Assessing, Preventing, and Overcoming Reading Difficulties

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

Module 4 Session 2

Sponsored by the Exceptional Student Services Unit (ESSU) and created in collaboration with Specific Learning Disability Specialists Jill Marshall and Veronica Fiedler
Module 4: Word-Level Reading

Session 2: Word Reading Development
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.
### Webinar Series Modules

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Module 4 Overview

Module 4:
Word-Level Reading

4.1 The Challenges of Word-Level Reading
4.2 Word Reading Development
4.3 How Poor Phonological Skills Hinder Word Reading
4.4 Orthographic Mapping
4.5 Fluency
4.6 English Learners and Written Word Learning
4.7 Understanding Word-Reading Difficulties
Learning Intentions

Module 4 Session 2: Word Reading Development

Participants will be able to:

✓ Describe why phonological skills are central to learning to read an alphabet-based writing system
✓ Identify the developmental levels of phonological skills and word-reading skills and how they each contribute to the development of each other
The Alphabetic Principle

• Consider Chinese writing vs. alphabetic writing
• We do not write words!
  • We write characters designed to represent phonemes in spoken words
• The Alphabetic Principle is the insight that written letters represent spoken phonemes
• Poor cognitive access to the phonemes in spoken language makes reading alphabetic languages very difficult
• Phoneme skills are needed for BOTH sounding out new words AND remembering the words we read
  • Recall that we do not remember words by visual memory!
Discovery from late 1960s to 1970: Phonological awareness correlates with word reading development

Which came first, the chicken or the egg?

We now know there is an interactive, reciprocal relationship
1. Early Phonological Awareness
   - Rhyming, first sounds, syllable segmentation

2. Basic Phoneme Awareness
   - Blending and segmentation

3. Advanced Phonemic Awareness/Proficiency
   - Automatic, unconscious access to phonemes in spoken words

1. Letter Names and Letter Sounds
   - Phonological storage and retrieval

2. Phonic Decoding and Encoding (Spelling)

3. Orthographic Mapping
   - Efficient memory for printed words; rapid sight vocabulary expansion

The Interactive Relationship Between the Development of Phonological Skills and Word-Level Reading Skills

Adapted From David Kilpatrick, Essentials of Assessing, Preventing, and Overcoming Reading Difficulties (Wiley, 2015)
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?
Alphabetic writing systems like English are based upon phonemes in spoken language.

Phonological skills underlie each aspect of word-reading development.

Exposure to an alphabetic writing system promotes phoneme-level skills in typically developing readers.
Reflect and Connect:

What has been your understanding of the role of phonological skills in reading? How would you characterize that understanding now?
What was your biggest takeaway?

What questions do you still have?
Module 4.3
How Poor Phonological Skills Hinder Word Reading
Thank you!
Please visit the CDE Specific Learning Disability Website for more information:

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