

Module 3.1 The Simple View of Reading

- What is the Simple View of Reading?
 - First put forth in two groundbreaking articles in 1986
 - The Simple View of Reading says that the ability to comprehend what one reads is the product of two very broad skills:
 - Word-level reading
 - Language comprehension
- Research
 - Helps organize and make sense of an extensive body of research on reading
 - Originally presented as a reaction to the three-curing approach which conflates word reading and reading comprehension
 - The simple view shows there is a reliable distinction between word reading and reading comprehension
- Word Level Reading
 - Word-Level Reading is Based on
 - Cipher Knowledge
 - Code vs. cipher
 - Word Specific Knowledge
 - Based on cipher knowledge
 - Applies to regular and irregular words
 - Both familiar words and familiar orthographic patterns
- Cipher Knowledge is Based on
 - Letter-Sound Knowledge
 - Letter, digraphs, blends
 - Common syllable patterns, other orthographic patterns
 - Phonological Blending
 - Sub-word sound units presented in order activate the word
 - Syllables, onsets, rimes, phonemes
- Word Specific Knowledge is Based on
 - Cipher Knowledge
 - Phonemic Awareness/Analysis
 - Ability to connect spoken pronunciations to letter sequences or word parts
 - Other
 - Rapid Automatized Naming
 - Phonological Working Memory
 - Oral Vocabulary
- Language Comprehension is Based on
 - Receptive Vocabulary, grammar
 - background knowledge
 - Working memory
 - Executive functioning skills
 - attention/motivation

Assessing, Preventing and Overcoming Reading Disabilities Course - Key Takeaways

- Strategic listening skills
 - Visual-Spatial/Imagery skills
 - Strong correlation with LC/RC, but not D
 - Not as many direct students of this
- Are There Exceptions to the Simple View?
 - Some student have good language comprehension and apparently fluent word reading, yet are weak in reading comprehension
 - This does not contradict the Simple View because such student produce fluent sounding word reading with great effort
 - Little working memory is available for comprehension
 - These students are called “compensators”
- Implications
 - Helps organize the skills involved in reading
 - Supports communication with colleagues and parents
 - Can lead to assessments that pinpoint the sources of reading difficulties
 - Can guid curricular efforts to prevent reading difficulties
 - Can guide intervention efforts