1

00:00:04,850 --> 00:00:12,330

module four word level reading session 3

2

00:00:08,879 --> 00:00:16,020

how poor phonological skills hinder word

3

00:00:12,330 --> 00:00:17,910

reading hello this is David Kilpatrick

4

00:00:16,020 --> 00:00:20,040

and I am your presenter for this series

5

00:00:17,910 --> 00:00:22,860

of webinars the series of webinars is

6

00:00:20,040 --> 00:00:26,340

designed to present the highlights from

7

00:00:22,860 --> 00:00:27,720

a vast amount of reading research that

8

00:00:26,340 --> 00:00:30,210

has been generated over the years and

9

00:00:27,720 --> 00:00:33,420

apply it directly to issues of

10

00:00:30,210 --> 00:00:37,740

assessment prevention and overcoming

11

00:00:33,420 --> 00:00:39,540

reading difficulties here's an overview

12

00:00:37,740 --> 00:00:42,960

of the 13 modules we're currently in

13

00:00:39,540 --> 00:00:44,610

module 4 module 4 has seven sessions and

14

00:00:42,960 --> 00:00:45,990

we're in the third session and we're

15

00:00:44,610 --> 00:00:50,100

going to examine how poor phonological

16

00:00:45,990 --> 00:00:52,260

skills affects word reading after

17

00:00:50,100 --> 00:00:54,390

viewing this session participants should

18

00:00:52,260 --> 00:00:56,940

be able to understand why students with

19

00:00:54,390 --> 00:00:58,820

the phonological core deficit make very

20

00:00:56,940 --> 00:01:01,350

limited progress in word level reading

21

00:00:58,820 --> 00:01:02,760

also they'll be able to identify how

22

00:01:01,350 --> 00:01:05,070

students with the phonological core

23

00:01:02,760 --> 00:01:06,659

deficit may display different patterns

24

00:01:05,070 --> 00:01:09,090

depending on their level of development

25

00:01:06,659 --> 00:01:11,790

and the instructional opportunities that

26

00:01:09,090 --> 00:01:13,200

they have available to them this is

27

00:01:11,790 --> 00:01:15,810

important because two children may have

28

00:01:13,200 --> 00:01:17,850

the same underlying reasoning for why

29

00:01:15,810 --> 00:01:19,860

they're struggling and reading but the

30

00:01:17,850 --> 00:01:23,750

way they're reading plays out in a real

31

00:01:19,860 --> 00:01:26,820

world situation may look a bit different

32

00:01:23,750 --> 00:01:28,710

this session builds upon the previous

33

00:01:26,820 --> 00:01:30,000

session so if you do not view the

34

00:01:28,710 --> 00:01:33,210

previous session I strongly encourage

35

00:01:30,000 --> 00:01:36,409

you to do so recall from the previous

36

00:01:33,210 --> 00:01:38,460

session the nature of alphabetic writing

37

00:01:36,409 --> 00:01:41,159

alphabetic writing is designed to

38

00:01:38,460 --> 00:01:43,590

capture the sounds within the speech

39

00:01:41,159 --> 00:01:47,850

stream of spoken language and turn that

40

00:01:43,590 --> 00:01:49,799

into a written form individuals who

41

00:01:47,850 --> 00:01:51,930

therefore have limited access to the

42

00:01:49,799 --> 00:01:53,729

phonemes within the speech stream and

43

00:01:51,930 --> 00:01:55,799

it's the phonemes upon which the

44

00:01:53,729 --> 00:01:57,330

alphabet is based they're going to be at

45

00:01:55,799 --> 00:01:58,830

a great disadvantage when you're going

46

00:01:57,330 --> 00:02:01,770

to try to learn an alphabet based

47

00:01:58,830 --> 00:02:04,500

writing system the difficulties these

48

00:02:01,770 --> 00:02:06,750

individuals face may influence their

49

00:02:04,500 --> 00:02:09,119

