

Assessing, Preventing, and Overcoming Reading Difficulties

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

Module 5 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 5: READING COMPREHENSION

Session 2: Skills Required for Language Comprehension and Reading Comprehension

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

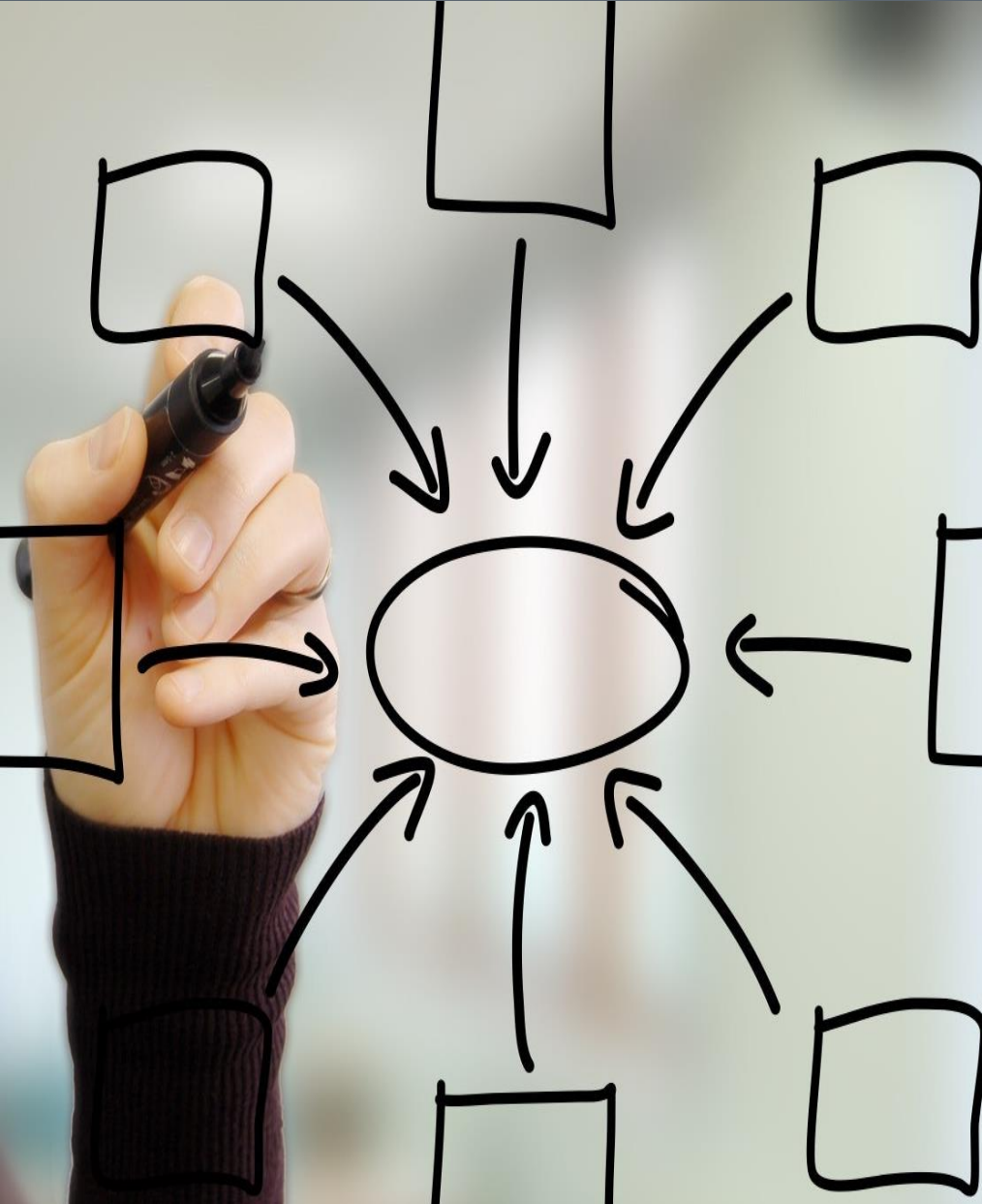
Module 5 Overview

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 2: Skills Needed for Language Comprehension and Reading Comprehension

Participants will be able to:

- ✓ Identify the critical skills needed for language comprehension
- ✓ Describe what is a situation model and how it affects reading comprehension
- ✓ Indicate how critical skills knowledge contribute to the situation model

Language Comprehension and Reading Comprehension

- Beyond about third grade, in students who are skilled decoders the correlation between tests of language comprehension and reading comprehension is extremely high
 - As high as two reading comprehension tests are correlated with each other, or two language comprehension tests are correlated with each other
 - Sometimes in children with attention problems, listening comprehension performance is lower than reading comprehension performance
- While there are differences between written language and spoken language, functionally, the latter is the former written down
- Language/reading comprehension requires several critical skills

Critical Skills for Reading/Language Comprehension

- Creation of Mental Model (or “situation model”)
- Vocabulary
- Grammar
- Syntax
- Background Knowledge (general and topical)
- Attention
- Working Memory
- Inferencing
- Comprehension Monitoring
- Knowledge of Story Structure and Genre
- Visual-Spatial/Imagery skills

Building the Situation Model

- Read the following, taken from a research article by oakhill and Garnham (1988):

Jane was invited to Jack's birthday party. She wondered if he would like a kite. She went to her room and shook her piggy bank. It made no sound.

- Consider all of the background knowledge needed, along the the inferencing, in addition to vocabulary, grammar, and syntax

English Learners

- Consider that extensive list from earlier
- Vocabulary, grammar, syntax may all be an issue
 - Grammar and syntax are more limited and learned more quickly
 - Vocabulary takes years to “catch up”
 - Their mastery of “everyday vocabulary” will mask their ongoing language struggles
- Background knowledge may pose an issue
- Working memory may be an issue, even if average

Two Outstanding Resources

Best all around resource on reading comprehension:

- Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.

Best practical resource on vocabulary development:

- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York, NY: Guilford Press.

Summary: Module 5 Session 2

- ✓ Reading comprehension and language comprehension share most of the same critical skills
- ✓ There are numerous skills needed for language/reading comprehension, such as vocabulary, background knowledge, inferencing, and working memory
- ✓ English Learners will struggle in this area for years and their development must be supported for years





Reflect and Connect:

How might a teacher promote the critical skills of reading comprehension across content areas?

Wrap Up

What was your biggest takeaway?

What questions do you still have?

Up Next

Module 6.1 **Introduction to Intervention** **Oriented Assessment**





Thank You

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

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