1

00:00:05,850 --> 00:00:12,730

module 5 reading comprehension session 2

2

00:00:10,200 --> 00:00:16,889

skills required for language

3

00:00:12,730 --> 00:00:16,889

comprehension and reading comprehension

4

00:00:17,440 --> 00:00:21,640

hello this is David Kilpatrick and I am

5

00:00:20,140 --> 00:00:24,220

your presenter for these thirteen

6

00:00:21,640 --> 00:00:26,830

on-demand webinars and these webinars

7

00:00:24,220 --> 00:00:28,930

are designed to get the research on

8

00:00:26,830 --> 00:00:30,220

reading out of the technical journals

9

00:00:28,930 --> 00:00:32,110

and into the hands of the people who

10

00:00:30,220 --> 00:00:34,590

need it the most and as a result of

11

00:00:32,110 --> 00:00:36,790

going through all of these webinars

12

00:00:34,590 --> 00:00:38,680

participants will learn about what

13

00:00:36,790 --> 00:00:40,840

research has to say about assessment of

14

00:00:38,680 --> 00:00:46,059

reading difficulties prevention and

15

00:00:40,840 --> 00:00:47,739

overcoming reading difficulties we are

16

00:00:46,059 --> 00:00:50,559

now in module 5 you can see an overview

17

00:00:47,739 --> 00:00:56,350

of all 13 modules and module 5 has two

18

00:00:50,559 --> 00:00:58,360

sessions this is the second session as a

19

00:00:56,350 --> 00:00:59,890

result of this module participants will

20

00:00:58,360 --> 00:01:02,020

be able to identify the critical skills

21

00:00:59,890 --> 00:01:04,390

needed for language comprehension and

22

00:01:02,020 --> 00:01:07,229

describe what a situation model is and

23

00:01:04,390 --> 00:01:09,220

how it affects reading comprehension and

24

00:01:07,229 --> 00:01:11,140

finally they'll be able to indicate what

25

00:01:09,220 --> 00:01:12,940

are the other critical skills that

26

00:01:11,140 --> 00:01:15,930

contribute to the situation model and

27

00:01:12,940 --> 00:01:15,930

therefore the reading comprehension

28

00:01:17,430 --> 00:01:22,240

beyond about third grade in students who

29

00:01:20,410 --> 00:01:23,950

are skilled at the word level reading

30

00:01:22,240 --> 00:01:25,780

the correlation between language

31

00:01:23,950 --> 00:01:27,819

comprehension tests and reading

32

00:01:25,780 --> 00:01:32,590

comprehension tests are extremely high

33

00:01:27,819 --> 00:01:34,479

in fact they're so high that a reading

34

00:01:32,590 --> 00:01:36,459

comprehension test will correlate with a

35

00:01:34,479 --> 00:01:37,780

language comprehension test about as

36

00:01:36,459 --> 00:01:40,209

strong as two language comprehension

37

00:01:37,780 --> 00:01:41,950

tests correlate with each other or two

38

00:01:40,209 --> 00:01:42,970

reading comprehension tests correlate

39

00:01:41,950 --> 00:01:45,340

with each other so that's a pretty

40

00:01:42,970 --> 00:01:47,920

strong correlation I had mentioned in

41

00:01:45,340 --> 00:01:49,000

the previous session that there are some

42

00:01:47,920 --> 00:01:51,369

children particularly those with

43

00:01:49,000 --> 00:01:53,590

attention problems whose listening

44

00:01:51,369 --> 00:01:55,630

comprehension scores on a formal test

45

00:01:53,590 --> 00:01:57,759

may be lower than their reading

46

00:01:55,630 --> 00:01:58,440

comprehension and I speculated as to why

47

00:01:57,759 --> 00:02:01,509

that might be

48

00:01:58,440 --> 00:02:03,039

perhaps if children are reading they're

49

00:02:01,509 --> 00:02:04,420

focusing their attention on reading and

50

00:02:03,039 --> 00:02:06,459

comprehending but if they are just

51

00:02:04,420 --> 00:02:08,830

sitting and listening maybe they are

52

00:02:06,459 --> 00:02:10,119

