05,180 --> 00:08:08,510

after the training is over they try to

199

00:08:06,740 --> 00:08:10,640

teach children some letter names and

200

00:08:08,510 --> 00:08:12,440

letter sounds or they tuck that

201

00:08:10,640 --> 00:08:14,210

information aside and they come back

202

00:08:12,440 --> 00:08:16,190

after the child has entered kindergarten

203

00:08:14,210 --> 00:08:17,810

and see how they did and see how many

204

00:08:16,190 --> 00:08:20,360

letter names the letter sounds they know

205

00:08:17,810 --> 00:08:22,340

when they enter kindergarten in that

206

00:08:20,360 --> 00:08:25,610

case they find that the children who had

207

00:08:22,340 --> 00:08:26,690

gotten the training do better at letter

208

00:08:25,610 --> 00:08:28,130

names and letter sounds than the

209

00:08:26,690 --> 00:08:30,740

children who had not gotten that

210

00:08:28,130 --> 00:08:34,039

training so that is pretty strong causal

211

00:08:30,740 --> 00:08:36,620

evidence so we now know when children

212

00:08:34,039 --> 00:08:39,440

show up to kindergarten and they have

213

00:08:36,620 --> 00:08:42,200

strong or weak letter name knowledge we

214

00:08:39,440 --> 00:08:44,330

pretty much assume that the onus of

215

00:08:42,200 --> 00:08:45,650

responsibility is on the parents we know

216

00:08:44,330 --> 00:08:49,700

that kids that come into kindergarten

217

00:08:45,650 --> 00:08:52,070

with 26 uppercase letter names and 23

218

00:08:49,700 --> 00:08:53,180

lowercase letter names and 14 sounds we

219

00:08:52,070 --> 00:08:54,650

know that those children are going to do

220

00:08:53,180 --> 00:08:56,570

just fine and learning to read for the

221

00:08:54,650 --> 00:08:57,630

most part but you have those other kids

222

00:08:56,570 --> 00:09:00,180

that come in with

223

00:08:57,630 --> 00:09:01,800

9 upper case four lower case and only one

224

00:09:00,180 --> 00:09:04,170

sound and that one sound happens to be

225

00:09:01,800 --> 00:09:05,610

the first sound in their first name we

226

00:09:04,170 --> 00:09:07,560

know that that child is at risk for

227

00:09:05,610 --> 00:09:09,420

reading problems and it's very tempting

228

00:09:07,560 --> 00:09:11,340

for us to just assume the parents didn't

229

00:09:09,420 --> 00:09:12,690

do what they should have done with a lot

230

00:09:11,340 --> 00:09:14,850

of letter names and letter sounds

231

00:09:12,690 --> 00:09:16,890

earlier on now that may well be the case

232

00:09:14,850 --> 00:09:19,560

and there's no question that early home

233

00:09:16,890 --> 00:09:20,910

environments influence early reading but

234

00:09:19,560 --> 00:09:22,530

at the same time we have to look at

235

00:09:20,910 --> 00:09:24,930

another factor and that is whether or

236

00:09:22,530 --> 00:09:28,260

not the children have the phonological

237

00:09:24,930 --> 00:09:30,630

core deficit in how well children do an

238

00:09:28,260 --> 00:09:33,270

early letter names and letter sounds may

239

00:09:30,630 --> 00:09:35,550

well be a pretty reliable marker for the

240

00:09:33,270 --> 00:09:37,260

phonological core deficit so when you

241

00:09:35,550 --> 00:09:39,000

have children throughout kindergarten

242

00:09:37,260 --> 00:09:39,960

and into first grade focus on letter

243

00:09:39,000 --> 00:09:43,770

sounds

244

00:09:39,960 --> 00:09:47,040

those are phonemes so you focus on in a

245

00:09:43,770 --> 00:09:48,810

t hmm ll ah and AH and all the other

246

00:09:47,040 --> 00:09:50,910