ability to sound out new words or it may

50

00:02:06,750 --> 00:02:10,860

not depending on the level of severity

51

00:02:09,119 --> 00:02:13,019

of the phonological core deficit that

52

00:02:10,860 --> 00:02:16,549

they experience this will become more

53

00:02:13,019 --> 00:02:16,549

clear in future slides

54

00:02:17,200 --> 00:02:21,530

there is a naturally occurring

55

00:02:19,420 --> 00:02:23,329

interactive reciprocal relationship

56

00:02:21,530 --> 00:02:24,829

between phonological skill development

57

00:02:23,329 --> 00:02:26,810

and word reading development that was

58

00:02:24,829 --> 00:02:28,640

covered in the last session and the

59

00:02:26,810 --> 00:02:31,730

phonological core deficit can disrupt

60

00:02:28,640 --> 00:02:32,840

that development in various ways in fact

61

00:02:31,730 --> 00:02:35,060

what we're going to do is go back

62

00:02:32,840 --> 00:02:36,590

through the same discussion of

63

00:02:35,060 --> 00:02:37,909

phonological awareness development and

64

00:02:36,590 --> 00:02:40,879

word reading development from the last

65

00:02:37,909 --> 00:02:43,069

session except then we were focusing on

66

00:02:40,879 --> 00:02:44,420

typical development now we're going to

67

00:02:43,069 --> 00:02:46,579

talk about individuals with the

68

00:02:44,420 --> 00:02:48,590

phonological core deficit and see how

69

00:02:46,579 --> 00:02:53,319

their development and ward reading is

70

00:02:48,590 --> 00:02:53,319

disrupted by their issues with phonology

71

00:02:58,540 --> 00:03:02,269

recall with word reading development we

72

00:03:00,739 --> 00:03:03,980

have letter names and letter sounds we

73

00:03:02,269 --> 00:03:05,629

have phonic decoding and encoding and

74

00:03:03,980 --> 00:03:08,239

for the most part that's been our focus

75

00:03:05,629 --> 00:03:10,219

within education but you also recall

76

00:03:08,239 --> 00:03:11,900

that letter name and letter sound

77

00:03:10,219 --> 00:03:14,689

knowledge is based upon early

78

00:03:11,900 --> 00:03:16,340

phonological awareness but what if you

79

00:03:14,689 --> 00:03:20,299

have very weak early phonological

80

00:03:16,340 --> 00:03:21,859

awareness if that's the case then it's

81

00:03:20,299 --> 00:03:23,569

going to be much more difficult for you

82

00:03:21,859 --> 00:03:25,310

to learn letter names but particularly

83

00:03:23,569 --> 00:03:27,979

it's gonna be hard to learn letter

84

00:03:25,310 --> 00:03:30,229

sounds at least letter names are multi

85

00:03:27,979 --> 00:03:35,780

phonemic like other words so for example

86

00:03:30,229 --> 00:03:37,370

letter names such as B or T or L if you

87

00:03:35,780 --> 00:03:39,859

were to spell them out they would be E-L

88

00:03:37,370 --> 00:03:42,439

for L and T-E-E for T etcetera

89

00:03:39,859 --> 00:03:44,599

they're Multi phonemic but when it comes

90

00:03:42,439 --> 00:03:46,970

to individual letter sounds they

91

00:03:44,599 --> 00:03:48,829

represent single phonemes so because

92

00:03:46,970 --> 00:03:50,689

letter names are multi phonemic it's

93

00:03:48,829 --> 00:03:52,669

typically easier for children to pick up

94

00:03:50,689 --> 00:03:55,669

on them just like names of other things

95

00:03:52,669 --> 00:03:57,739

letter sounds represent abstractions

96

00:03:55,669 --> 00:03:59,299

those phonemes within spoken words that

97

00:03:57,739 --> 00:04:01,699

we don't have to deal with when it comes

98

00:03:59,299 --> 00:04:04,040