more likely to let their mind wander

53

00:02:08,830 --> 00:02:12,160

well there are differences between

54

00:02:10,119 --> 00:02:14,470

written and spoken language for sure

55

00:02:12,160 --> 00:02:16,709

from a functional standpoint the latter

56

00:02:14,470 --> 00:02:19,690

is more or less the former written down

57

00:02:16,709 --> 00:02:21,430

so you understand the spoken language

58

00:02:19,690 --> 00:02:23,410

you are in a great position to

59

00:02:21,430 --> 00:02:25,360

understand the written language and vice

60

00:02:23,410 --> 00:02:27,400

versa reading comprehension and language

61

00:02:25,360 --> 00:02:28,870

comprehension require a number of very

62

00:02:27,400 --> 00:02:29,810

important skills and we're going to just

63

00:02:28,870 --> 00:02:32,750

touch upon those

64

00:02:29,810 --> 00:02:34,280

this session one of the ways of

65

00:02:32,750 --> 00:02:35,690

organizing a number of the skills that

66

00:02:34,280 --> 00:02:38,810

are important for language comprehension

67

00:02:35,690 --> 00:02:42,140

and reading comprehension is a situation

68

00:02:38,810 --> 00:02:45,380

model or mental model a situation model

69

00:02:42,140 --> 00:02:47,660

or mental model is what we build as we

70

00:02:45,380 --> 00:02:48,920

read we pull together a number of the

71

00:02:47,660 --> 00:02:51,290

other factors that you're going to see

72

00:02:48,920 --> 00:02:53,150

below to help us understand what's going

73

00:02:51,290 --> 00:02:54,890

on in a passage that we're reading or to

74

00:02:53,150 --> 00:02:57,620

help us understand a verbal

75

00:02:54,890 --> 00:03:02,239

communication that someone is relaying

76

00:02:57,620 --> 00:03:03,500

to us vocabulary in order to understand

77

00:03:02,239 --> 00:03:04,700

what someone is saying we need to know

78

00:03:03,500 --> 00:03:06,709

the meaning of the words that they're

79

00:03:04,700 --> 00:03:08,360

using in order to understand what we

80

00:03:06,709 --> 00:03:10,600

read we need to understand the words

81

00:03:08,360 --> 00:03:13,880

that are being used in that passage

82

00:03:10,600 --> 00:03:15,920

grammar and syntax grammar has to do a

83

00:03:13,880 --> 00:03:18,489

lot of facets of language could be verb

84

00:03:15,920 --> 00:03:21,260

tense can be possessives could be

85

00:03:18,489 --> 00:03:24,230

singular plural and any one of a number

86

00:03:21,260 --> 00:03:25,910

of other key features of language syntax

87

00:03:24,230 --> 00:03:28,519

sometimes grouped together with grammar

88

00:03:25,910 --> 00:03:30,140

has to do with word order background

89

00:03:28,519 --> 00:03:32,060

knowledge is also very important for

90

00:03:30,140 --> 00:03:33,709

building a situation model it's hard to

91

00:03:32,060 --> 00:03:35,299

build a situation model in terms of

92

00:03:33,709 --> 00:03:36,709

trying to understand what's going on if

93

00:03:35,299 --> 00:03:40,820

you don't have the background knowledge

94

00:03:36,709 --> 00:03:43,579

for it attention of course is very

95

00:03:40,820 --> 00:03:46,250

important because comprehension requires

96

00:03:43,579 --> 00:03:49,190

focus and keeping track of what is being

97

00:03:46,250 --> 00:03:50,390

said or what is being read working

98

00:03:49,190 --> 00:03:52,609

memory is important because working

99

00:03:50,390 --> 00:03:55,010

memory refers to the temporary memory

100

00:03:52,609 --> 00:03:58,220

buffer that we use to keep track of what

101

00:03:55,010 --> 00:04:00,769

we're thinking about right now and if

102

00:03:58,220 --> 00:04:02,480

you have a weaker working memory

103

00:04:00,769 --> 00:04:05,269