letter sounds that's helping kids

247

00:09:48,810 --> 00:09:53,070

isolate phonemes within words and guess

248

00:09:50,910 --> 00:09:55,380

what happens we now know there's a

249

00:09:53,070 --> 00:09:57,570

causal relationship between learning

250

00:09:55,380 --> 00:10:00,440

letter sounds and developing phoneme

251

00:09:57,570 --> 00:10:02,610

awareness now notice the causal arrows

252

00:10:00,440 --> 00:10:04,530

early phonological awareness is

253

00:10:02,610 --> 00:10:07,760

foundational for basic phoneme awareness

254

00:10:04,530 --> 00:10:10,410

such as segmenting and blending but

255

00:10:07,760 --> 00:10:12,390

exposure to an alphabet based writing

256

00:10:10,410 --> 00:10:15,180

system and focusing on those phonemes is

257

00:10:12,390 --> 00:10:18,480

also causal there's some ways we know

258

00:10:15,180 --> 00:10:20,040

this way back in the 70s when they first

259

00:10:18,480 --> 00:10:22,230

started noticing a relationship between

260

00:10:20,040 --> 00:10:24,330

phonological awareness and reading they

261

00:10:22,230 --> 00:10:26,910

wanted to ferret out the relationship in

262

00:10:24,330 --> 00:10:28,320

terms of causality one of the studies

263

00:10:26,910 --> 00:10:31,110

that was done was they went to Chinese

264

00:10:28,320 --> 00:10:33,690

adults back in the 70s and they found

265

00:10:31,110 --> 00:10:35,880

that Chinese adults couldn't do the kind

266

00:10:33,690 --> 00:10:38,460

of phoneme segmentation of spoken words

267

00:10:35,880 --> 00:10:40,260

that our first graders could do that

268

00:10:38,460 --> 00:10:42,420

seems a little odd didn't it but the

269

00:10:40,260 --> 00:10:45,180

reality is their writing system never

270

00:10:42,420 --> 00:10:47,280

demanded it interestingly you can't do

271

00:10:45,180 --> 00:10:49,680

that study in China anymore because

272

00:10:47,280 --> 00:10:51,810

since that time Chinese children are

273

00:10:49,680 --> 00:10:53,730

trained and what's called pinyin and

274

00:10:51,810 --> 00:10:55,620

that's using the Roman alphabet like

275

00:10:53,730 --> 00:10:58,400

English uses the Roman alphabet with

276

00:10:55,620 --> 00:11:00,810

some little diacritical marks on top to

277

00:10:58,400 --> 00:11:03,120

teach children to read at the earliest

278

00:11:00,810 --> 00:11:05,160

stages using an alphabet and then they

279

00:11:03,120 --> 00:11:08,190

transition to the traditional Chinese

280

00:11:05,160 --> 00:11:10,670

characters so as a result current

281

00:11:08,190 --> 00:11:13,640

Chinese adults have been trained on a

282

00:11:10,670 --> 00:11:15,500

phonology based writing system the

283

00:11:13,640 --> 00:11:17,690

pinyin which they eventually abandoned

284

00:11:15,500 --> 00:11:19,519

but which allowed them to develop

285

00:11:17,690 --> 00:11:22,190

phoneme awareness so now Chinese adults

286

00:11:19,519 --> 00:11:25,430

can segment where they couldn't have

287

00:11:22,190 --> 00:11:27,589

done so 40 years ago there are other

288

00:11:25,430 --> 00:11:29,870

studies to show that illiterate adults

289

00:11:27,589 --> 00:11:32,029

in some countries who were never taught

290

00:11:29,870 --> 00:11:34,310

to read they may be able to clap out

291

00:11:32,029 --> 00:11:36,620

syllables but they can't break words

292

00:11:34,310 --> 00:11:38,839

down into phonemes they don't have to so

293

00:11:36,620 --> 00:11:42,320

phoneme awareness is not a natural part

294

00:11:38,839 --> 00:11:44,690

