1

00:00:05,280 --> 00:00:15,340

module four word level reading session

2

00:00:09,219 --> 00:00:16,840

five word reading fluency hello this is

3

00:00:15,340 --> 00:00:18,610

David Kilpatrick and I'm the presenter

4

00:00:16,840 --> 00:00:20,880

for these thirteen on-demand webinars

5

00:00:18,610 --> 00:00:22,779

these webinars are designed to introduce

6

00:00:20,880 --> 00:00:24,490

participants to the reading research

7

00:00:22,779 --> 00:00:27,250

particularly as it pertains to

8

00:00:24,490 --> 00:00:30,910

assessment prevention and overcoming

9

00:00:27,250 --> 00:00:32,680

reading difficulties here are the

10

00:00:30,910 --> 00:00:35,560

thirteen modules and right now we're in

11

00:00:32,680 --> 00:00:38,110

module four module four has the most

12

00:00:35,560 --> 00:00:39,880

number of sessions and we are now in the

13

00:00:38,110 --> 00:00:41,500

fifth session of module four and we're

14

00:00:39,880 --> 00:00:45,730

going to talk about word reading fluency

15

00:00:41,500 --> 00:00:47,470

as a result of this session participants

16

00:00:45,730 --> 00:00:49,770

will be able to describe the nature and

17

00:00:47,470 --> 00:00:52,570

importance of word reading fluency

18

00:00:49,770 --> 00:00:55,060

describe the basis for reading fluency

19

00:00:52,570 --> 00:00:58,030

and understand why many fluency related

20

00:00:55,060 --> 00:01:03,520

efforts don't have the kind of benefits

21

00:00:58,030 --> 00:01:05,320

that we hope they would have fluency is

22

00:01:03,520 --> 00:01:08,650

typically defined as word level reading

23

00:01:05,320 --> 00:01:11,710

that is fast and accurate but also

24

00:01:08,650 --> 00:01:14,230

expressive reading with expression

25

00:01:11,710 --> 00:01:16,120

involves prosody prosody comes from two

26

00:01:14,230 --> 00:01:18,700

Greek words pros which means two are

27

00:01:16,120 --> 00:01:21,040

toward an ode which means we have the

28

00:01:18,700 --> 00:01:22,810

word ode which is a song so in other

29

00:01:21,040 --> 00:01:26,080

words prosody has to do with more song

30

00:01:22,810 --> 00:01:28,180

like expression that's that change in

31

00:01:26,080 --> 00:01:33,370

voice pitch that we have as normal part

32

00:01:28,180 --> 00:01:34,900

of our verbal language reading fluency

33

00:01:33,370 --> 00:01:37,870

is highly correlated with reading

34

00:01:34,900 --> 00:01:40,900

comprehension when word level reading is

35

00:01:37,870 --> 00:01:42,850

fluent the readers working memory and

36

00:01:40,900 --> 00:01:49,270

attention is freed up so that they can

37

00:01:42,850 --> 00:01:51,190

focus strictly on comprehension it's

38

00:01:49,270 --> 00:01:52,930

important to realize that word reading

39

00:01:51,190 --> 00:01:55,780

is not paired-associate learning so it's

40

00:01:52,930 --> 00:01:57,520

not just simply by practicing looking at

41

00:01:55,780 --> 00:01:59,170

these words that we automatically get

42

00:01:57,520 --> 00:02:00,940

better at them paired-associate learning

43

00:01:59,170 --> 00:02:03,700

is when you pair two different things

44

00:02:00,940 --> 00:02:07,119

that by nature are probably unrelated

45

00:02:03,700 --> 00:02:10,330

and paired associate learning is what

46

00:02:07,119 --> 00:02:12,250

underlies letter names and letter sounds

47

00:02:10,330 --> 00:02:14,200

but it's important to realize that

48

00:02:12,250 --> 00:02:17,560

written words are not paired-associate

49

00:02:14,200 --> 00:02:19,660

learning we use paired-associate

50

00:02:17,560 --> 00:02:22,690

learning for faces and objects letters

51

00:02:19,660 --> 00:02:25,180

etc there's some sort of visual input

52

00:02:22,690 --> 00:02:27,250

verbal output in our long term memory

53

00:02:25,180 --> 00:02:28,990

system but word reading involves

54

00:02:27,250 --> 00:02:31,930

orthographic memory it's a different

55

00:02:28,990 --> 00:02:33,760

type of memory entirely so if we treat

56

00:02:31,930 --> 00:02:35,650

learning words the same way we treat

57

00:02:33,760 --> 00:02:38,290

learning letter names or learning the

58

00:02:35,650 --> 00:02:40,420

names of objects we are not directing

59

00:02:38,290 --> 00:02:42,160

adequate attention to the kind of

60

