

Assessing, Preventing, and Overcoming Reading Difficulties

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

Module 5 Session 1

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 5: READING COMPREHENSION

Session 1: The Simple View of Reading and Reading Comprehension



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.

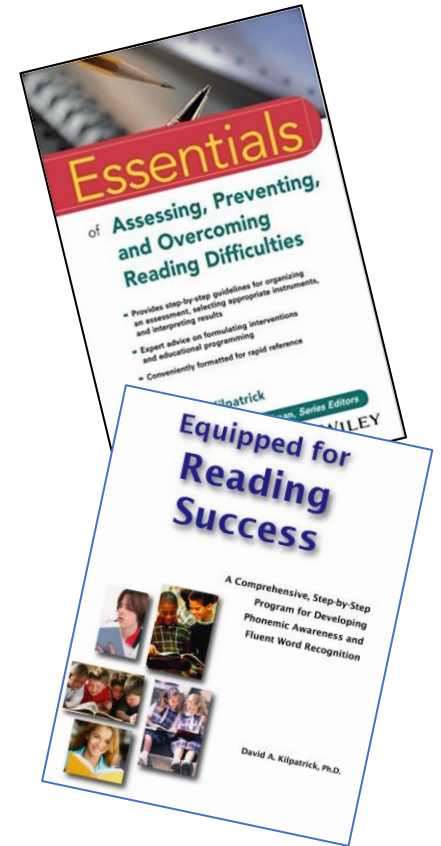
**Every student,
every step of the way**

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.**



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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 of 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