of oral language in fact it's something

295

00:11:42,320 --> 00:11:46,459

that develops as a result of being

296

00:11:44,690 --> 00:11:49,550

trained on letter sounds which are

297

00:11:46,459 --> 00:11:52,579

phonemes so you have this basic phoneme

298

00:11:49,550 --> 00:11:55,459

awareness by the end of first grade most

299

00:11:52,579 --> 00:11:57,950

children can blend or segment just about

300

00:11:55,459 --> 00:12:00,560

any word you throw at them at the level

301

00:11:57,950 --> 00:12:02,570

of the phoneme and so if you can do

302

00:12:00,560 --> 00:12:04,310

blending and you can do segmenting you

303

00:12:02,570 --> 00:12:06,260

become pretty good at phonic decoding

304

00:12:04,310 --> 00:12:08,300

and basic spelling we now know the

305

00:12:06,260 --> 00:12:10,399

phonic decoding and basic spelling is a

306

00:12:08,300 --> 00:12:11,990

product of knowing your letter sounds

307

00:12:10,399 --> 00:12:14,360

but it's also a product of having the

308

00:12:11,990 --> 00:12:16,880

phoneme skills that allow you to apply

309

00:12:14,360 --> 00:12:19,610

that letter sound knowledge so up until

310

00:12:16,880 --> 00:12:21,890

this point we're talking about roughly a

311

00:12:19,610 --> 00:12:25,010

first-grade level of development in both

312

00:12:21,890 --> 00:12:25,519

phonological skills and in word reading

313

00:12:25,010 --> 00:12:27,800

skills

314

00:12:25,519 --> 00:12:30,440

now children can do basic phonics

315

00:12:27,800 --> 00:12:32,959

decoding they can spell phonically regular

316

00:12:30,440 --> 00:12:34,640

words and they start doing that

317

00:12:32,959 --> 00:12:36,649

throughout first grade and they do that

318

00:12:34,640 --> 00:12:39,290

throughout second grade just focusing on

319

00:12:36,649 --> 00:12:41,329

phonemes and letters phonemes and

320

00:12:39,290 --> 00:12:44,750

letters phonemes and letters well guess

321

00:12:41,329 --> 00:12:47,810

what happens now you eventually become

322

00:12:44,750 --> 00:12:49,519

really good at your letter sound

323

00:12:47,810 --> 00:12:51,829

knowledge and you become really good at

324

00:12:49,519 --> 00:12:53,930

the phonemes within spoken words that

325

00:12:51,829 --> 00:12:55,910

results sometime around late second into

326

00:12:53,930 --> 00:12:57,769

early third grade what I refer to as

327

00:12:55,910 --> 00:13:00,860

advanced phonemic awareness or phonemic

328

00:12:57,769 --> 00:13:03,410

proficiency let me explain what I mean

329

00:13:00,860 --> 00:13:06,680

by this we now know from a number of

330

00:13:03,410 --> 00:13:08,510

studies some very large studies that

331

00:13:06,680 --> 00:13:10,610

phonemic awareness continues to grow

332

00:13:08,510 --> 00:13:12,170

continues to develop and continues to

333

00:13:10,610 --> 00:13:14,899

correlate pretty strongly with reading

334

00:13:12,170 --> 00:13:16,399

beyond first-grade so even though

335

00:13:14,899 --> 00:13:18,140

blending and segmenting are pretty well

336

00:13:16,399 --> 00:13:20,990

mastered by typically developing readers

337

00:13:18,140 --> 00:13:24,170

they become much more proficient at

338

00:13:20,990 --> 00:13:24,590

segmenting and blending to the point

339

00:13:24,170 --> 00:13:28,180

where

340

00:13:24,590 --> 00:13:30,920

things become automatic now at a later

341

00:13:28,180 --> 00:13:32,830

module module six we're going to talk

342

00:13:30,920 --> 00:13:35,690

about the different ways of assessing

343

00:13:32,830 --> 00:13:38,810

