

The Simple View of Reading

- Supported in nearly 200 direct studies and hundreds of indirect studies
- Accounts for all skills involved in reading comprehension

The Simple View Equation

- Reading is the product of decoding and linguistic comprehension
- $R = D \times LC$

Types of Reading Problems

- Dyslexia
- Hyperlexia
- 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
 - What if you read the passage to the students, would he or she understand it then?
 - If yes, this suggests that the reading comprehension problem is a side effect of poor word-level reading
 - If no, it does not rule out word-level reading problem, but suggests that the reading comprehension difficulty cannot be explained by poor word reading alone
 - If no, may indicate a general language problem or an attentional problem, or both
 - When the student reads, does his or her word reading seem fluent and effortless?
 - If yes, there is a good chance the problem has to do with general language comprehension or related factors
 - Exception is that some compensators can create the illusion of fluency
 - If 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
 - Semantic, grammatical, syntactic, phonological, and pragmatic
- An important distinction should be made between “everyday” language and broader language/vocabulary development
- “Everyday” language consists of 2,000-3,000 words that are used on a routine basis

Module 5.1 The Simple View of Reading and Reading Comprehension

- 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