Assessing, Preventing, and Overcoming Reading Difficulties

A professional learning series presented by David Kilpatrick, Ph.D.

Module 2 *Session 1*

Sponsored by the Exceptional Student Services Unit (ESSU) and created in collaboration with Specific Learning Disability Specialists Jill Marshall and Veronica Fiedler

CDE | COLORADO
Department of Education

Module 2: Current Approaches to Reading Instruction
Why Many Readers Struggle

Session 1: A Very Brief History of Reading Instruction

Vision
All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission
The mission of the CDE is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

Every student,
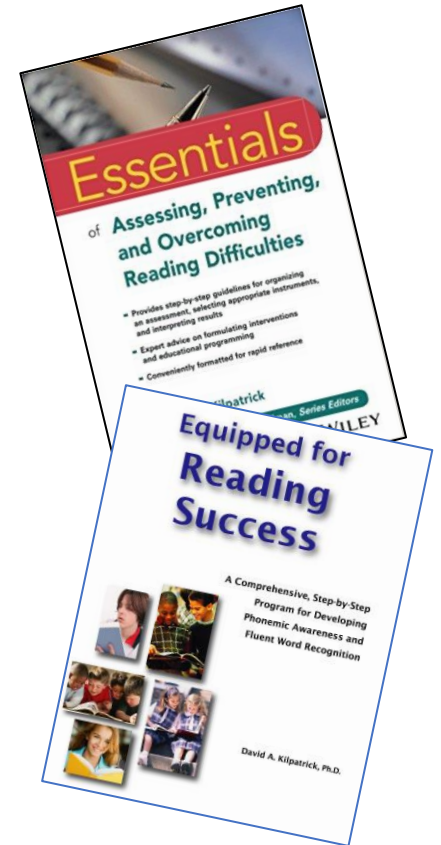every step of the way

Reference and Disclaimer

- This on-demand webinar series, *Assessing, Preventing and Overcoming Reading Difficulties*, was developed by David Kilpatrick, Ph.D., in collaboration with the Specific Learning Disability Specialists in the Exceptional Student Services Unit of the Colorado Department of Education.

- Content of the webinar series was originally included in the book *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015).

- This material was developed under a grant from the Colorado Department of Education. **The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.**

The Presenter

DAVID A. KILPATRICK, PHD is Associate Professor of Psychology for the State University of New York, College at Cortland. He teaches courses in learning disabilities and educational psychology. He is also a New York State Certified School Psychologist and has conducted over a thousand evaluations of students with reading difficulties during his 27 years with the East Syracuse-Minoa Central School District. David is currently involved in a number of research and writing projects. He facilitates professional development workshops for educators and presents regularly in districts, and at state and national conferences. He is the author of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015), and *Equipped for Reading Success-A Comprehensive Step-by-Step Program from Developing Phonemic Awareness and Fluent Word Recognition*.

Series Designed for Use in Multiple Ways

1. **Complete all 13 modules**: Participants who engage in all thirteen modules will be provided a comprehensive learning experience encompassing research, impact, and critical elements of assessing, preventing, and overcoming reading difficulties.

2. **Complete individual modules**: Participants may view a session/s for specific information and guidance on topics related to assessing, preventing and overcoming reading difficulties. This format is ideal for short professional development opportunities, e.g., during an Impact Team meeting or Professional Learning Community.

3. **Complete as a book or chapter study**: Participants may view all or part or the series as a tandem companion or supplemental resource for supporting a study of the book: *The Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015)

Assessing, Preventing, and Overcoming Reading Difficulties

Objective:

Through engagement in this series of 13 on-demand webinars, participants will understand the current research, implications, and the essential elements necessary for assessing, preventing, and overcoming reading difficulties.

ASSESS   **PREVENT**   **OVERCOME**

Assessing, Preventing, and Overcoming Reading Difficulties

Webinar Series Modules

Module 1: Reading Research and the Research to Practice Gap

Module 2: Current Approaches: Why Many Learners Still Struggle

Module 3: The Simple View Of Reading

Module 4: Word-Level Reading

Module 5: Reading Comprehension

Module 6: Introduction to Reading Assessment; Assessing Phonological Skills

Module 7: Assessing Phonics Skills

Module 8: Assessing Word Identification and Reading Fluency

Module 9: Assessing Reading Comprehension and Related Skills

Module 10: Effective Approaches for Preventing Reading Difficulties

Module 11: Effective Interventions for Reading Difficulties

Module 12: Case Examples of Reading Disabilities

Module 13: Specific Learning Disability Identification

Module 2 Overview

Module 2:
Current Approaches to Reading Instruction:
Why Many Learners Still Struggle