to oral language if you are a child who

99

00:04:01,699 --> 00:04:05,509

struggles with phonological skills it's

100

00:04:04,040 --> 00:04:07,129

going to be very difficult for you to

101

00:04:05,509 --> 00:04:09,680

deal with those abstractions that we

102

00:04:07,129 --> 00:04:11,470

refer to as phonemes that are

103

00:04:09,680 --> 00:04:14,180

represented by the letter sounds

104

00:04:11,470 --> 00:04:15,979

children come in to school in

105

00:04:14,180 --> 00:04:18,470

kindergarten and they already have fewer

106

00:04:15,979 --> 00:04:21,139

letter names and letter sounds available

107

00:04:18,470 --> 00:04:22,909

to them we've known since the 70s that

108

00:04:21,139 --> 00:04:25,969

letter name and letter sound knowledge

109

00:04:22,909 --> 00:04:28,370

in kindergarten predicts 2nd and 3rd

110

00:04:25,969 --> 00:04:29,990

grade reading skill in the past we just

111

00:04:28,370 --> 00:04:30,710

assumed that's because letter sounds are

112

00:04:29,990 --> 00:04:32,810

so important for

113

00:04:30,710 --> 00:04:35,180

phonic decoding and certainly that's one

114

00:04:32,810 --> 00:04:37,220

of the reasons but there may be a deeper

115

00:04:35,180 --> 00:04:38,420

and more subtle reason as to why letter

116

00:04:37,220 --> 00:04:40,490

name and letter sound knowledge in

117

00:04:38,420 --> 00:04:42,950

kindergarten predicts later reading

118

00:04:40,490 --> 00:04:44,630

skills and that may be because doing

119

00:04:42,950 --> 00:04:46,430

poorly with letter names and letter

120

00:04:44,630 --> 00:04:49,310

sounds in kindergarten may be a marker

121

00:04:46,430 --> 00:04:50,630

of the phonological core deficit so you

122

00:04:49,310 --> 00:04:52,400

may have a child who comes into

123

00:04:50,630 --> 00:04:53,930

kindergarten and the parents did all the

124

00:04:52,400 --> 00:04:55,520

right things and that child still

125

00:04:53,930 --> 00:04:57,440

underperforms when it comes to letter

126

00:04:55,520 --> 00:04:59,840

names and letter sounds that child may

127

00:04:57,440 --> 00:05:01,550

have the phonological core deficit so

128

00:04:59,840 --> 00:05:03,860

now you have a child who comes in with

129

00:05:01,550 --> 00:05:05,210

an inadequate number of letter names and

130

00:05:03,860 --> 00:05:07,730

letter sounds and throughout

131

00:05:05,210 --> 00:05:09,320

kindergarten as various sounds are being

132

00:05:07,730 --> 00:05:11,240

learned and reinforced they are not

133

00:05:09,320 --> 00:05:12,710

benefiting nearly as much as their peers

134

00:05:11,240 --> 00:05:14,960

who do not have the phonological core

135

00:05:12,710 --> 00:05:17,830

deficit now with typically developing

136

00:05:14,960 --> 00:05:21,380

kids focusing on those letter sounds

137

00:05:17,830 --> 00:05:23,000

naturally produces phoneme awareness but

138

00:05:21,380 --> 00:05:25,810

with children with the phonological core

139

00:05:23,000 --> 00:05:27,980

deficit that doesn't necessarily happen

140

00:05:25,810 --> 00:05:32,300

children with the milder phonological

141

00:05:27,980 --> 00:05:34,760

core deficit issues they may develop the

142

00:05:32,300 --> 00:05:37,490

phoneme awareness as a result of being

143

00:05:34,760 --> 00:05:38,600

taught letter sounds and maybe even some

144

00:05:37,490 --> 00:05:41,300

of the children with the moderate

145

00:05:38,600 --> 00:05:43,940

phonological core issues and if they do

146

00:05:41,300 --> 00:05:45,740

so it's typically about a year late as I