capacity compared to others you're going

104

00:04:02,480 --> 00:04:07,310

to be able to keep track of information

105

00:04:05,269 --> 00:04:09,920

in a less adequate fashion than others

106

00:04:07,310 --> 00:04:11,450

and so when we're comprehending things

107

00:04:09,920 --> 00:04:13,040

sort of drop out some of the details

108

00:04:11,450 --> 00:04:15,350

drop out we've all had the experience of

109

00:04:13,040 --> 00:04:16,820

reading a very long sentence and there

110

00:04:15,350 --> 00:04:18,739

was just too much in that sentence it

111

00:04:16,820 --> 00:04:20,570

expanded beyond our working memory and

112

00:04:18,739 --> 00:04:23,180

so there we had to go back and reread

113

00:04:20,570 --> 00:04:24,650

part of it in order to process it well

114

00:04:23,180 --> 00:04:26,990

if your working memory is more limited

115

00:04:24,650 --> 00:04:29,360

things are going to drop out either in

116

00:04:26,990 --> 00:04:32,360

verbal communication or in written

117

00:04:29,360 --> 00:04:34,669

communication inferencing is so

118

00:04:32,360 --> 00:04:38,090

important because so much of what needs

119

00:04:34,669 --> 00:04:39,860

to be understood is not actually stated

120

00:04:38,090 --> 00:04:42,930

you need to infer it and I'll give you

121

00:04:39,860 --> 00:04:46,110

an example of that in an upcoming slide

122

00:04:42,930 --> 00:04:48,550

comprehension monitoring is a process of

123

00:04:46,110 --> 00:04:50,530

recognizing whether or not you do

124

00:04:48,550 --> 00:04:52,450

understand the communication whether

125

00:04:50,530 --> 00:04:54,190

written or verbal we've all had the

126

00:04:52,450 --> 00:04:56,560

experience where maybe were reading late

127

00:04:54,190 --> 00:04:59,020

at night and we get to the end of the

128

00:04:56,560 --> 00:05:00,250

paragraph and we say wow I don't think I

129

00:04:59,020 --> 00:05:01,480

understood any of that I wasn't paying

130

00:05:00,250 --> 00:05:04,000

enough attention my mind was wandering

131

00:05:01,480 --> 00:05:05,860

and we go back and reread that's an

132

00:05:04,000 --> 00:05:08,160

example of comprehension monitoring you

133

00:05:05,860 --> 00:05:10,360

recognize that you didn't understand it

134

00:05:08,160 --> 00:05:12,760

another important element of

135

00:05:10,360 --> 00:05:14,620

understanding both oral and written

136

00:05:12,760 --> 00:05:17,110

language is understanding story

137

00:05:14,620 --> 00:05:20,230

structure and genre now I do want to

138

00:05:17,110 --> 00:05:24,010

mention that many of these skills can be

139

00:05:20,230 --> 00:05:26,230

taught and can be reinforced starting in

140

00:05:24,010 --> 00:05:27,880

preschool for example you read to

141

00:05:26,230 --> 00:05:30,340

children and they can develop a sense of

142

00:05:27,880 --> 00:05:33,340

story structure the development we have

143

00:05:30,340 --> 00:05:36,070

on this list of skills can go both ways

144

00:05:33,340 --> 00:05:38,320

in terms of language comprehension

145

00:05:36,070 --> 00:05:39,610

helping reading comprehension and our

146

00:05:38,320 --> 00:05:42,460

reading comprehension helping our

147

00:05:39,610 --> 00:05:45,280

language comprehension so children don't

148

00:05:42,460 --> 00:05:49,300

have to learn story structure and genre

149

00:05:45,280 --> 00:05:50,740

through reading books they should learn

150

00:05:49,300 --> 00:05:53,230

a lot about that before they're ever

151

00:05:50,740 --> 00:05:54,790

even able to read through their

152

00:05:53,230 --> 00:05:57,070

preschool years in the kindergarten

153

00:05:54,790 --> 00:05:59,950

first grade being read to and having the