00:02:40,420 --> 00:02:45,820

orthographic memory that is used to

61

00:02:42,160 --> 00:02:48,240

become a competent reader research has

62

00:02:45,820 --> 00:02:50,650

shown different activation patterns

63

00:02:48,240 --> 00:02:53,020

research has shown different activation

64

00:02:50,650 --> 00:02:55,420

patterns in our brain when we look at

65

00:02:53,020 --> 00:03:00,850

faces versus looking at words versus

66

00:02:55,420 --> 00:03:02,530

looking at objects we often assume that

67

00:03:00,850 --> 00:03:04,930

speed of identifying words has to do

68

00:03:02,530 --> 00:03:07,870

with speed of retrieval it's almost as

69

00:03:04,930 --> 00:03:09,190

if we assume that the children have the

70

00:03:07,870 --> 00:03:10,750

words in their mind and they're just not

71

00:03:09,190 --> 00:03:14,470

coming out fast enough so they need more

72

00:03:10,750 --> 00:03:16,120

practice getting those out but rapid

73

00:03:14,470 --> 00:03:18,250

automatized naming is a task that was

74

00:03:16,120 --> 00:03:21,130

mentioned earlier and that has to do

75

00:03:18,250 --> 00:03:24,550

with how quickly we can get phonological

76

00:03:21,130 --> 00:03:26,560

information out of our brain but there

77

00:03:24,550 --> 00:03:29,410

are many struggling readers who actually

78

00:03:26,560 --> 00:03:31,510

have good rapid automatic aiming granted

79

00:03:29,410 --> 00:03:33,730

kids with poor rapid automatic aiming

80

00:03:31,510 --> 00:03:36,280

are more likely to struggle in reading

81

00:03:33,730 --> 00:03:38,260

but there are plenty who don't struggle

82

00:03:36,280 --> 00:03:40,180

and rapid aiming or struggling readers

83

00:03:38,260 --> 00:03:43,000

so their ability to access information

84

00:03:40,180 --> 00:03:45,400

that they know is pretty good the issue

85

00:03:43,000 --> 00:03:47,019

is do they know the information is the

86

00:03:45,400 --> 00:03:50,430

word in their sight vocabulary that they

87

00:03:47,019 --> 00:03:52,870

can activate it when they see it

88

00:03:50,430 --> 00:03:54,760

correctly identifying a word is going to

89

00:03:52,870 --> 00:03:57,100

be based on phonic decoding or guessing

90

00:03:54,760 --> 00:03:58,989

from context or recall from a familiar

91

00:03:57,100 --> 00:04:01,120

word we talked about this in a previous

92

00:03:58,989 --> 00:04:02,980

session the first two of these are

93

00:04:01,120 --> 00:04:04,870

rather slow and their strategic the

94

00:04:02,980 --> 00:04:07,209

third is fast and effortless there's no

95

00:04:04,870 --> 00:04:09,310

strategy involved in identifying a

96

00:04:07,209 --> 00:04:12,549

familiar word it just jumps out at us

97

00:04:09,310 --> 00:04:14,799

effortlessly so we need to examine our

98

00:04:12,549 --> 00:04:16,930

assumptions about the nature of fluency

99

00:04:14,799 --> 00:04:18,580

what is fluency is fluency about

100

00:04:16,930 --> 00:04:20,680

sounding out words really quickly is

101

00:04:18,580 --> 00:04:24,100

fluency about becoming better and

102

00:04:20,680 --> 00:04:26,140

better at guessing is fluency about

103

00:04:24,100 --> 00:04:27,520

more quickly accessing words that are

104

00:04:26,140 --> 00:04:32,290

already stored in our long-term memory

105

00:04:27,520 --> 00:04:34,180

or is fluency a matter of having a

106

00:04:32,290 --> 00:04:36,330

larger number of words in our site

107

00:04:34,180 --> 00:04:39,730

vocabulary that jump out at us instantly

108

00:04:36,330 --> 00:04:44,290

only the fourth one of those has strong

109

00:04:39,730 --> 00:04:46,180

research support so the problem is that

110

00:04:44,290 --> 00:04:48,220

the National reading panel worked from

111

00:04:46,180 --> 00:04:50,800

assumptions about fluency that we might

112

00:04:48,220 --> 00:04:52,510

want to reconsider today it's almost as

113

00:04:50,800 --> 00:04:56,260

if they treated fluency as a paired-

114

00:04:52,510 --> 00:04:58,210

associate learning tasks and to their

115

00:04:56,260 --> 00:04:59,920

credit they did a great job with what

116

00:04:58,210 --> 00:05:01,510

they had available to them but they had

117

00:04:59,920 --> 00:05:03,160

a limited amount of research that they

118

00:05:01,510 --> 00:05:06,700

could formulate their opinions and

