1

00:00:04,380 --> 00:00:12,960

module four word level reading session 7

2

00:00:08,880 --> 00:00:15,339

understanding word reading difficulties

3

00:00:12,960 --> 00:00:18,630

hello this is David Kilpatrick and I'm

4

00:00:15,339 --> 00:00:22,570

the presenter for this series of 13

5

00:00:18,630 --> 00:00:24,730

webinars this series is designed to help

6

00:00:22,570 --> 00:00:26,670

teachers learn more about the reading

7

00:00:24,730 --> 00:00:28,990

research particularly as it pertains to

8

00:00:26,670 --> 00:00:30,880

practical issues of assessment

9

00:00:28,990 --> 00:00:33,430

prevention and overcoming reading

10

00:00:30,880 --> 00:00:35,740

difficulties here's an overview of the

11

00:00:33,430 --> 00:00:39,250

13 modules we're currently finishing up

12

00:00:35,740 --> 00:00:41,140

in module 4 module 4 has the largest

13

00:00:39,250 --> 00:00:43,870

number of sessions all the others have

14

00:00:41,140 --> 00:00:45,370

maybe one to three sessions and we're

15

00:00:43,870 --> 00:00:49,390

going to talk about understanding word

16

00:00:45,370 --> 00:00:51,670

reading difficulties in session 7

17

00:00:49,390 --> 00:00:53,579

participants will be able to describe

18

00:00:51,670 --> 00:00:55,930

why some children struggle in reading

19

00:00:53,579 --> 00:00:58,210

explain why some students have limited

20

00:00:55,930 --> 00:00:59,920

sight vocabularies and also understand

21

00:00:58,210 --> 00:01:03,399

why some approaches to reading work

22

00:00:59,920 --> 00:01:05,500

better than others we're gonna go back

23

00:01:03,399 --> 00:01:06,850

to the beginning of module 4 and look at

24

00:01:05,500 --> 00:01:10,060

the questions that were posed at the

25

00:01:06,850 --> 00:01:11,890

outset why do some students have

26

00:01:10,060 --> 00:01:12,690

difficulties with word level reading

27

00:01:11,890 --> 00:01:14,950

while others do not

28

00:01:12,690 --> 00:01:15,870

why do some students struggle in

29

00:01:14,950 --> 00:01:18,280

learning phonics

30

00:01:15,870 --> 00:01:21,370

why do struggling readers have such

31

00:01:18,280 --> 00:01:23,200

limited sight vocabularies why do some

32

00:01:21,370 --> 00:01:25,870

students struggle with reading fluency

33

00:01:23,200 --> 00:01:29,200

and how does all this affect students

34

00:01:25,870 --> 00:01:30,580

learning English finally why do some

35

00:01:29,200 --> 00:01:32,290

word reading interventions have such

36

00:01:30,580 --> 00:01:34,780

limited results while others have large

37

00:01:32,290 --> 00:01:36,610

results we'll take these questions one

38

00:01:34,780 --> 00:01:40,420

at a time based upon what has been

39

00:01:36,610 --> 00:01:44,500

learned earlier in this module why

40

00:01:40,420 --> 00:01:45,670

students struggle in reading assuming

41

00:01:44,500 --> 00:01:47,290

adequate amount of effort and

42

00:01:45,670 --> 00:01:49,690

opportunity and they don't have problems

43

00:01:47,290 --> 00:01:51,370

with their seeing or their hearing word

44

00:01:49,690 --> 00:01:54,900

level reading difficulties are largely

45

00:01:51,370 --> 00:01:57,430

based on the phonological core deficit

46

00:01:54,900 --> 00:02:00,060

alphabetic writing systems are based on

47

00:01:57,430 --> 00:02:02,530

the phonology of spoken language and

48

00:02:00,060 --> 00:02:04,570

they are based on the phonology at the

49

00:02:02,530 --> 00:02:05,770

level of the phoneme so letters of the

50

00:02:04,570 --> 00:02:08,619

alphabet are designed to represent

51

00:02:05,770 --> 00:02:11,230

phonemes written letters don't convey

52