154

00:05:57,070 --> 00:06:01,270

teacher talk about those elements it's

155

00:05:59,950 --> 00:06:02,530

also true of all the other things that

156

00:06:01,270 --> 00:06:04,360

are mentioned here inferencing

157

00:06:02,530 --> 00:06:07,450

comprehension monitoring grammar

158

00:06:04,360 --> 00:06:09,220

vocabulary etc and of course background

159

00:06:07,450 --> 00:06:11,590

knowledge and then there's visual

160

00:06:09,220 --> 00:06:15,430

spatial imagery skills these seem to

161

00:06:11,590 --> 00:06:17,470

show virtually no correlation with word

162

00:06:15,430 --> 00:06:20,050

level reading but interestingly there

163

00:06:17,470 --> 00:06:22,180

have been a number of studies it's never

164

00:06:20,050 --> 00:06:23,350

been a major area of studying for

165

00:06:22,180 --> 00:06:25,900

reading comprehension language

166

00:06:23,350 --> 00:06:28,330

comprehension but it has been a source

167

00:06:25,900 --> 00:06:30,010

of study way back into the 30s 40s 50s

168

00:06:28,330 --> 00:06:31,810

right up through til today and there are

169

00:06:30,010 --> 00:06:34,540

probably just a couple few dozen studies

170

00:06:31,810 --> 00:06:37,140

to show this a fairly recent study

171

00:06:34,540 --> 00:06:39,340

showed that visual spatial skills

172

00:06:37,140 --> 00:06:41,260

examined in kindergarten predicted

173

00:06:39,340 --> 00:06:43,900

eighth grade reading comprehension after

174

00:06:41,260 --> 00:06:45,490

controlling for general intelligence now

175

00:06:43,900 --> 00:06:48,370

we don't know exactly why this is

176

00:06:45,490 --> 00:06:51,130

important but it may contribute to the

177

00:06:48,370 --> 00:06:53,770

situation model you may be picturing in

178

00:06:51,130 --> 00:06:55,480

your mind what's going on as the various

179

00:06:53,770 --> 00:06:57,400

words are understood

180

00:06:55,480 --> 00:06:59,050

And the background knowledge falls into place but

181

00:06:57,400 --> 00:07:03,190

that's rather speculative we would like

182

00:06:59,050 --> 00:07:04,330

to know more about that so let's talk a

183

00:07:03,190 --> 00:07:06,640

little bit more about building the

184

00:07:04,330 --> 00:07:10,030

situation model to build a situation

185

00:07:06,640 --> 00:07:11,770

model we need to bring to bear many of

186

00:07:10,030 --> 00:07:13,510

those other elements on the previous

187

00:07:11,770 --> 00:07:16,780

slide like vocabulary background

188

00:07:13,510 --> 00:07:19,000

knowledge and inferencing read the

189

00:07:16,780 --> 00:07:21,690

following taken from research study by

190

00:07:19,000 --> 00:07:21,690

Oakhill and Garnham

191

00:07:31,219 --> 00:07:35,520

this is a very simple passage that most

192

00:07:33,930 --> 00:07:38,879

kindergartners or first graders would

193

00:07:35,520 --> 00:07:43,050

understand totally in fact I read this

194

00:07:38,879 --> 00:07:46,589

to my kindergarten and my preschool

195

00:07:43,050 --> 00:07:47,969

grandsons not too long ago and asked

196

00:07:46,589 --> 00:07:50,069

them a bunch of questions and the

197

00:07:47,969 --> 00:07:51,620

kindergartner got everyone right and the

198

00:07:50,069 --> 00:07:53,849

preschooler got all but one right

199

00:07:51,620 --> 00:07:55,050

think of the inferencing that has to go

200

00:07:53,849 --> 00:07:57,180

on think of the background knowledge

201

00:07:55,050 --> 00:08:00,120

first of all you have to understand that

202

00:07:57,180 --> 00:08:02,879

there's an expectation that you bring a

203

00:08:00,120 --> 00:08:04,529

present to a birthday party furthermore

204

00:08:02,879 --> 00:08:06,800