119

00:05:03,160 --> 00:05:08,320

subsequent research has shown that some

120

00:05:06,700 --> 00:05:11,050

of these oral reading practices that

121

00:05:08,320 --> 00:05:12,760

they seem to give a nod to don't have

122

00:05:11,050 --> 00:05:14,500

the same kind of benefit that we would

123

00:05:12,760 --> 00:05:16,330

hope that they would have and it's

124

00:05:14,500 --> 00:05:18,880

important to realize that we just do not

125

00:05:16,330 --> 00:05:20,800

have studies to show that weak readers

126

00:05:18,880 --> 00:05:22,420

become skilled readers as a result of

127

00:05:20,800 --> 00:05:25,780

some of these reading practice

128

00:05:22,420 --> 00:05:27,100

approaches interestingly studies of

129

00:05:25,780 --> 00:05:29,560

repeated reading and other similar

130

00:05:27,100 --> 00:05:31,120

practice effects show very limited

131

00:05:29,560 --> 00:05:32,620

standard score point gains and often

132

00:05:31,120 --> 00:05:35,080

those standard score point gains are

133

00:05:32,620 --> 00:05:38,730

lost upon follow-up six months or a year

134

00:05:35,080 --> 00:05:41,020

later there's also very limited

135

00:05:38,730 --> 00:05:42,520

generalization to unpracticed passages

136

00:05:41,020 --> 00:05:44,020

so with repeated readings you keep

137

00:05:42,520 --> 00:05:46,210

reading the same passage over and over

138

00:05:44,020 --> 00:05:47,380

and you see increased accuracy and

139

00:05:46,210 --> 00:05:49,750

increase speed

140

00:05:47,380 --> 00:05:52,720

but then the generalization to new

141

00:05:49,750 --> 00:05:54,970

passages tends to be very limited it's

142

00:05:52,720 --> 00:05:57,040

unfortunate that a few recent reviews of

143

00:05:54,970 --> 00:05:59,170

research on repeated readings suggest

144

00:05:57,040 --> 00:06:00,820

that it's effective but they don't talk

145

00:05:59,170 --> 00:06:02,980

about standard score point gains they

146

00:06:00,820 --> 00:06:04,900

simply talk about raw score point gains

147

00:06:02,980 --> 00:06:08,560

this is an issue that's going to be

148

00:06:04,900 --> 00:06:10,810

taken up again in module 11 and you can

149

00:06:08,560 --> 00:06:12,790

have raw score improvements and still be

150

00:06:10,810 --> 00:06:14,500

getting farther and farther behind just

151

00:06:12,790 --> 00:06:16,570

like if you have ten runners in a

152

00:06:14,500 --> 00:06:17,980

long-distance race the person in tenth

153

00:06:16,570 --> 00:06:19,900

place may be getting farther and farther

154

00:06:17,980 --> 00:06:21,370

behind the other nine as the race goes

155

00:06:19,900 --> 00:06:23,650

on but they're still moving forward and

156

00:06:21,370 --> 00:06:25,690

that's comparable to the idea of raw

157

00:06:23,650 --> 00:06:27,190

score improvements one of the problems

158

00:06:25,690 --> 00:06:29,890

with the research in this area is when

159

00:06:27,190 --> 00:06:31,420

we do cross reference the kind of gains

160

00:06:29,890 --> 00:06:33,310

that they're making to standard score

161

00:06:31,420 --> 00:06:35,979

point gains we find that they're very

162

00:06:33,310 --> 00:06:37,360

limited so it almost seems sacrilegious

163

00:06:35,979 --> 00:06:40,030

to second-guess the National Reading

164

00:06:37,360 --> 00:06:43,210

Panel on this however we have had a lot

165

00:06:40,030 --> 00:06:45,340

more research to go on since that time

166

00:06:43,210 --> 00:06:47,409

to help us better understand the nature

167

00:06:45,340 --> 00:06:49,300

of reading fluency as mentioned I think

168

00:06:47,409 --> 00:06:51,490

they did excellent job with the research

169

00:06:49,300 --> 00:06:53,259

base that they had available to them but

170

00:06:51,490 --> 00:06:55,360

I think it's time to take a fresh look

171

00:06:53,259 --> 00:06:57,610

at the nature of fluency we've been

172

00:06:55,360 --> 00:06:59,979

talking about fluency now since the

173

00:06:57,610 --> 00:07:03,300

reading panel and we're going about 20

174

00:06:59,979 --> 00:07:06,789

years and we still don't see any major

175

00:07:03,300 --> 00:07:08,080

improvements in reading according to the

176

00:07:06,789 --> 00:07:11,199

National Assessment of Educational

177

00:07:08,080 --> 00:07:14,080