147

00:05:43,940 --> 00:05:47,690

mentioned last time blending and

148

00:05:45,740 --> 00:05:49,910

segmentation at the phoneme level is

149

00:05:47,690 --> 00:05:51,980

pretty much mastered by most first

150

00:05:49,910 --> 00:05:53,420

graders at the end of first grade well

151

00:05:51,980 --> 00:05:55,460

with many children with the phonological

152

00:05:53,420 --> 00:05:57,350

core deficit they may become good at

153

00:05:55,460 --> 00:06:00,320

blending and segmenting by the end of

154

00:05:57,350 --> 00:06:02,420

second grade this becomes a problem in

155

00:06:00,320 --> 00:06:04,520

recognizing the reason for their

156

00:06:02,420 --> 00:06:06,800

difficulties because what happens is

157

00:06:04,520 --> 00:06:08,600

children will be evaluated using a

158

00:06:06,800 --> 00:06:10,250

blending task or a segmenting task at

159

00:06:08,600 --> 00:06:12,050

the end of 2nd grade or even into 3rd

160

00:06:10,250 --> 00:06:15,230

grade and they'll say hmm their

161

00:06:12,050 --> 00:06:17,300

phonological awareness is just fine such

162

00:06:15,230 --> 00:06:19,250

an attitude doesn't recognize the fact

163

00:06:17,300 --> 00:06:22,880

that phonological awareness continues to

164

00:06:19,250 --> 00:06:25,010

grow after first grade and continues to

165

00:06:22,880 --> 00:06:28,100

have an impact on children's reading

166

00:06:25,010 --> 00:06:31,130

development that continued growth beyond

167

00:06:28,100 --> 00:06:33,110

1st grade is not inconsequential for

168

00:06:31,130 --> 00:06:34,220

reading it's very important for reading

169

00:06:33,110 --> 00:06:36,830

development but it doesn't get

170

00:06:34,220 --> 00:06:39,320

recognized when we rely on tests of

171

00:06:36,830 --> 00:06:42,230

blending and segmentation this will be

172

00:06:39,320 --> 00:06:44,470

covered in much more detail in module 6

173

00:06:42,230 --> 00:06:45,790

other children

174

00:06:44,470 --> 00:06:48,130

which have the moderate phonological

175

00:06:45,790 --> 00:06:50,140

core deficit and most children with the

176

00:06:48,130 --> 00:06:52,900

severe phonological court deficit will

177

00:06:50,140 --> 00:06:54,970

absolutely not develop phoneme awareness

178

00:06:52,900 --> 00:06:56,980

after being taught letter sounds it just

179

00:06:54,970 --> 00:06:58,810

doesn't naturally develop so while

180

00:06:56,980 --> 00:07:00,610

typically developing children will

181

00:06:58,810 --> 00:07:02,470

develop phoneme awareness all on their

182

00:07:00,610 --> 00:07:04,690

own as a result of being taught letter

183

00:07:02,470 --> 00:07:06,910

sounds children with the phonological

184

00:07:04,690 --> 00:07:09,130

core deficit may or may not develop that

185

00:07:06,910 --> 00:07:11,320

and if they do it's going to be late and

186

00:07:09,130 --> 00:07:14,890

in many cases it doesn't develop at all

187

00:07:11,320 --> 00:07:17,590

as a result you don't have the phoneme

188

00:07:14,890 --> 00:07:21,220

awareness skills fueling the phonic

189

00:07:17,590 --> 00:07:24,010

decoding and the end coding rather it's

190

00:07:21,220 --> 00:07:26,020

just really the child's raw letter sound

191

00:07:24,010 --> 00:07:29,710

knowledge that is prompting that and

192

00:07:26,020 --> 00:07:32,590

that's often not enough if a child does

193

00:07:29,710 --> 00:07:35,050

develop the phonic skills and typically

194

00:07:32,590 --> 00:07:36,700

it's only as a result of direct teaching

195

