Assessing, Preventing, and Overcoming Reading Difficulties

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

Module 4 *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 4: Word-Level Reading

Session 1: The Challenges of Word-Level Reading

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*.
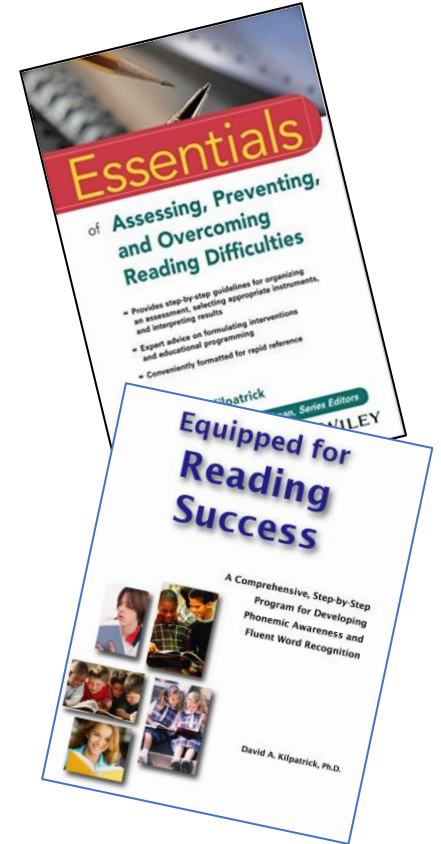
Series Designed for Use in Multiple Ways

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 to Reading Instruction: 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 4 Overview

Module 4:
Word-Level Reading

Learning Intentions

**Module 4 Session 1:
The Challenges of Word-Level Reading**

Participants will be able to:

- ✓ Describe the difference between word identification and word recognition
- ✓ Identify the challenges involved in developing word-level reading

Word Recognition

- Most word-reading instruction focuses on word identification, not word recognition

- Word Identification can occur various ways
  - For example, by recognizing familiar words or phonic decoding

- Word recognition requires no sounding out or guessing

- Instant, accurate word recognition of most or all the words being read is a hallmark of skilled reading but absent from struggling readers

Sight Words and Sight Words Vocabulary

- "Sight word" has multiple meanings in education

- We use it one way: Sight words are printed words that are known and familiar and are therefore instantly and effortlessly recognized

- Sight words can be regular or irregular; low frequency or high frequency

- A sight-word vocabulary refers to the pool of these familiar words

- Skilled readers have large sight vocabularies; poor readers do not

Questions about Word-Level Reading

- Why do some students have difficulties with word-level reading while others do not?

- Why do some students struggle in learning phonics?

- Why do struggling readers have such limited sight vocabularies?

- Why do some students struggle with reading fluency?

- Are there differences for students learning English?

- Why do some word-reading interventions have such limited results while others have large results?

Summary: Module 4 Session 1

Implications of the Simple View

✓There are three types of reading difficulty/disability that have been extensively validated in the research literature

   ✓Dyslexia, hyperlexia, and mixed/combined type

✓Identifying these types help educators understand the source of an individual's reading difficulty/disability

✓Helps with educational planning

✓Helps with proper instructional grouping

   ✓A student with dyslexia and a student with hyperlexia do not make good small group partners
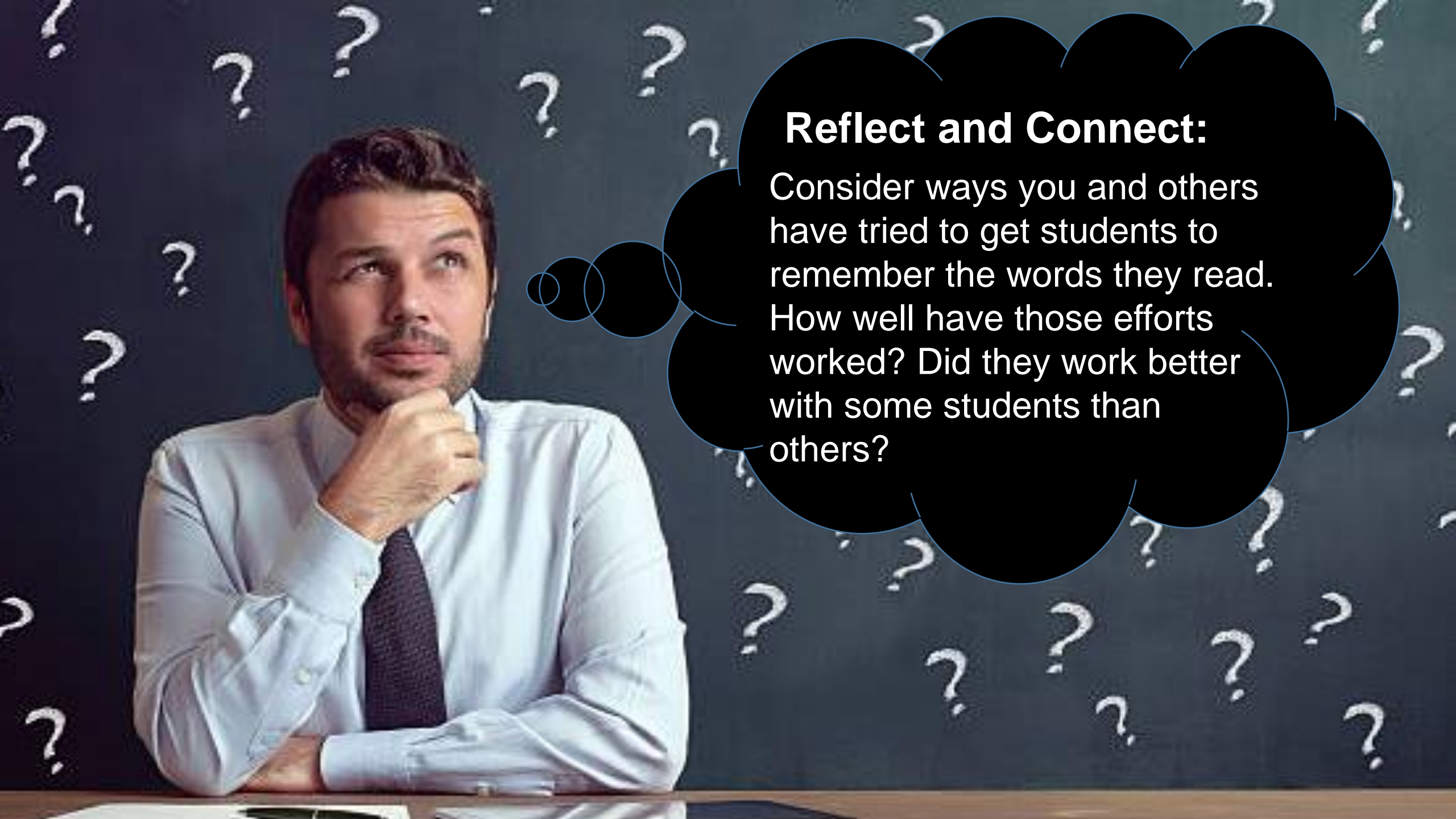
Reflect and Connect:

Consider ways you and others have tried to get students to remember the words they read. How well have those efforts worked? Did they work better with some students than others?

Up Next

Module 4.2
Word Reading Development

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