there's an expectation that that present

205

00:08:04,529 --> 00:08:09,599

is something purchased rather than made

206

00:08:06,800 --> 00:08:11,219

also you have to know what a piggy bank

207

00:08:09,599 --> 00:08:13,339

is and you have to know what it means

208

00:08:11,219 --> 00:08:15,509

that you shook it and it was empty

209

00:08:13,339 --> 00:08:17,129

there are a number of things that have

210

00:08:15,509 --> 00:08:18,599

to be inferred and I came up with every

211

00:08:17,129 --> 00:08:21,180

possible question about this that I

212

00:08:18,599 --> 00:08:24,289

could and sure enough they were hard to

213

00:08:21,180 --> 00:08:26,999

stump a kindergartner and a preschooler

214

00:08:24,289 --> 00:08:29,039

but that shows you inferencing children

215

00:08:26,999 --> 00:08:31,610

that have comprehension problems don't

216

00:08:29,039 --> 00:08:34,139

necessarily inference things very well

217

00:08:31,610 --> 00:08:35,819

so this is something important in terms

218

00:08:34,139 --> 00:08:37,740

of building a situation model if you

219

00:08:35,819 --> 00:08:39,599

don't know the background certainly if

220

00:08:37,740 --> 00:08:41,250

you don't know the vocabulary and you

221

00:08:39,599 --> 00:08:43,380

don't make inferences based upon the

222

00:08:41,250 --> 00:08:47,339

background and the vocabulary you're not

223

00:08:43,380 --> 00:08:49,350

going to understand the passage with

224

00:08:47,339 --> 00:08:51,199

English learners think of that very long

225

00:08:49,350 --> 00:08:54,089

list that was on that earlier slide

226

00:08:51,199 --> 00:08:56,220

there's a lot for them to try to learn

227

00:08:54,089 --> 00:08:59,160

and keep track of as they're acquiring

228

00:08:56,220 --> 00:09:00,630

English vocabulary grammar syntax those

229

00:08:59,160 --> 00:09:01,380

are all going to be an issue in terms of

230

00:09:00,630 --> 00:09:03,690

comprehension

231

00:09:01,380 --> 00:09:05,220

now grammar and syntax are much more

232

00:09:03,690 --> 00:09:06,899

limited in terms of what they have to

233

00:09:05,220 --> 00:09:09,120

learn and they're going to likely pick

234

00:09:06,899 --> 00:09:11,069

up on those much more quickly but

235

00:09:09,120 --> 00:09:13,529

vocabulary and certainly background

236

00:09:11,069 --> 00:09:16,620

knowledge takes years for them to catch

237

00:09:13,529 --> 00:09:20,010

up as mentioned in the previous session

238

00:09:16,620 --> 00:09:22,199

the everyday language can be acquired

239

00:09:20,010 --> 00:09:24,089

much more quickly and one of the

240

00:09:22,199 --> 00:09:25,709

problems is that as they develop the

241

00:09:24,089 --> 00:09:28,019

everyday language they can fool us into

242

00:09:25,709 --> 00:09:30,449

thinking that their language is superior

243

00:09:28,019 --> 00:09:33,329

to what it really is there's a long

244

00:09:30,449 --> 00:09:35,310

trajectory for children where English is

245

00:09:33,329 --> 00:09:38,490

their second language or third language

246

00:09:35,310 --> 00:09:41,250

to catch up with their peers if they

247

00:09:38,490 --> 00:09:42,689

enter in first second third grade it may

248

00:09:41,250 --> 00:09:44,560

not be till high school that they've

249

00:09:42,689 --> 00:09:45,910

caught up but that doesn't mean

250

00:09:44,560 --> 00:09:48,970

that they're not progressing and they're

251

00:09:45,910 --> 00:09:50,680

not doing well along the way and

252

00:09:48,970 --> 00:09:53,529

background knowledge certainly can pose

253

00:09:50,680 --> 00:09:55,570

an issue working memory can be an issue

254

00:09:53,529 --> 00:09:58,779