00:07:35,050 --> 00:07:37,840

of phonics skills and not something that

196

00:07:36,700 --> 00:07:39,790

they're going to figure out on their own

197

00:07:37,840 --> 00:07:42,370

through either the whole word or the

198

00:07:39,790 --> 00:07:45,730

three cueing approach such a child may

199

00:07:42,370 --> 00:07:47,260

become good at phonic decoding there are

200

00:07:45,730 --> 00:07:49,360

many cases and many of you know about

201

00:07:47,260 --> 00:07:51,640

these children who if they get a good

202

00:07:49,360 --> 00:07:54,040

phonic intervention they become better

203

00:07:51,640 --> 00:07:56,380

and better at sounding out unfamiliar

204

00:07:54,040 --> 00:07:59,410

words and better at better at spelling

205

00:07:56,380 --> 00:08:00,700

phonic irregular words but for many of

206

00:07:59,410 --> 00:08:02,860

them that's where their reading

207

00:08:00,700 --> 00:08:05,260

development stops they're not good at

208

00:08:02,860 --> 00:08:07,510

remembering words because they do not

209

00:08:05,260 --> 00:08:09,580

develop advanced phonemic awareness as a

210

00:08:07,510 --> 00:08:11,910

result of learning phonics now keep in

211

00:08:09,580 --> 00:08:14,800

mind if you don't teach phonics

212

00:08:11,910 --> 00:08:16,090

explicitly to such children they're not

213

00:08:14,800 --> 00:08:17,350

even going to get that far they're not

214

00:08:16,090 --> 00:08:20,260

even going to get to that second level

215

00:08:17,350 --> 00:08:22,030

on either side but if you do teach

216

00:08:20,260 --> 00:08:23,410

phonics there's a good chance that they

217

00:08:22,030 --> 00:08:24,100

are going to get to the second level on

218

00:08:23,410 --> 00:08:26,860

both sides

219

00:08:24,100 --> 00:08:29,080

however most children with moderate to

220

00:08:26,860 --> 00:08:30,580

severe phonological awareness will never

221

00:08:29,080 --> 00:08:33,520

develop the advanced phonemic awareness

222

00:08:30,580 --> 00:08:35,260

unless it is directly taught some of the

223

00:08:33,520 --> 00:08:37,510

children with mild phonological issues

224

00:08:35,260 --> 00:08:39,039

might go on to develop the advanced

225

00:08:37,510 --> 00:08:41,500

phonemic awareness as a result of being

226

00:08:39,039 --> 00:08:45,130

taught phonics because they have milder

227

00:08:41,500 --> 00:08:46,690

problems but the more moderate to severe

228

00:08:45,130 --> 00:08:49,720

children with a phonological core

229

00:08:46,690 --> 00:08:52,210

deficit do not naturally develop that

230

00:08:49,720 --> 00:08:55,990

that's why you have children who've been

231

00:08:52,210 --> 00:08:57,820

in phonic programs for years and they do

232

00:08:55,990 --> 00:08:58,259

not become good readers because they are

233

00:08:57,820 --> 00:09:00,059

Not good at

234

00:08:58,259 --> 00:09:02,790

adding to their site vocabulary in other

235

00:09:00,059 --> 00:09:04,079

words the orthographic mapping process

236

00:09:02,790 --> 00:09:06,569

is not in place for them

237

00:09:04,079 --> 00:09:08,729

orthographic mapping which will be

238

00:09:06,569 --> 00:09:11,249

covered in detail in the next set of

239

00:09:08,729 --> 00:09:13,410

slides is the mental process we use to

240

00:09:11,249 --> 00:09:15,269

store words when I say mental process

241

00:09:13,410 --> 00:09:17,459

it's actually automatic and behind the

242

00:09:15,269 --> 00:09:20,039

scenes and what these children typically

243

00:09:17,459 --> 00:09:21,769

