

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*



COLORADO
Department of Education

Module 4: Word-Level Reading

Session 2: Word Reading Development

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*

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!

Phonological Skills and Reading

- 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



Phonological Skill Development

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

Word Reading Skill Development

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

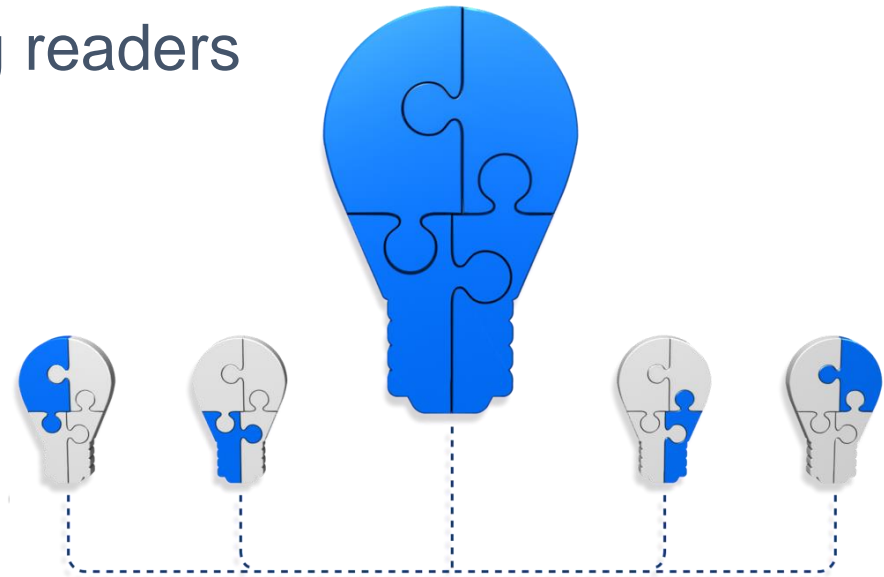
Adapted From David Kilpatrick,
Essentials of Assessing, Preventing, and Overcoming Reading Difficulties
(Wiley, 2015)

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?

Summary: Module 4 Session 2

- ✓ 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?

Wrap Up

What was your biggest takeaway?

What questions do you still have?



Up Next

Module 4.3

How Poor Phonological Skills Hinder Word Reading



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

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