00:02:08,619 --> 00:02:13,000

words we only have I can come up with

53

00:02:11,230 --> 00:02:14,830

maybe three words in English that are a

54

00:02:13,000 --> 00:02:15,370

single phoneme you have the article a or

55

00:02:14,830 --> 00:02:18,099

/ah/

56

00:02:15,370 --> 00:02:21,010

you have oh and in some regions of the

57

00:02:18,099 --> 00:02:23,680

country I in where I'm from I is

58

00:02:21,010 --> 00:02:25,420

actually a diphthong /ie/ you have two

59

00:02:23,680 --> 00:02:27,700

different vowel sounds back-to-back but

60

00:02:25,420 --> 00:02:31,209

in others people say huh and that's a

61

00:02:27,700 --> 00:02:33,220

HI so in that case it's a single phoneme

62

00:02:31,209 --> 00:02:35,379

but other than that all other words are

63

00:02:33,220 --> 00:02:37,629

multi phonemic in English and therefore

64

00:02:35,379 --> 00:02:42,220

phonemes are an abstraction that are not

65

00:02:37,629 --> 00:02:44,200

part of our spoken language the written

66

00:02:42,220 --> 00:02:46,569

letters are designed to convey phonemes

67

00:02:44,200 --> 00:02:50,590

within words and capture the speech

68

00:02:46,569 --> 00:02:52,780

stream and if you struggle with phonemes

69

00:02:50,590 --> 00:02:54,310

you are going to struggle and reading so

70

00:02:52,780 --> 00:02:57,220

alphabetic writing systems are designed

71

00:02:54,310 --> 00:02:58,480

to encode the phonemes of spoken

72

00:02:57,220 --> 00:03:01,150

language but if you have phonological

73

00:02:58,480 --> 00:03:02,920

issues such that you don't have easy and

74

00:03:01,150 --> 00:03:05,019

proficient access to the phonemes and

75

00:03:02,920 --> 00:03:07,239

spoken words you're going to struggle in

76

00:03:05,019 --> 00:03:10,299

reading difficulty with phonemes equals

77

00:03:07,239 --> 00:03:11,680

difficulty with reading quite simply so

78

00:03:10,299 --> 00:03:13,989

children with the phonological Core

79

00:03:11,680 --> 00:03:16,060

deficit are not competent and having

80

00:03:13,989 --> 00:03:17,680

easy proficient access to the phonemes

81

00:03:16,060 --> 00:03:21,220

in the spoken language and therefore

82

00:03:17,680 --> 00:03:22,510

they struggle and reading why would some

83

00:03:21,220 --> 00:03:25,480

children struggle and phonics well

84

00:03:22,510 --> 00:03:27,819

phonics also requires phonological

85

00:03:25,480 --> 00:03:29,200

information you need well established

86

00:03:27,819 --> 00:03:32,019

connections between letters and sounds

87

00:03:29,200 --> 00:03:35,620

and as mentioned letter sounds are

88

00:03:32,019 --> 00:03:39,700

abstractions /l/ /m/ /t/

89

00:03:35,620 --> 00:03:41,739

/r/ /g/ those are not things that

90

00:03:39,700 --> 00:03:43,840

appear by themselves in spoken language

91

00:03:41,739 --> 00:03:46,139

they're always co-articulated with other

92

00:03:43,840 --> 00:03:48,220

phonemes to produce spoken words

93

00:03:46,139 --> 00:03:49,959

learning those letter sounds and

94

00:03:48,220 --> 00:03:51,549

applying those letter sounds represent

95

00:03:49,959 --> 00:03:53,470

abstractions that individuals with the

96

00:03:51,549 --> 00:03:55,780

phonological Core deficit are not very

97

00:03:53,470 --> 00:03:57,819

good at and then phonological blending

98

00:03:55,780 --> 00:04:00,040

which is taking individual phonemes and

99

00:03:57,819 --> 00:04:02,620

blending them together to activate a

100

00:04:00,040 --> 00:04:05,079

word also is something that many

101

00:04:02,620 --> 00:04:07,540

children struggle with the key is that

102

00:04:05,079 --> 00:04:09,400

both of these require phonological and