Progress during that time period we now

178

00:07:11,199 --> 00:07:16,810

have a pretty well-established base for

179

00:07:14,080 --> 00:07:19,569

assuming that fluency is a byproduct of

180

00:07:16,810 --> 00:07:21,250

the size of your sight vocabulary in

181

00:07:19,569 --> 00:07:24,009

other words students with large sight

182

00:07:21,250 --> 00:07:25,599

vocabulary they they read fluently as

183

00:07:24,009 --> 00:07:27,069

they're reading along the words are

184

00:07:25,599 --> 00:07:29,819

jumping out at them instantly they're

185

00:07:27,069 --> 00:07:32,259

not putting effort into the word reading

186

00:07:29,819 --> 00:07:33,759

by contrast children who are weak

187

00:07:32,259 --> 00:07:36,189

readers have very limited sight

188

00:07:33,759 --> 00:07:38,229

vocabularies so their fluency is much

189

00:07:36,189 --> 00:07:41,349

weaker because they have to spend time

190

00:07:38,229 --> 00:07:43,210

figuring out words there are at least

191

00:07:41,349 --> 00:07:45,759

three lines of research to support this

192

00:07:43,210 --> 00:07:47,919

idea that reading fluency is largely

193

00:07:45,759 --> 00:07:51,759

based upon the size of one sight

194

00:07:47,919 --> 00:07:54,520

vocabulary so there are studies that

195

00:07:51,759 --> 00:07:57,039

compare timed lists reading with time

196

00:07:54,520 --> 00:07:59,440

paragraph reading and the children who

197

00:07:57,039 --> 00:08:01,930

more quickly are able to accurately

198

00:07:59,440 --> 00:08:03,639

identify words from a list are also the

199

00:08:01,930 --> 00:08:06,099

same children who more quickly and

200

00:08:03,639 --> 00:08:08,259

accurately read paragraphs and the

201

00:08:06,099 --> 00:08:10,569

children who struggle in reading words

202

00:08:08,259 --> 00:08:13,270

from a list are also the children who

203

00:08:10,569 --> 00:08:15,909

struggle in paragraph reading so the

204

00:08:13,270 --> 00:08:18,099

idea seems to be that when you have kids

205

00:08:15,909 --> 00:08:19,750

read from a list under time conditions

206

00:08:18,099 --> 00:08:21,400

you're getting a good sense if they have

207

00:08:19,750 --> 00:08:23,020

a large sight vocabulary not because they

208

00:08:21,400 --> 00:08:25,960

certainly can't rely on context and

209

00:08:23,020 --> 00:08:27,729

because it's timed if they try to rely

210

00:08:25,960 --> 00:08:28,000

on phonic decoding it's gonna slow them

211

00:08:27,729 --> 00:08:29,860

down

212

00:08:28,000 --> 00:08:33,310

the clock is ticking they're gonna get a

213

00:08:29,860 --> 00:08:35,110

lower score so as a result we have some

214

00:08:33,310 --> 00:08:37,269

degree of confidence that reading from a

215

00:08:35,110 --> 00:08:38,829

list under time conditions is a way of

216

00:08:37,269 --> 00:08:40,419

distinguishing kids with large sight

217

00:08:38,829 --> 00:08:43,180

vocabularies from kids with lower sight

218

00:08:40,419 --> 00:08:46,050

vocabularies and if that's in fact the

219

00:08:43,180 --> 00:08:48,040

case then it's quite telling that

220

00:08:46,050 --> 00:08:49,420

children that do better with list

221

00:08:48,040 --> 00:08:50,980

reading are the children that do better

222

00:08:49,420 --> 00:08:54,459

with real paragraph

223

00:08:50,980 --> 00:08:56,380

reading also there have been some

224

00:08:54,459 --> 00:08:58,149

studies that alter text difficulty so

225

00:08:56,380 --> 00:08:59,440

let's just say is a point of

226

00:08:58,149 --> 00:09:01,899

illustration you have some fourth

227

00:08:59,440 --> 00:09:04,089

graders reading on a fourth-grade level

228

00:09:01,899 --> 00:09:05,260

in terms of their fluency and then you

229

00:09:04,089 --> 00:09:07,300

give them seventh through eighth grade

230

00:09:05,260 --> 00:09:10,600

level text well guess what happens to

231

00:09:07,300 --> 00:09:13,000

their fluency it goes down but this next

232

00:09:10,600 --> 00:09:15,670

one is very interesting you take fourth

233

00:09:13,000 --> 00:09:19,420

graders who are reading at say a late

234

00:09:15,670 --> 00:09:21,550

2nd grade level and you give them early

235

00:09:19,420 --> 00:09:23,949

to mid second grade text guess what

236

00:09:21,550 --> 00:09:26,199