lack is automatic access to the

244

00:09:20,039 --> 00:09:24,449

letter-sound relationships and

245

00:09:21,769 --> 00:09:26,549

definitely they lack automatic access to

246

00:09:24,449 --> 00:09:27,989

the phonemes and the spoken words and as

247

00:09:26,549 --> 00:09:29,939

you see with the arrows those are the

248

00:09:27,989 --> 00:09:32,399

two key skills that go into becoming

249

00:09:29,939 --> 00:09:34,439

very good at remembering words now with

250

00:09:32,399 --> 00:09:37,589

that said children with the phonological

251

00:09:34,439 --> 00:09:41,160

core deficit can do orthographic mapping

252

00:09:37,589 --> 00:09:42,869

but very inefficiently one of the things

253

00:09:41,160 --> 00:09:45,929

we're gonna learn in the next set of

254

00:09:42,869 --> 00:09:47,910

slides is that skilled readers after

255

00:09:45,929 --> 00:09:50,789

second grade only need to see a new word

256

00:09:47,910 --> 00:09:53,069

between 1 and 4 times and it becomes

257

00:09:50,789 --> 00:09:56,459

part of their site vocabulary from then

258

00:09:53,069 --> 00:09:58,499

on but children who are struggling and

259

00:09:56,459 --> 00:10:00,269

reading we don't know how many times

260

00:09:58,499 --> 00:10:02,459

they need to see it I am not familiar

261

00:10:00,269 --> 00:10:04,619

with studies that show that I do know a

262

00:10:02,459 --> 00:10:06,359

few studies that did training with

263

00:10:04,619 --> 00:10:09,869

children and may have exposed the kids

264

00:10:06,359 --> 00:10:11,579

14 16 18 times to certain words and very

265

00:10:09,869 --> 00:10:15,269

often they didn't get it even after that

266

00:10:11,579 --> 00:10:17,220

number of exposures but we do know that

267

00:10:15,269 --> 00:10:19,230

children particularly by late elementary

268

00:10:17,220 --> 00:10:21,899

school and on into middle school and

269

00:10:19,230 --> 00:10:24,779

high school they do remember words how

270

00:10:21,899 --> 00:10:26,339

do we know that well we have tests such

271

00:10:24,779 --> 00:10:28,829

as the test of word reading efficiency

272

00:10:26,339 --> 00:10:31,679

and it's timed and they start out with

273

00:10:28,829 --> 00:10:33,299

very simple words and I have worked

274

00:10:31,679 --> 00:10:34,980

kindergarten through twelfth grade and

275

00:10:33,299 --> 00:10:37,489

working with middle schoolers and high

276

00:10:34,980 --> 00:10:40,319

schoolers some even pretty severe

277

00:10:37,489 --> 00:10:43,230

dyslexic individuals they will read

278

00:10:40,319 --> 00:10:45,089

those words very quickly and many of

279

00:10:43,230 --> 00:10:47,730

those words look just like another word

280

00:10:45,089 --> 00:10:49,289

but off by one letter so what that tells

281

00:10:47,730 --> 00:10:50,429

me is a lot of those basic words that

282

00:10:49,289 --> 00:10:52,679

they have seen hundreds of times

283

00:10:50,429 --> 00:10:54,839

eventually get mapped orthographically

284

00:10:52,679 --> 00:10:57,359

in other words they truly do have a

285

00:10:54,839 --> 00:10:59,729

memory for those words but they're

286

00:10:57,359 --> 00:11:02,279

orthographic lexicon is extremely

287

00:10:59,729 --> 00:11:05,129

limited and grows very slowly compared

288

00:11:02,279 --> 00:11:06,659

to their typically developing peers so

289

00:11:05,129 --> 00:11:08,879

even though the orthographic mapping

290

00:11:06,659 --> 00:11:11,490

will work with these older children it

291

00:11:08,879 --> 00:11:14,440