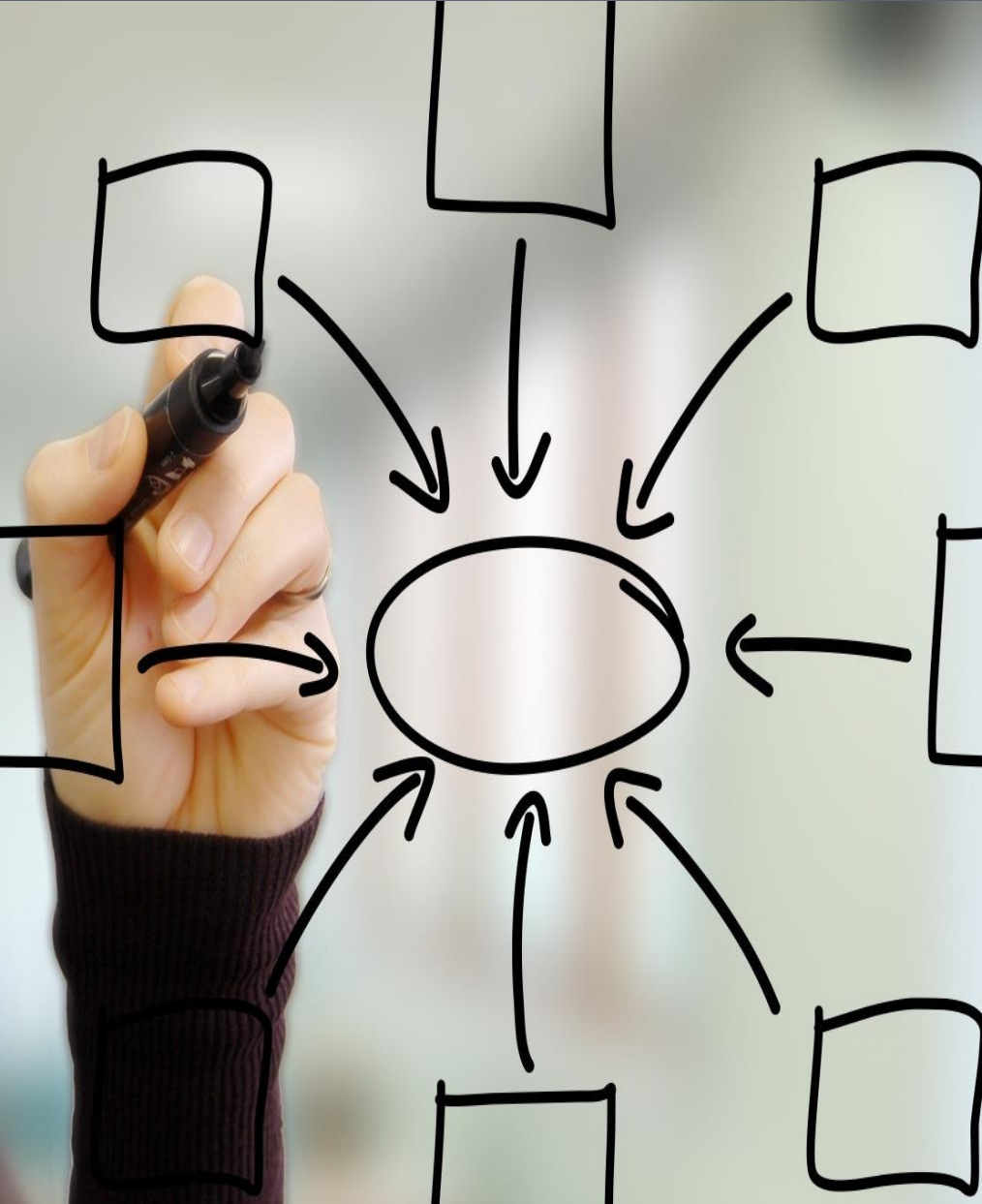
Module 5 Overview

Module 5: Reading Comprehension

5.1 The Simple View of Reading and Reading Comprehension

5.2 Skills Required for Language Comprehension and Reading Comprehension

Learning Intentions



Module 5 Session 1: The Simple View of Reading and Reading Comprehension

Participants will be able to:

- ✓ Explain how the Simple View of Reading helps us understand reading comprehension difficulties
- ✓ Determine if reading comprehension problems are the result of word-reading problems, language problems, or both

The Simple View of Reading

- The Simple View of Reading was introduced in Module 3.1
 - Viewers are encouraged to look at that if they have not already
- The Simple View has been supported in nearly 200 direct studies and hundreds of indirect studies
- A recent study focusing on comprehension, shows the Simple View of Reading can virtually account for all the skills involved in reading comprehension (Kim, 2017, *Scientific Studies of Reading*)
 - This means there are no mysterious factors out there that disrupt reading comprehension that we do not know about

The Simple View Equation

READING

(i.e., reading comprehension)

is the product of

DECODING

(i.e., word-level reading)

AND

LINGUISTIC COMPREHENSION

(i.e., language comprehension)

$$R = D \times LC$$

Types of Reading Problems

- **Dyslexia**
 - Including “compensators”
- **Hyperlexia**
 - Researchers sometimes call this “specific reading comprehension impairment” to distinguish it from cases in which word-level reading gets in the way of comprehension (i.e., dyslexia & combined type)
- **Combined**
- Our focus here is on the latter two

Two Useful Questions to Ask

If a student appears to struggle in reading comprehension, there are two useful questions to ask

1. The first question is, *“What if you read the passage to the students, would he or she understand it then?”*

- If the answer is “yes,” this suggests that the reading comprehension problem is a side effect of poor word-level reading
- If the answer is “no,” it does not rule out a word-reading problem but suggests the reading comprehension difficulty cannot be explained by poor word reading alone
- A “no” answer to this question may indicate a general language problem or an attentional problem, or both

The Second Useful Question

2. The second question is, *“When the student reads, does his or her word reading seem fluent and effortless?”*
- If the answer is “yes,” there is a good chance the problem has to do with general language comprehension or related factors
 - The exception is that some compensators can create the illusion of fluency
 - If the answer is “no,” it suggests that word reading is contributing to the comprehension on some level

An Important Distinction Between Language Skills

- There are many aspects of language skills
 - Conventionally: semantic, grammatical, syntactic, phonological, and pragmatic
- An important distinction should be made between “everyday” language and broader language/vocabulary development
- “Everyday” language consists 2,00-3,000 words that are used on a routine basis
 - Even students with language issues typically master this by mid elementary
- With average adults, the larger semantic lexicon is made up of tens of thousands of words

Summary: Module 5 Session 1

- ✓ Reading comprehension is based upon two broad skills, 1) word-level reading and 2) language comprehension
- ✓ When a student struggles in reading comprehension, it is useful to find out if that student would comprehend if the passage were read to him or her
- ✓ Some students struggle in reading comprehension based upon difficulties in language comprehension
- ✓ Skills in the limited vocabulary of “everyday language” may mask a broader language deficit that may hinder reading comprehension





Reflect and Connect:

What has been your understanding of reading comprehension difficulties? How, if at all, does the Simple View clarify your understanding?

Wrap Up

What was your biggest takeaway?

What questions do you still have?

Up Next

Module 5.2 **Skills Required for Language** **Comprehension and Reading** **Comprehension**





Thank You

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

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