even if they have average working memory

255

00:09:55,570 --> 00:10:00,550

why because even those of us that have

256

00:09:58,779 --> 00:10:02,440

average working memory that working

257

00:10:00,550 --> 00:10:04,450

memory can be overloaded with too much

258

00:10:02,440 --> 00:10:07,900

information and when they're trying to

259

00:10:04,450 --> 00:10:10,180

figure out grammar syntax vocabulary and

260

00:10:07,900 --> 00:10:14,260

all these other elements at once it is

261

00:10:10,180 --> 00:10:15,670

going to be very difficult for them I'd

262

00:10:14,260 --> 00:10:18,029

like to recommend two outstanding

263

00:10:15,670 --> 00:10:20,350

resources to pursue this further

264

00:10:18,029 --> 00:10:22,029

probably the best all-around resource

265

00:10:20,350 --> 00:10:24,490

available to us right now on reading

266

00:10:22,029 --> 00:10:26,560

comprehension is understanding and

267

00:10:24,490 --> 00:10:28,720

teaching reading comprehension by three

268

00:10:26,560 --> 00:10:30,580

reading researchers who have been

269

00:10:28,720 --> 00:10:32,710

studying reading comprehension for

270

00:10:30,580 --> 00:10:34,810

decades and they do an outstanding work

271

00:10:32,710 --> 00:10:37,300

and this is just a brief little book a

272

00:10:34,810 --> 00:10:39,339

little over a hundred pages it's amazing

273

00:10:37,300 --> 00:10:41,020

how well they were able to communicate

274

00:10:39,339 --> 00:10:43,120

the most important findings from

275

00:10:41,020 --> 00:10:45,550

research into such an understandable

276

00:10:43,120 --> 00:10:47,890

format I need to give a financial

277

00:10:45,550 --> 00:10:49,210

disclaimer here I don't make a penny off

278

00:10:47,890 --> 00:10:51,370

recommending this but I wish I did

279

00:10:49,210 --> 00:10:53,230

because I recommend it all the time it's

280

00:10:51,370 --> 00:10:55,360

an outstanding resource and the same

281

00:10:53,230 --> 00:10:57,040

could be said about the best resource

282

00:10:55,360 --> 00:10:59,830

available on vocabulary once again

283

00:10:57,040 --> 00:11:02,140

written by researchers but written in a

284

00:10:59,830 --> 00:11:10,480

in a very digestible understandable

285

00:11:02,140 --> 00:11:12,460

fashion when word level reading is

286

00:11:10,480 --> 00:11:14,530

average or better reading comprehension

287

00:11:12,460 --> 00:11:17,290

and language comprehension share most of

288

00:11:14,530 --> 00:11:18,970

the same critical skills their numerous

289

00:11:17,290 --> 00:11:20,589

skills needed for language comprehension

290

00:11:18,970 --> 00:11:22,000

and reading comprehension such as

291

00:11:20,589 --> 00:11:25,150

vocabulary background knowledge

292

00:11:22,000 --> 00:11:26,620

inferencing and working memory English

293

00:11:25,150 --> 00:11:29,050

learners are going to struggle in this

294

00:11:26,620 --> 00:11:30,700

area for many years to come and their

295

00:11:29,050 --> 00:11:32,620

development must be supported for many

296

00:11:30,700 --> 00:11:34,120

years to come and we have to be careful

297

00:11:32,620 --> 00:11:36,760

not to be fooled by their language

298

00:11:34,120 --> 00:11:43,060

issues because they seem very competent

299

00:11:36,760 --> 00:11:45,400

in everyday language how might a teacher

300

00:11:43,060 --> 00:11:49,260

promote the critical skills for reading

301

00:11:45,400 --> 00:11:49,260

comprehension across the content areas

302

00:11:52,760 --> 00:11:58,040

next up is module six and it's the first

303

00:11:55,500 --> 00:12:02,000

of four modules devoted to assessment of

304

00:11:58,040 --> 00:12:02,000

children with reading difficulties