2.1 A Very Brief History of Reading Instruction

2.2 Why Current Reading Instruction Doesn't Work for Many

2.3 Visual Memory Theory of Reading

2.4 Three Cueing System Theory of Reading

2.5 Phonics- Strengths and Limitations

Learning Intentions

Module 2 Session 1:
A Very Brief History of Reading

Participants will be able to:

- ✓ Acknowledge the issue of reading problems in our country

- ✓ Make connections to the field of reading research

- ✓ Describe and explain the gap between the reading research and classroom practice

The "Big Four" Approaches to Reading

Whole Word (early 1800s)

- Also called *the look-say approach, basal approach, sight word approach*

Phonics (early 1800s)

- Early versions very different than today

Whole Language (late 1800s)

- Originally called the Sentence Method of Reading
- Also called *Literacy-Based Approach*
- Currently central to "Balanced Instruction"

Linguistic (1961)

- Also called *Word Family Approach*
- Specific "methods" go back centuries

Note differences in "units of study" between these

The "Big Four" Reorganized by Type

- Meaning-Based Approaches
  - Whole Language (unit of study: the sentence or paragraph)
  - Whole Word (unit of study: whole word)
- Code-Emphasis Approaches
  - Linguistic (unit of study: rime units)
  - Phonics (unit of study: letters, digraphs, blends)

Whole Language

- It is not intended to be a teaching method
    - It is a philosophy of literacy development
    - In practice, however, it relies primarily on the three-cueing systems "method," secondarily on whole word methods
- It is designed to integrate reading, writing, speaking and listening (hence, whole language)

Whole Language

- It is grounded in what its modern advocates Ken Goodman and Frank Smith call the *Psycholinguistic Guessing Game*
  - The *Three Cueing Systems* approach is the practical application of the Psycholinguistic Guessing Game philosophy
    - Contextual, linguistic, grapho-phonic
    - Also called: MSV - meaning, structure, visual
    - Central element in Balanced Instruction

Whole Word Approach

- Assumes words are stored in visual memory

- Emphasizes meaning over word analysis

- Key features include:

  - Repetition

  - Controlled vocabulary

  - Distinctive looking words

Linguistic Approach

- Has roots centuries ago

- Developed by linguistics

- The most recently introduced formalized approach to teaching reading (1961)
    - *Let's Read* by Bloomfield and Barnhardt

- Focuses on rime units or word families
    - (e.g., hat, cat, sat, mat)

- Often confused with phonics
    - Both focus on letters and sounds

The Phonics Approach

Focus is on letters, sounds and "decoding" unknown words

- Develops independence in word identification

Develops letter-sound knowledge

- Emphasizes the regularities of print

Research shows it is more effective than the whole word method and whole language

- Yet even with phonics instruction, there are many weak readers

Notes On All Approaches

- All of the four classic approaches result in 15%-30% poor readers

- Struggling readers find all approaches difficult

- No approach directly addresses the issue of permanent word storage

  - The Whole Word approach thinks it does

Balanced Instruction

- Reaction to the "Reading Wars"

- Sounds wonderful, but . . .

    - Balancing/integrating approaches that are ineffective for many readers does not generate effective reading instruction or remediation

    - Since its inception, we have seen no progress in reducing reading difficulties

- Research in the last 30+ years indicates that our avenue for improvement is in understanding and in instructionally addressing the prerequisite cognitive and linguistic skills required for reading

Summary: Module 2 Session 1

- All the popular, current reading approaches go back well over 100 years

  - Whole word, whole language, phonics

    - These approaches keep being recycled by program developers in new ways (e.g., more colorful, more fun, more technology), yet they are the same ideas with the same results

- Each reading philosophy approaches reading with a different unit of study

  - Sentences, words, rime units, letters

- All were developed without benefit of the last 30-40 years of scientific study into reading development and reading difficulties

- None of the classic approaches addresses the needs of struggling readers

  - However, elements of the phonic approach are essential, but insufficient

- Conclusion: To address weak readers, we need to move beyond what has not been successful despite 100+ years of sincere and dedicated effort

