

# Assessing, Preventing, and Overcoming Reading Difficulties

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

## Module 4 Session 3

*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 3: How Poor Phonological Skills Hinder Word Reading*

# 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 3: How Poor Phonological Skills Hinder Word Reading**

Participants will be able to:

- ✓ Understand why students with the phonological-core deficit make very limited progress in word-level reading
- ✓ Identify how students with the phonological-core deficit may display different patterns depending on their level of development and instructional opportunities

# Recall the Alphabetic Principle

- Alphabetic writing is based upon recording on paper the sounds within spoken words
- Individuals who have limited access to the phonemes in spoken language are at a great disadvantage learning to read and alphabet-based writing system
- Their difficulties may or may not influence their ability to sound out new words, but will at minimum influence their ability to remember the they read

# Phonological Skills and Reading

- There is a naturally occurring interactive/reciprocal relationship between phonological skill development and word-reading skill development
- The phonological-core deficit can disrupt that development in varying ways





# 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

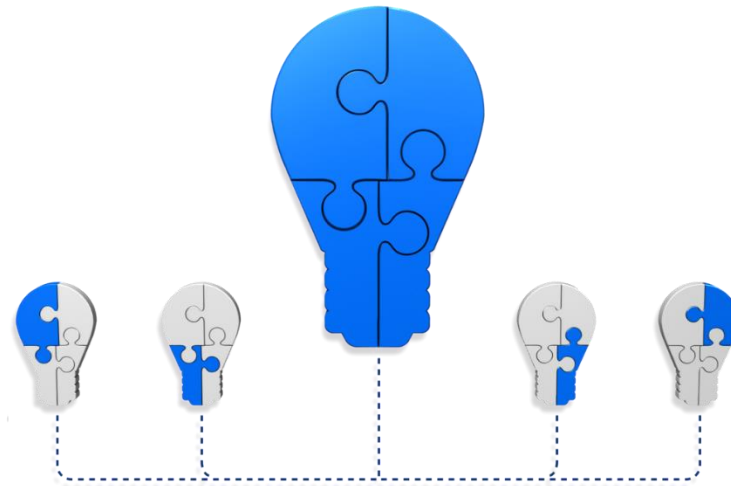
Efficient memory for printed words; rapid sight vocabulary expansion

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)

# Summary: Module 4 Session 3

- ✓ Alphabetic writing systems like English require efficient access to the phonemes in spoken language
- ✓ Individuals with the phonological-core deficit do not naturally develop the phonological/phonemic skills they need to be efficient readers as a result of being taught an alphabetic writing system
- ✓ Different patterns or “symptoms” of word-reading difficulties can be the result of the level of phonological development and the nature of the instructional opportunities





## **Reflect and Connect:**

- How does the interpretation of word-level reading difficulties support or not support your previous understandings of reading difficulties?
- What do you think are some implications for assessment, instruction, and remediation?

# Wrap Up

**What was your biggest takeaway?**

**What questions do you still have?**





# Up Next

## Module 4.4 Orthographic Mapping







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

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