103

00:04:07,540 --> 00:04:10,540

particularly phonemic level skills and

104

00:04:09,400 --> 00:04:13,150

the kids of the phonological core

105

00:04:10,540 --> 00:04:14,769

deficit do not have those skills or have

106

00:04:13,150 --> 00:04:17,079

a limited amount of those skills so

107

00:04:14,769 --> 00:04:19,090

phonics is difficult for students who

108

00:04:17,079 --> 00:04:20,799

don't have sufficient access to the

109

00:04:19,090 --> 00:04:23,320

phonological properties of spoken

110

00:04:20,799 --> 00:04:25,390

language and when we simply plow ahead

111

00:04:23,320 --> 00:04:28,660

and teach them phonics and they don't

112

00:04:25,390 --> 00:04:30,070

have the underlying phonological skills

113

00:04:28,660 --> 00:04:32,620

we talked about in an earlier session

114

00:04:30,070 --> 00:04:34,090

they're not gonna benefit from phonics

115

00:04:32,620 --> 00:04:38,410

in nearly the same way that they would

116

00:04:34,090 --> 00:04:39,730

if they had those underlying skills why

117

00:04:38,410 --> 00:04:41,010

do some students have limited sight

118

00:04:39,730 --> 00:04:44,950

vocabularies

119

00:04:41,010 --> 00:04:47,320

well memory for words so they jump out

120

00:04:44,950 --> 00:04:49,180

at us when we read are not based on

121

00:04:47,320 --> 00:04:51,280

visual memory they're based on

122

00:04:49,180 --> 00:04:53,350

orthographic memory and orthographic

123

00:04:51,280 --> 00:04:55,900

memory has as its foundation

124

00:04:53,350 --> 00:04:58,540

letter-sound skills and very proficient

125

00:04:55,900 --> 00:05:00,970

phonemic skills now I'm not talking

126

00:04:58,540 --> 00:05:02,980

about recalling from orthographic memory

127

00:05:00,970 --> 00:05:04,480

I'm talking about encoding into

128

00:05:02,980 --> 00:05:06,370

orthographic memory so in order to

129

00:05:04,480 --> 00:05:08,110

efficiently add words to your

130

00:05:06,370 --> 00:05:09,670

orthographic memory you need to have

131

00:05:08,110 --> 00:05:12,670

letters on proficiency and phonemic

132

00:05:09,670 --> 00:05:15,100

proficiency those proficient skills

133

00:05:12,670 --> 00:05:16,870

allow individuals as they're reading as

134

00:05:15,100 --> 00:05:17,590

they're encountering new words in the

135

00:05:16,870 --> 00:05:19,540

background

136

00:05:17,590 --> 00:05:21,640

according to Share’s theory and Ehri’s

137

00:05:19,540 --> 00:05:23,980

theory the sself-teaching hypothesis and

138

00:05:21,640 --> 00:05:26,260

orthographic mapping in the background

139

00:05:23,980 --> 00:05:28,510

what's happening is the person who has

140

00:05:26,260 --> 00:05:30,250

instant access to the sounds in the

141

00:05:28,510 --> 00:05:32,440

spoken language when they encounter a

142

00:05:30,250 --> 00:05:35,620

new word and sound it out they are able

143

00:05:32,440 --> 00:05:37,620

to apply the sound structure of the

144

00:05:35,620 --> 00:05:40,090

phonemic structure of that pronunciation

145

00:05:37,620 --> 00:05:42,100

onto that letter string in the

146

00:05:40,090 --> 00:05:45,580

background while they're focusing on

147

00:05:42,100 --> 00:05:47,890

comprehension so students who lack

148

00:05:45,580 --> 00:05:50,500

letter-sound proficiency or phonemic

149

00:05:47,890 --> 00:05:53,290

proficiency or who lack both which most

150

00:05:50,500 --> 00:05:55,360

struggling readers lack both they can't

151

00:05:53,290 --> 00:05:57,280

efficiently add words to their sight

152

00:05:55,360 --> 00:05:59,380

vocabulary they don't have the

153

00:05:57,280 --> 00:06:01,360