phonemic skills and we're not going to

344

00:13:35,690 --> 00:13:41,000

delve in that at the moment but in short

345

00:13:38,810 --> 00:13:43,910

of it right now we're going to say that

346

00:13:41,000 --> 00:13:46,070

phonemic skills become automatic behind

347

00:13:43,910 --> 00:13:47,779

the scenes to the point where children

348

00:13:46,070 --> 00:13:49,279

have access to the phonemes without even

349

00:13:47,779 --> 00:13:51,770

thinking about it that's advanced

350

00:13:49,279 --> 00:13:53,630

phonemic awareness so where as

351

00:13:51,770 --> 00:13:55,100

segmentation skills may be a conscious

352

00:13:53,630 --> 00:13:58,339

skill at the end of first grade

353

00:13:55,100 --> 00:14:00,950

they're instant and unconscious by late

354

00:13:58,339 --> 00:14:03,620

2nd or early 3rd grade in most kids at

355

00:14:00,950 --> 00:14:04,910

least typically developing readers so

356

00:14:03,620 --> 00:14:06,279

that's what I mean by advanced phonemic

357

00:14:04,910 --> 00:14:08,810

awareness or premium of proficiency

358

00:14:06,279 --> 00:14:11,000

advanced phonemic awareness i define as

359

00:14:08,810 --> 00:14:14,420

the phonemic awareness that continues to

360

00:14:11,000 --> 00:14:17,029

develop after first grade and that plays

361

00:14:14,420 --> 00:14:19,610

out as highly proficient access to the

362

00:14:17,029 --> 00:14:21,980

phonemes it's hard to understand this

363

00:14:19,610 --> 00:14:25,640

next step until the next session in this

364

00:14:21,980 --> 00:14:27,620

module but it becomes the driver for

365

00:14:25,640 --> 00:14:30,020

what is referred to as orthographic

366

00:14:27,620 --> 00:14:31,070

mapping so if you're good at phonic

367

00:14:30,020 --> 00:14:34,190

decoding and you're good with the

368

00:14:31,070 --> 00:14:36,010

letters and sounds and you have advanced

369

00:14:34,190 --> 00:14:39,110

phonemic awareness and proficiency you

370

00:14:36,010 --> 00:14:41,240

can become good at orthographic mapping

371

00:14:39,110 --> 00:14:43,280

what's orthographic mapping simply put

372

00:14:41,240 --> 00:14:46,310

orthographic mapping is the mental or

373

00:14:43,280 --> 00:14:48,680

cognitive process that we use to store a

374

00:14:46,310 --> 00:14:51,560

word for permanent retrieval later on

375

00:14:48,680 --> 00:14:53,510

it's the foundation of building our

376

00:14:51,560 --> 00:14:56,360

sight vocabulary our orthographic

377

00:14:53,510 --> 00:14:58,010

lexicon it is not the least bit obvious

378

00:14:56,360 --> 00:15:00,740

how that could be and so we have an

379

00:14:58,010 --> 00:15:02,930

entire session devoted to that but for

380

00:15:00,740 --> 00:15:05,630

our purposes here what we can talk about

381

00:15:02,930 --> 00:15:07,459

is by late second early 3rd grade is

382

00:15:05,630 --> 00:15:10,220

when you have the sight word explosion

383

00:15:07,459 --> 00:15:11,900

in children's development in fact

384

00:15:10,220 --> 00:15:13,750

researchers have a term for it they call

385

00:15:11,900 --> 00:15:17,450

it the sponge-like development of

386

00:15:13,750 --> 00:15:20,930

written vocabulary orthographic mapping

387

00:15:17,450 --> 00:15:24,110

is supported by very proficient phonic

388

00:15:20,930 --> 00:15:26,630

decoding and by very proficient phonemic

389

00:15:24,110 --> 00:15:28,940

awareness after this point as the

390

00:15:26,630 --> 00:15:30,440

orthographic lexicon gets built up kids

391

00:15:28,940 --> 00:15:33,500