happens their fluency skyrockets their

237

00:09:23,949 --> 00:09:27,160

fluency is great now stop and think

238

00:09:26,199 --> 00:09:30,120

about that for a minute

239

00:09:27,160 --> 00:09:34,269

if fluency was its own separate

240

00:09:30,120 --> 00:09:37,540

cognitive or linguistic concept those

241

00:09:34,269 --> 00:09:40,600

children should be going through 2nd

242

00:09:37,540 --> 00:09:43,600

grade material in a non fluent fashion

243

00:09:40,600 --> 00:09:45,130

as well however what's the difference

244

00:09:43,600 --> 00:09:47,350

the difference is that these children

245

00:09:45,130 --> 00:09:49,180

know the words in that second grade

246

00:09:47,350 --> 00:09:51,010

passage it's within their sight

247

00:09:49,180 --> 00:09:53,470

vocabulary realm and so they're able to

248

00:09:51,010 --> 00:09:55,480

move quickly through the passage once

249

00:09:53,470 --> 00:09:59,860

again if fluency was its own separate

250

00:09:55,480 --> 00:10:01,540

independent contributor to reading then

251

00:09:59,860 --> 00:10:03,579

you would expect that those kids would

252

00:10:01,540 --> 00:10:07,180

not be fluent even with the second grade

253

00:10:03,579 --> 00:10:09,970

material also what is rather interesting

254

00:10:07,180 --> 00:10:11,769

is that there are studies to show that

255

00:10:09,970 --> 00:10:14,350

phonic decoding correlates pretty

256

00:10:11,769 --> 00:10:16,690

strongly with reading fluency and when

257

00:10:14,350 --> 00:10:18,310

we take that and integrate that back

258

00:10:16,690 --> 00:10:21,190

into what we looked at in the previous

259

00:10:18,310 --> 00:10:25,510

session we realize that phonic decoding

260

00:10:21,190 --> 00:10:28,720

is the gateway into building the sight

261

00:10:25,510 --> 00:10:30,040

vocabulary and that we're arguing here

262

00:10:28,720 --> 00:10:32,290

that the sight vocabulary is the

263

00:10:30,040 --> 00:10:35,680

foundation for fluency at least to a

264

00:10:32,290 --> 00:10:40,149

very large degree more broadly speaking

265

00:10:35,680 --> 00:10:42,000

this idea of fluency is quite consistent

266

00:10:40,149 --> 00:10:45,010

with our ideas of orthographic learning

267

00:10:42,000 --> 00:10:46,329

the traditional ideas of fluency that it

268

00:10:45,010 --> 00:10:47,920

just has something into a speed of

269

00:10:46,329 --> 00:10:49,870

access are not necessarily all that

270

00:10:47,920 --> 00:10:51,819

consistent with our developing

271

00:10:49,870 --> 00:10:53,860

understanding of orthographic memory and

272

00:10:51,819 --> 00:10:55,899

orthographic learning they tend to be

273

00:10:53,860 --> 00:10:58,510

more consistent with some old classic

274

00:10:55,899 --> 00:11:00,279

ideas of paired-associate learning which

275

00:10:58,510 --> 00:11:01,329

reading words is not about paired-

276

00:11:00,279 --> 00:11:03,760

associate learning it's about

277

00:11:01,329 --> 00:11:07,120

orthographic memory

278

00:11:03,760 --> 00:11:09,310

we really don't have much evidence other

279

00:11:07,120 --> 00:11:11,320

than in some cases with children with

280

00:11:09,310 --> 00:11:13,180

rapid automatized naming issues we don't

281

00:11:11,320 --> 00:11:15,250

have much evidence to suggest that we

282

00:11:13,180 --> 00:11:17,050

can account for fluency primarily based

283

00:11:15,250 --> 00:11:19,209

on the idea that the kids already have

284

00:11:17,050 --> 00:11:20,230

the words in their long term memory but

285

00:11:19,209 --> 00:11:22,720

they're just not coming out quickly

286

00:11:20,230 --> 00:11:24,730

enough but yet when we approach fluency

287

00:11:22,720 --> 00:11:26,560

we treat it that way in other words when

288

00:11:24,730 --> 00:11:29,589

we give kids stuff to practice we want

289

00:11:26,560 --> 00:11:30,970

them to try to get words out faster but

290

00:11:29,589 --> 00:11:32,320

the question is do they have those words

291

00:11:30,970 --> 00:11:35,410

in the long-term memory in the first

292

00:11:32,320 --> 00:11:38,350

place and I would suggest the answer to

293

00:11:35,410 --> 00:11:40,870

that is no practice we know is very

294

00:11:38,350 --> 00:11:43,389

important for anything that we do but

295

00:11:40,870 --> 00:11:45,430