foundational skills actually they can

154

00:05:59,380 --> 00:06:04,090

add words their sight vocabulary but

155

00:06:01,360 --> 00:06:05,800

very inefficiently so rather than adding

156

00:06:04,090 --> 00:06:07,210

words to their orthographic lexicon

157

00:06:05,800 --> 00:06:11,800

after one to four exposures

158

00:06:07,210 --> 00:06:13,330

it may take dozens of exposures the

159

00:06:11,800 --> 00:06:15,880

older assumption that fluency is based

160

00:06:13,330 --> 00:06:17,950

on just simply speed of retrieval of

161

00:06:15,880 --> 00:06:19,810

known words or based on some sort of

162

00:06:17,950 --> 00:06:22,390

visual memory is not consistent with

163

00:06:19,810 --> 00:06:24,100

current understandings there's going to

164

00:06:22,390 --> 00:06:26,770

be a possible exception of kids with

165

00:06:24,100 --> 00:06:29,050

poor rapid automatized naming how much and in

166

00:06:26,770 --> 00:06:30,730

what way poor rapid naming influences

167

00:06:29,050 --> 00:06:34,630

reading fluency is still something that

168

00:06:30,730 --> 00:06:36,130

is being studied by researchers a more

169

00:06:34,630 --> 00:06:37,990

well-established assumption is that

170

00:06:36,130 --> 00:06:40,030

reading fluency is a byproduct of the

171

00:06:37,990 --> 00:06:41,980

size of the students sight vocabulary

172

00:06:40,030 --> 00:06:43,810

or their orthographic lexicon another

173

00:06:41,980 --> 00:06:46,900

how many words are already familiar to

174

00:06:43,810 --> 00:06:48,670

them as they embark upon a passage so

175

00:06:46,900 --> 00:06:50,080

students with limited sight vocabularies

176

00:06:48,670 --> 00:06:52,600

are gonna have to move through text very

177

00:06:50,080 --> 00:06:54,820

slowly and not very fluently while those

178

00:06:52,600 --> 00:06:57,280

with large sight vocabularies words jump

179

00:06:54,820 --> 00:06:58,660

out at them and they are very fluent how

180

00:06:57,280 --> 00:07:00,970

does this impact English learners

181

00:06:58,660 --> 00:07:03,910

English learners certainly have many

182

00:07:00,970 --> 00:07:06,130

important obstacles to be successful in

183

00:07:03,910 --> 00:07:07,660

school there's no doubt yet the skills

184

00:07:06,130 --> 00:07:09,400

needed for reading in one alphabetic

185

00:07:07,660 --> 00:07:10,570

language typically transferred English

186

00:07:09,400 --> 00:07:12,670

among those students who have already

187

00:07:10,570 --> 00:07:15,130

had some level of reading instruction in

188

00:07:12,670 --> 00:07:17,020

their native language and word reading

189

00:07:15,130 --> 00:07:18,400

can actually progress pretty well with

190

00:07:17,020 --> 00:07:20,680

proper instruction among English

191

00:07:18,400 --> 00:07:22,480

learners the bigger obstacle for the

192

00:07:20,680 --> 00:07:24,790

English learners is going to be the vast

193

00:07:22,480 --> 00:07:27,610

and extensive vocabulary that they have

194

00:07:24,790 --> 00:07:29,740

to learn as a result the language

195

00:07:27,610 --> 00:07:32,740

comprehension is going to be affected in

196

00:07:29,740 --> 00:07:34,450

therefore the reading comprehension so

197

00:07:32,740 --> 00:07:36,640

for word level reading the type of

198

00:07:34,450 --> 00:07:38,710

instruction we would use successfully

199

00:07:36,640 --> 00:07:41,170

with native speakers of English works

200

00:07:38,710 --> 00:07:43,180

quite well with English learners now of

201

00:07:41,170 --> 00:07:45,760

course we have to adjust to accommodate

202

00:07:43,180 --> 00:07:47,830

for specific individuals coming from

203