have large sight vocabulary to become

392

00:15:30,440 --> 00:15:36,170

fluent now the shift is to focus

393

00:15:33,500 --> 00:15:38,320

primarily on comprehension and move away

394

00:15:36,170 --> 00:15:40,630

from the building blocks

395

00:15:38,320 --> 00:15:42,940

of learning to read the words because

396

00:15:40,630 --> 00:15:45,280

now the mechanics of that is very well

397

00:15:42,940 --> 00:15:47,440

in place by late second into third grade

398

00:15:45,280 --> 00:15:49,060

even within typical development there's

399

00:15:47,440 --> 00:15:52,630

going to be some variation so it should

400

00:15:49,060 --> 00:15:54,100

be clear that phonology is foundational

401

00:15:52,630 --> 00:15:56,440

all the way through at every single

402

00:15:54,100 --> 00:15:58,090

level phonology is necessary for

403

00:15:56,440 --> 00:15:59,560

learning letter names because that

404

00:15:58,090 --> 00:16:02,560

involves phonological storage of those

405

00:15:59,560 --> 00:16:04,420

names phonological skills are necessary

406

00:16:02,560 --> 00:16:07,030

for letter sounds because those letter

407

00:16:04,420 --> 00:16:08,920

sounds are phonemes that don't exist

408

00:16:07,030 --> 00:16:11,530

independently in our spoken language

409

00:16:08,920 --> 00:16:13,570

except in maybe three two or three words

410

00:16:11,530 --> 00:16:16,330

in English all other words are multi

411

00:16:13,570 --> 00:16:18,760

phonemic and phonic decoding and

412

00:16:16,330 --> 00:16:20,020

spelling are both dependent very much on

413

00:16:18,760 --> 00:16:23,260

the phone ology of the spoken language

414

00:16:20,020 --> 00:16:25,120

the phonemes and the blending and in

415

00:16:23,260 --> 00:16:28,300

ways that are not obvious that will be

416

00:16:25,120 --> 00:16:31,270

explained in the next session our

417

00:16:28,300 --> 00:16:33,040

ability to anchor words into long-term

418

00:16:31,270 --> 00:16:34,840

memory so they jump out at us in the

419

00:16:33,040 --> 00:16:37,960

future and we don't ever forget them is

420

00:16:34,840 --> 00:16:43,360

based upon highly proficient phonemic

421

00:16:37,960 --> 00:16:45,460

skills so in summary an alphabetic

422

00:16:43,360 --> 00:16:49,060

writing system is based upon the

423

00:16:45,460 --> 00:16:51,910

phonemes of spoken language phonological

424

00:16:49,060 --> 00:16:54,120

skills are a foundational aspect of

425

00:16:51,910 --> 00:16:57,070

every level of word reading development

426

00:16:54,120 --> 00:16:58,780

an exposure to an alphabetic based

427

00:16:57,070 --> 00:17:02,370

writing system promotes the phoneme

428

00:16:58,780 --> 00:17:02,370

skills and typically developing readers

429

00:17:04,260 --> 00:17:07,990

so what has been your understanding of

430

00:17:06,520 --> 00:17:09,699

the role of phonological skills and

431

00:17:07,990 --> 00:17:11,829

reading and how would you characterize

432

00:17:09,699 --> 00:17:18,640

that understanding after watching this

433

00:17:11,829 --> 00:17:21,220

session in the next session we're going

434

00:17:18,640 --> 00:17:22,750

to talk about why some children struggle

435

00:17:21,220 --> 00:17:25,060

in learning to read as a result of

436

00:17:22,750 --> 00:17:26,920

having poor phonology and I apologize

437

00:17:25,060 --> 00:17:28,240

for miss speaking it's actually two

438

00:17:26,920 --> 00:17:31,560

sessions from now that we will cover

439

00:17:28,240 --> 00:17:31,560

orthographic mapping