who's helped by reading practice the

296

00:11:43,389 --> 00:11:48,070

problem is that we've treated reading

297

00:11:45,430 --> 00:11:49,420

practice like we treat maybe if you're a

298

00:11:48,070 --> 00:11:51,850

golfer and you want to work on your

299

00:11:49,420 --> 00:11:52,930

putting or if you're into basketball and

300

00:11:51,850 --> 00:11:55,750

you want to work on your free-throw

301

00:11:52,930 --> 00:11:57,970

shooting but orthographic learning is

302

00:11:55,750 --> 00:12:00,160

not the same as motor learning or other

303

00:11:57,970 --> 00:12:02,079

types of learning so who benefits from

304

00:12:00,160 --> 00:12:04,180

reading practice I would suggest that

305

00:12:02,079 --> 00:12:07,120

children who are not good at remembering

306

00:12:04,180 --> 00:12:09,069

the words they read don't benefit a

307

00:12:07,120 --> 00:12:10,779

whole lot from reading practice I don't

308

00:12:09,069 --> 00:12:12,190

mean to be crude putting it this way but

309

00:12:10,779 --> 00:12:14,380

what's happening is as they're going

310

00:12:12,190 --> 00:12:16,000

through words are going in one ear and

311

00:12:14,380 --> 00:12:18,149

out the other they're not sticking

312

00:12:16,000 --> 00:12:21,490

they're not remembering the words and

313

00:12:18,149 --> 00:12:24,250

that seems to be consistent with the

314

00:12:21,490 --> 00:12:26,649

research that we have that children who

315

00:12:24,250 --> 00:12:28,389

are very weak readers do not become good

316

00:12:26,649 --> 00:12:30,010

readers they do not close the gap with

317

00:12:28,389 --> 00:12:31,569

their typically developing peers as a

318

00:12:30,010 --> 00:12:34,180

result of any reading practice

319

00:12:31,569 --> 00:12:36,519

intervention once again we're going to

320

00:12:34,180 --> 00:12:39,790

cover this in more detail in module 11

321

00:12:36,519 --> 00:12:41,350

but I have not seen any research on

322

00:12:39,790 --> 00:12:43,180

reading practice and I've looked at

323

00:12:41,350 --> 00:12:46,019

dozens and dozens and dozens of them

324

00:12:43,180 --> 00:12:50,440

including several reviews of research on

325

00:12:46,019 --> 00:12:53,170

reading practice interventions and none

326

00:12:50,440 --> 00:12:56,410

of them have any evidence to show that

327

00:12:53,170 --> 00:13:00,089

children make large standard score point

328

00:12:56,410 --> 00:13:04,300

gains in any reading measure whatsoever

329

00:13:00,089 --> 00:13:06,160

so the emphasis is on raw score

330

00:13:04,300 --> 00:13:07,870

improvements as mentioned earlier but

331

00:13:06,160 --> 00:13:09,160

you can improve in your raw scores while

332

00:13:07,870 --> 00:13:13,510

still getting farther and farther behind

333

00:13:09,160 --> 00:13:16,000

your peers however children who are good

334

00:13:13,510 --> 00:13:17,529

at remembering the words they read that

335

00:13:16,000 --> 00:13:19,600

is children who are good orthographic

336

00:13:17,529 --> 00:13:22,329

mappers children who are typically

337

00:13:19,600 --> 00:13:25,899

developing readers reading practice is

338

00:13:22,329 --> 00:13:28,029

the only way to improve you recall from

339

00:13:25,899 --> 00:13:29,980

the previous session that every word is

340

00:13:28,029 --> 00:13:31,959

added to the sight vocabulary one at a

341

00:13:29,980 --> 00:13:33,879

time well how do you encounter more

342

00:13:31,959 --> 00:13:35,620

words to build that sight vocabulary

343

00:13:33,879 --> 00:13:38,529

through reading and through reading

344

00:13:35,620 --> 00:13:40,059

practice if it requires one to four

345

00:13:38,529 --> 00:13:42,579

exposures how are you going to get those

346

00:13:40,059 --> 00:13:45,249

two three four exposures of words that

347

00:13:42,579 --> 00:13:48,550

are not that common but by reading so

348

00:13:45,249 --> 00:13:51,490

reading practice is the only way to

349

00:13:48,550 --> 00:13:53,829

improve one's reading ability if you're

350

00:13:51,490 --> 00:13:56,019

a child who remembers the words that you

351

00:13:53,829 --> 00:13:57,610

read but if you're a child who doesn't

352

00:13:56,019 --> 00:13:59,680

remember the words that you read it is

353

00:13:57,610 --> 00:14:04,209