00:07:45,760 --> 00:07:48,970

certain language systems where some of

204

00:07:47,830 --> 00:07:52,000

the sounds are a little different but

205

00:07:48,970 --> 00:07:57,280

aside from that the general process is

206

00:07:52,000 --> 00:07:59,230

similar reading practice tends to have

207

00:07:57,280 --> 00:08:01,480

very limited benefit for children who

208

00:07:59,230 --> 00:08:03,580

don't remember the words they read but

209

00:08:01,480 --> 00:08:05,260

it is essential for those who do

210

00:08:03,580 --> 00:08:08,440

remember the words they read in fact it

211

00:08:05,260 --> 00:08:10,030

is the only way to develop reading

212

00:08:08,440 --> 00:08:12,610

skills if you remember the words you

213

00:08:10,030 --> 00:08:14,380

read reading practice is essential but

214

00:08:12,610 --> 00:08:16,150

for children who don't remember the

215

00:08:14,380 --> 00:08:18,550

words they read reading practice is not

216

00:08:16,150 --> 00:08:20,860

a way to help bridge the gap between

217

00:08:18,550 --> 00:08:23,170

they and their peers it has not been

218

00:08:20,860 --> 00:08:25,450

shown to allow children who are

219

00:08:23,170 --> 00:08:26,980

struggling readers to improve their

220

00:08:25,450 --> 00:08:30,700

reading skills such that they have more

221

00:08:26,980 --> 00:08:31,930

normalized abilities in module 11 we're

222

00:08:30,700 --> 00:08:33,940

going to cover this issue of

223

00:08:31,930 --> 00:08:36,820

intervention quite extensively and it

224

00:08:33,940 --> 00:08:37,930

will become clear that many of the

225

00:08:36,820 --> 00:08:39,940

approaches that we're currently using

226

00:08:37,930 --> 00:08:42,099

with struggling readers do not work very

227

00:08:39,940 --> 00:08:43,780

well and they're not based on our

228

00:08:42,099 --> 00:08:46,630

understanding of orthographic learning

229

00:08:43,780 --> 00:08:48,670

that was covered in this module as a

230

00:08:46,630 --> 00:08:50,890

result we haven't seen the kind of

231

00:08:48,670 --> 00:08:53,380

growth since the reading panel before

232

00:08:50,890 --> 00:08:55,310

the reading panel more recently with RTI

233

00:08:53,380 --> 00:08:57,440

MTSS

234

00:08:55,310 --> 00:09:01,190

with balanced instruction we haven't

235

00:08:57,440 --> 00:09:03,500

seen it with our fluency ideas etc we

236

00:09:01,190 --> 00:09:05,120

just haven't seen the dial move and it's

237

00:09:03,500 --> 00:09:08,630

largely because we've been working from

238

00:09:05,120 --> 00:09:11,240

assumptions about how reading works that

239

00:09:08,630 --> 00:09:14,030

we now know are not accurate the

240

00:09:11,240 --> 00:09:16,880

exciting news I'm foreshadowing chapter

241

00:09:14,030 --> 00:09:19,660

11 is within the reading research the

242

00:09:16,880 --> 00:09:23,090

approach is that most closely

243

00:09:19,660 --> 00:09:25,040

approximated the concepts and ideas that

244

00:09:23,090 --> 00:09:27,350

are consistent with the orthographic

245

00:09:25,040 --> 00:09:30,080

mapping approach and the self teaching

246

00:09:27,350 --> 00:09:32,450

approach had the largest standard score

247

00:09:30,080 --> 00:09:33,800

point gains by far compared to the

248

00:09:32,450 --> 00:09:37,040

traditional methods that we use for

249

00:09:33,800 --> 00:09:38,480

intervention we can conclude that

250

00:09:37,040 --> 00:09:40,580

instruction intervention that's

251

00:09:38,480 --> 00:09:42,380

consistent with how we learn words is

252

00:09:40,580 --> 00:09:44,330

going to do better than instruction and

253

00:09:42,380 --> 00:09:47,390