works highly inefficiently

292

00:11:11,490 --> 00:11:16,120

and the reason for that inefficiency is

293

00:11:14,440 --> 00:11:17,800

because combination of their

294

00:11:16,120 --> 00:11:20,110

letter-sound knowledge is inadequate and

295

00:11:17,800 --> 00:11:22,329

their phonemic skills are inadequate now

296

00:11:20,110 --> 00:11:25,180

it may not be obvious what in the world

297

00:11:22,329 --> 00:11:27,519

this auditory skill a phoneme awareness

298

00:11:25,180 --> 00:11:29,829

has to do with visual word reading but

299

00:11:27,519 --> 00:11:34,629

that's what the next set of slides will

300

00:11:29,829 --> 00:11:37,629

explain to summarize alphabetic writing

301

00:11:34,629 --> 00:11:39,850

systems require very efficient access to

302

00:11:37,629 --> 00:11:41,649

phonemes because the alphabet is based

303

00:11:39,850 --> 00:11:43,959

on the phonemic structure of spoken

304

00:11:41,649 --> 00:11:45,610

words and individuals with the

305

00:11:43,959 --> 00:11:47,529

phonological core deficit don't

306

00:11:45,610 --> 00:11:49,689

naturally develop those phonological

307

00:11:47,529 --> 00:11:52,360

skills that they need to become

308

00:11:49,689 --> 00:11:54,610

efficient at reading in most cases these

309

00:11:52,360 --> 00:11:56,860

children need very direct and explicit

310

00:11:54,610 --> 00:11:59,079

teaching of the phonemic awareness

311

00:11:56,860 --> 00:12:01,990

skills and the letter sound skills in

312

00:11:59,079 --> 00:12:03,339

order for them to read proficiently it's

313

00:12:01,990 --> 00:12:05,170

also important to realize that different

314

00:12:03,339 --> 00:12:06,670

patterns or symptoms you might say of

315

00:12:05,170 --> 00:12:08,589

word reading difficulties can result

316

00:12:06,670 --> 00:12:10,899

depending on their level of phonological

317

00:12:08,589 --> 00:12:12,879

development so remember back to a

318

00:12:10,899 --> 00:12:14,860

previous session where we talked about

319

00:12:12,879 --> 00:12:16,750

some students who had severe

320

00:12:14,860 --> 00:12:18,610

phonological core deficit issues and

321

00:12:16,750 --> 00:12:22,120

they couldn't even benefit from phonics

322

00:12:18,610 --> 00:12:24,250

if you go back to our diagram you

323

00:12:22,120 --> 00:12:26,439

realize that those children never made

324

00:12:24,250 --> 00:12:29,079

it out of that first level they never

325

00:12:26,439 --> 00:12:30,430

developed the phoneme level blending and

326

00:12:29,079 --> 00:12:32,500

segmentation that allowed them to

327

00:12:30,430 --> 00:12:34,329

benefit from phonics but for those

328

00:12:32,500 --> 00:12:36,250

children who could develop phonics and

329

00:12:34,329 --> 00:12:38,649

had the opportunity to learn phonics and

330

00:12:36,250 --> 00:12:41,410

their phonological core deficit was not

331

00:12:38,649 --> 00:12:43,959

nearly as severe they show different

332

00:12:41,410 --> 00:12:46,120

presenting symptoms those children end

333

00:12:43,959 --> 00:12:48,490

up becoming very good at sounding out

334

00:12:46,120 --> 00:12:49,899

words but they lack fluency why do they

335

00:12:48,490 --> 00:12:51,670

like fluency because they have a limited

336

00:12:49,899 --> 00:12:53,319

site vocabulary and there are too many

337

00:12:51,670 --> 00:12:54,790

words in a passage that they have to

338

00:12:53,319 --> 00:12:56,829

figure out phonically or through

339

00:12:54,790 --> 00:12:58,839