not an efficient way to improve your

354

00:13:59,680 --> 00:14:07,180

reading so if we want to improve fluency

355

00:14:04,209 --> 00:14:10,899

we need to improve the size of a child's

356

00:14:07,180 --> 00:14:12,790

sight vocabulary and we improve the size

357

00:14:10,899 --> 00:14:15,339

of the child's sight vocabulary by making

358

00:14:12,790 --> 00:14:16,870

them competent at remembering the words

359

00:14:15,339 --> 00:14:19,870

they read so in other words make them

360

00:14:16,870 --> 00:14:23,740

better at this orthographic mapping

361

00:14:19,870 --> 00:14:25,480

process and how do we do that we improve

362

00:14:23,740 --> 00:14:27,399

their orthographic mapping and their

363

00:14:25,480 --> 00:14:28,930

ability to remember words by developing

364

00:14:27,399 --> 00:14:32,980

their letter-sound proficiency and their

365

00:14:28,930 --> 00:14:35,709

phonemic proficiency but in many cases

366

00:14:32,980 --> 00:14:37,930

we don't address those if we are using

367

00:14:35,709 --> 00:14:41,050

A 3 queuing systems approach or we're

368

00:14:37,930 --> 00:14:42,939

using just a whole word sight word Dick

369

00:14:41,050 --> 00:14:44,769

and Jane see spot run approach which was

370

00:14:42,939 --> 00:14:46,930

so popular for so many years based on

371

00:14:44,769 --> 00:14:49,420

visual memory we are not addressing

372

00:14:46,930 --> 00:14:51,519

either of those those are the

373

00:14:49,420 --> 00:14:54,339

foundational underlying skills for word

374

00:14:51,519 --> 00:14:57,100

memory and maybe we're dabbling in

375

00:14:54,339 --> 00:14:58,629

letter-sound knowledge maybe we're doing

376

00:14:57,100 --> 00:15:00,160

a lot with letter-sound knowledge maybe

377

00:14:58,629 --> 00:15:02,259

we're doing a heavy-duty phonics

378

00:15:00,160 --> 00:15:04,600

approach with these kids but chances are

379

00:15:02,259 --> 00:15:06,429

we have not been addressing the

380

00:15:04,600 --> 00:15:09,069

letter-sound skills to the point of

381

00:15:06,429 --> 00:15:11,439

proficiency and the underlying phonemic

382

00:15:09,069 --> 00:15:15,189

skills that are needed for remembering

383

00:15:11,439 --> 00:15:17,110

words so for children who are skilled at

384

00:15:15,189 --> 00:15:19,329

orthographic mapping those are the kids

385

00:15:17,110 --> 00:15:21,459

that have that sponge-like acquisition

386

00:15:19,329 --> 00:15:23,230

of sight vocabulary they're good at

387

00:15:21,459 --> 00:15:26,050

remembering the words they read so as

388

00:15:23,230 --> 00:15:28,230

the sight vocabulary grows so the fluency

389

00:15:26,050 --> 00:15:28,230

improves

390

00:15:29,639 --> 00:15:33,910

this particular perspective helps us

391

00:15:32,199 --> 00:15:36,610

rethink our traditional conception of

392

00:15:33,910 --> 00:15:39,310

reading fluency and we have this is not

393

00:15:36,610 --> 00:15:40,509

some stray unusual idea I told you

394

00:15:39,310 --> 00:15:42,939

there's at least three lines of research

395

00:15:40,509 --> 00:15:44,259

that show this it's also consistent with

396

00:15:42,939 --> 00:15:46,059

their understanding orthographic

397

00:15:44,259 --> 00:15:47,800

learning and it's also consistent with

398

00:15:46,059 --> 00:15:50,889

the intervention research that shows

399

00:15:47,800 --> 00:15:53,499

that children make very modest if any

400

00:15:50,889 --> 00:15:55,300

standard score point gains on reading

401

00:15:53,499 --> 00:15:57,879

measures by the various reading practice

402

00:15:55,300 --> 00:16:00,430

approaches now that doesn't mean we

403

00:15:57,879 --> 00:16:02,410

never have struggling readers practice

404

00:16:00,430 --> 00:16:04,120

reading I think when you're doing a

405

00:16:02,410 --> 00:16:05,680

small group and you have some kids

406

00:16:04,120 --> 00:16:07,300

working over here and some kids working

407

00:16:05,680 --> 00:16:09,850

over here there's nothing wrong with

408

00:16:07,300 --> 00:16:11,170

giving them text that they can read and

409

00:16:09,850 --> 00:16:14,019

have them practice that that's not my

410

00:16:11,170 --> 00:16:16,209

point we can still use that as just sort

411

00:16:14,019 --> 00:16:18,670

of a tool to kind of keep the kids into

412