intervention that is not consistent with

254

00:09:44,330 --> 00:09:50,930

how we learn words so it's important for

255

00:09:47,390 --> 00:09:52,310

us to pay attention to the kinds of

256

00:09:50,930 --> 00:09:54,730

things in this module to better

257

00:09:52,310 --> 00:09:56,750

understand the nature of reading and

258

00:09:54,730 --> 00:09:58,250

that's not something that's been well

259

00:09:56,750 --> 00:10:00,320

understood it certainly wasn't well

260

00:09:58,250 --> 00:10:02,270

understood when the four classic

261

00:10:00,320 --> 00:10:05,000

approaches to teaching reading were

262

00:10:02,270 --> 00:10:06,620

developed and implemented the phonics

263

00:10:05,000 --> 00:10:07,880

approach the linguistic approach the

264

00:10:06,620 --> 00:10:10,940

whole word approach and the whole

265

00:10:07,880 --> 00:10:12,980

language balanced literacy approach none

266

00:10:10,940 --> 00:10:15,410

of those approaches are informed by how

267

00:10:12,980 --> 00:10:17,420

we actually learn to read they were

268

00:10:15,410 --> 00:10:21,920

informed by more intuitive and

269

00:10:17,420 --> 00:10:23,330

traditional practices so word level

270

00:10:21,920 --> 00:10:25,280

reading skills are based on phonological

271

00:10:23,330 --> 00:10:28,040

and phonemic skills that's the nature of

272

00:10:25,280 --> 00:10:30,589

alphabetic writing this means that poor

273

00:10:28,040 --> 00:10:32,210

access to phonemes and spoken words will

274

00:10:30,589 --> 00:10:34,550

have a very negative impact on your

275

00:10:32,210 --> 00:10:35,990

reading development and poor access to

276

00:10:34,550 --> 00:10:39,290

phonemes is going to have a negative

277

00:10:35,990 --> 00:10:42,830

impact on learning phonics developing

278

00:10:39,290 --> 00:10:44,390

sight words and reading fluency one bit

279

00:10:42,830 --> 00:10:46,760

of good news is that English learners

280

00:10:44,390 --> 00:10:48,460

respond very well to high-quality word

281

00:10:46,760 --> 00:10:50,300

level reading instruction an

282

00:10:48,460 --> 00:10:51,800

intervention and instruction that's

283

00:10:50,300 --> 00:10:53,660

consistent with our scientific

284

00:10:51,800 --> 00:10:56,600

understanding of the nature of reading

285

00:10:53,660 --> 00:10:58,480

have much better outcomes than many of

286

00:10:56,600 --> 00:11:01,339

our traditional approaches that do not

287

00:10:58,480 --> 00:11:02,300

reflect an understanding of reading that

288

00:11:01,339 --> 00:11:04,490

has been pretty well established

289

00:11:02,300 --> 00:11:08,230

scientifically once again that will be

290

00:11:04,490 --> 00:11:08,230

covered in depth in module 11

291

00:11:11,200 --> 00:11:14,780

how has your understanding of the

292

00:11:13,370 --> 00:11:16,430

various aspects of word reading

293

00:11:14,780 --> 00:11:19,070

development changed as a result of this

294

00:11:16,430 --> 00:11:21,950

module this was a very large module with

295

00:11:19,070 --> 00:11:23,690

seven sessions and there's a lot to

296

00:11:21,950 --> 00:11:26,030

absorb some of it you may want to go

297

00:11:23,690 --> 00:11:27,950

back and take a look at so how might

298

00:11:26,030 --> 00:11:35,390

your thoughts on reading instruction

299

00:11:27,950 --> 00:11:37,310

change as a result of this module we

300

00:11:35,390 --> 00:11:38,750

begin a new module with the next session

301

00:11:37,310 --> 00:11:40,370

and we're going to look at how the

302

00:11:38,750 --> 00:11:43,510

simple view of reading helps us

303

00:11:40,370 --> 00:11:43,510

understand reading comprehension