guessing so those represent two

340

00:12:56,829 --> 00:13:01,660

different presentations of children that

341

00:12:58,839 --> 00:13:03,730

struggle and then when you look at older

342

00:13:01,660 --> 00:13:05,740

struggling students you take a student

343

00:13:03,730 --> 00:13:10,059

in late elementary school who's built up

344

00:13:05,740 --> 00:13:12,279

a small but very firm sight vocabulary

345

00:13:10,059 --> 00:13:13,569

of easy words and such children will

346

00:13:12,279 --> 00:13:15,430

look at those words and say them

347

00:13:13,569 --> 00:13:16,569

instantly and they will kind of fool us

348

00:13:15,430 --> 00:13:18,819

into thinking that they're good at

349

00:13:16,569 --> 00:13:20,230

visually remembering words no they're

350

00:13:18,819 --> 00:13:22,000

not good at visually remember words

351

00:13:20,230 --> 00:13:24,670

they're actually inefficient at

352

00:13:22,000 --> 00:13:27,040

orthographic mapping and after dozens or

353

00:13:24,670 --> 00:13:29,709

hundreds of exposure to those easier

354

00:13:27,040 --> 00:13:31,720

words they now have them in their

355

00:13:29,709 --> 00:13:34,269

long-term memory they are truly part of

356

00:13:31,720 --> 00:13:36,189

their orthographic lexicon so those

357

00:13:34,269 --> 00:13:38,170

children may be very poor at sounding

358

00:13:36,189 --> 00:13:40,600

out words but they may be able to

359

00:13:38,170 --> 00:13:42,009

instantaneously recognize words that

360

00:13:40,600 --> 00:13:43,630

creates the impression that there's some

361

00:13:42,009 --> 00:13:46,029

children that can remember words but

362

00:13:43,630 --> 00:13:48,100

they can't sound them out the reality is

363

00:13:46,029 --> 00:13:49,779

that's a developmental phenomenon we

364

00:13:48,100 --> 00:13:51,309

don't see that in younger children we

365

00:13:49,779 --> 00:13:53,559

only see it in older children I mean we

366

00:13:51,309 --> 00:13:54,970

may see it in very early on in

367

00:13:53,559 --> 00:13:56,319

kindergarten or first grade some

368

00:13:54,970 --> 00:13:58,540

children will visually memorize some

369

00:13:56,319 --> 00:14:00,040

words that's a visual memorization and

370

00:13:58,540 --> 00:14:02,199

the problem is there are too many words

371

00:14:00,040 --> 00:14:03,850

that look alike so that type of strategy

372

00:14:02,199 --> 00:14:06,160

does not work well for the long haul and

373

00:14:03,850 --> 00:14:08,110

some a number of the different types of

374

00:14:06,160 --> 00:14:10,120

patterns that we see in word level

375

00:14:08,110 --> 00:14:12,579

reading among children can be very well

376

00:14:10,120 --> 00:14:15,100

understood by the developmental

377

00:14:12,579 --> 00:14:21,339

progression that is portrayed here in

378

00:14:15,100 --> 00:14:22,809

this set of slides so how does the

379

00:14:21,339 --> 00:14:25,149

interpretation of word level reading

380

00:14:22,809 --> 00:14:27,069

difficulties support or not support your

381

00:14:25,149 --> 00:14:29,529

previous understanding of reading

382

00:14:27,069 --> 00:14:31,300

difficulties and what do you think are

383

00:14:29,529 --> 00:14:34,800

some of the implications of all this for

384

00:14:31,300 --> 00:14:34,800

assessment and instruction

385

00:14:40,529 --> 00:14:44,309

in the next set of slides we're going to

386

00:14:42,359 --> 00:14:48,919

cover orthographic mapping and learn how

387

00:14:44,309 --> 00:14:48,919

it is we remember the words we read