00:16:16,209 --> 00:16:20,529

the reading situation or atmosphere

413

00:16:18,670 --> 00:16:23,709

instruction that we're doing but we have

414

00:16:20,529 --> 00:16:25,120

to recognize that by itself that type of

415

00:16:23,709 --> 00:16:27,100

approach of simply having them do

416

00:16:25,120 --> 00:16:28,509

reading practice if they are not good at

417

00:16:27,100 --> 00:16:30,699

remember the words they read it's not

418

00:16:28,509 --> 00:16:31,839

going to be particularly effective but

419

00:16:30,699 --> 00:16:33,910

as mentioned and I can't emphasize

420

00:16:31,839 --> 00:16:36,879

enough children who were good at

421

00:16:33,910 --> 00:16:38,680

orthographic mapping the only way for

422

00:16:36,879 --> 00:16:41,589

them to become better readers and more

423

00:16:38,680 --> 00:16:43,300

fluent is through reading practice don't

424

00:16:41,589 --> 00:16:45,129

get the idea that what I'm saying here

425

00:16:43,300 --> 00:16:48,209

is reading practice is not effective the

426

00:16:45,129 --> 00:16:51,610

issue is it's effective with whom and

427

00:16:48,209 --> 00:16:53,170

with those who are good at remembering

428

00:16:51,610 --> 00:16:55,449

the words they read it's the only way to

429

00:16:53,170 --> 00:16:57,250

improve reading for those that are not

430

00:16:55,449 --> 00:16:58,720

very good at remembering the words they

431

00:16:57,250 --> 00:17:00,850

read it's not going to be nearly as

432

00:16:58,720 --> 00:17:02,589

effective you see once you have the good

433

00:17:00,850 --> 00:17:04,360

orthographic mapping skills that are

434

00:17:02,589 --> 00:17:05,980

pretty well in place by typically

435

00:17:04,360 --> 00:17:08,289

developing readers by late second into

436

00:17:05,980 --> 00:17:10,480

early third grade all the mechanics are

437

00:17:08,289 --> 00:17:13,510

in place it's just a matter of now

438

00:17:10,480 --> 00:17:15,640

adding more words to the sight vocabulary

439

00:17:13,510 --> 00:17:20,380

that only comes through extensive

440

00:17:15,640 --> 00:17:22,919

reading so summarizing fluency involves

441

00:17:20,380 --> 00:17:25,419

fast accurate and expressive reading

442

00:17:22,919 --> 00:17:27,189

conventional views about fluency are not

443

00:17:25,419 --> 00:17:28,750

necessarily all that consistent with

444

00:17:27,189 --> 00:17:31,090

what we've been learning about reading

445

00:17:28,750 --> 00:17:33,429

development and reading practice by

446

00:17:31,090 --> 00:17:35,620

itself has limited benefits for children

447

00:17:33,429 --> 00:17:39,070

who do not remember the words they read

448

00:17:35,620 --> 00:17:41,230

and it's best for us to understand

449

00:17:39,070 --> 00:17:42,760

fluency is a byproduct of the size of

450

00:17:41,230 --> 00:17:43,450

the sight vocabulary you have a large

451

00:17:42,760 --> 00:17:44,919

sight vocabulary

452

00:17:43,450 --> 00:17:46,510

you're going to be much more fluent than

453

00:17:44,919 --> 00:17:49,659

a student with a limited sight

454

00:17:46,510 --> 00:17:51,250

vocabulary and many of our efforts to

455

00:17:49,659 --> 00:17:53,110

boost fluency have been directed toward

456

00:17:51,250 --> 00:17:56,740

more of a paired-associate learning

457

00:17:53,110 --> 00:17:58,690

approach but we need to shift and try to

458

00:17:56,740 --> 00:18:01,149

get kids to become better at remembering

459

00:17:58,690 --> 00:18:03,039

their words better at the orthographic

460

00:18:01,149 --> 00:18:05,649

mapping process so they can build the

461

00:18:03,039 --> 00:18:07,840

sight vocabulary and once children are

462

00:18:05,649 --> 00:18:09,220

good orthographic mappers the only way

463

00:18:07,840 --> 00:18:12,419

for them to improve their reading is

464

00:18:09,220 --> 00:18:12,419

through reading practice

465

00:18:15,389 --> 00:18:19,600

how has your perspective been changed if

466

00:18:17,919 --> 00:18:23,970

at all based upon these ideas about

467

00:18:19,600 --> 00:18:23,970

fluency how might your teaching differ

468

00:18:27,770 --> 00:18:33,409

next up we're going to talk about the

469

00:18:30,350 --> 00:18:35,919

issues of English learners and learning

470

00:18:33,409 --> 00:18:35,919

to read words