  - A great place to start is the scientific research into reading
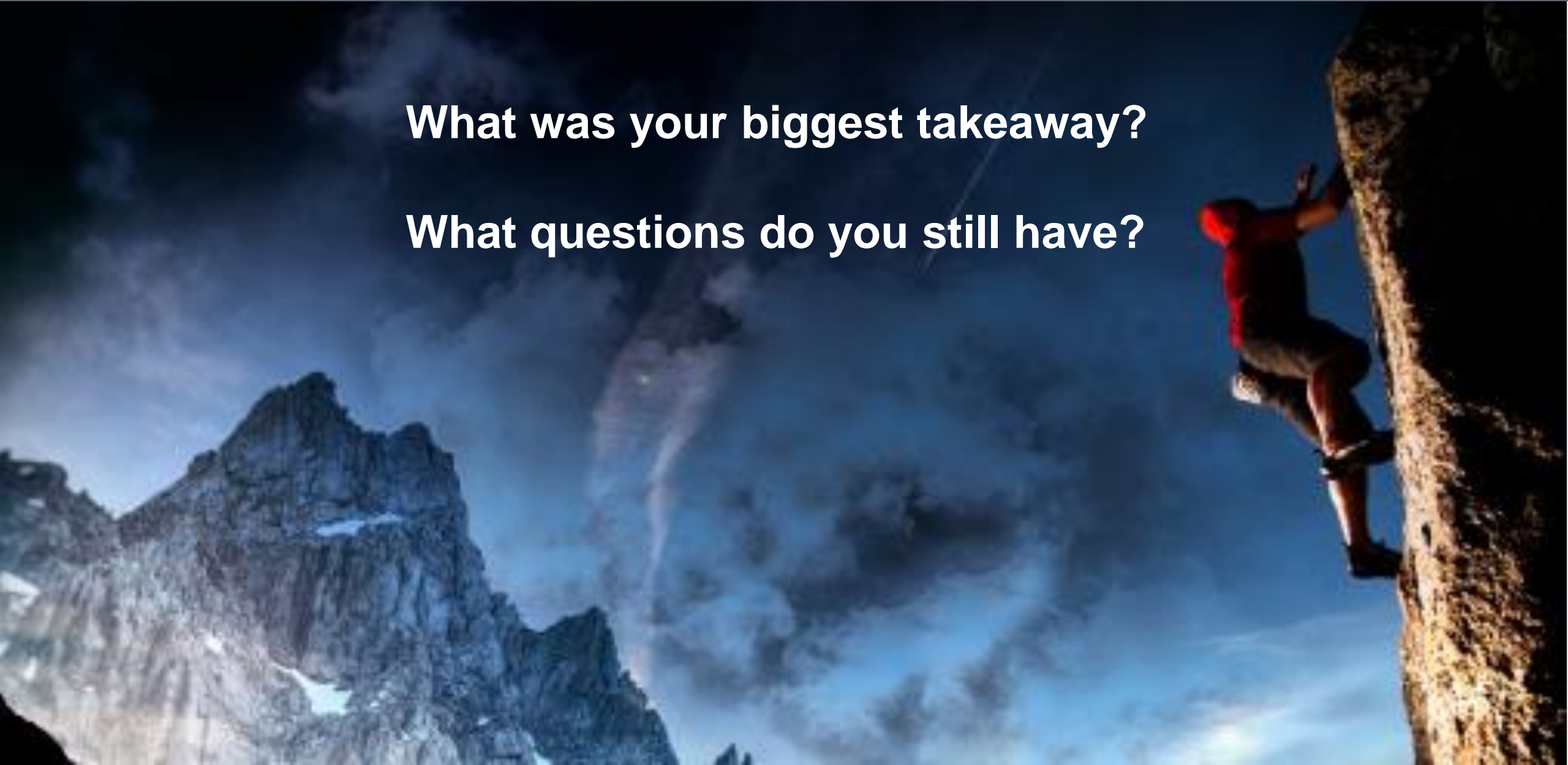
Reflect and Connect:

How might the different approaches to reading instruction inform your current work? What might you need to consider when communicating about reading instruction with families with colleagues?

Wrap Up

What was your biggest takeaway?

What questions do you still have?

Up Next

Module 2.2
Why Current Reading Instruction Doesn't Work for Many

THANK YOU

Colorado Department of Education

Please visit the CDE Specific Learning Disability Website for more information:

https://www.cde.state.co.us/cdesped/SD-SLD