

Thank you

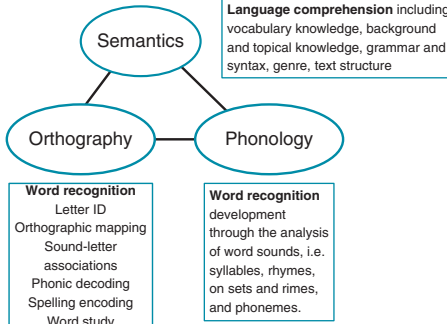
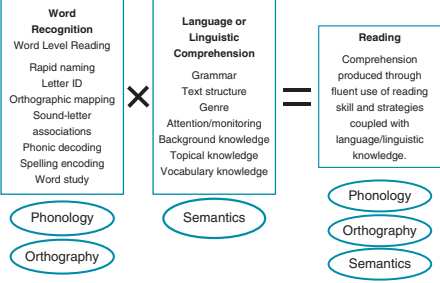
FOR YOUR
INTEREST IN
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This excerpt from *How to Prevent Reading Difficulties, Grades PreK-3* by Mark Weakland gives you 4 reasons to love the simple view of reading.

LEARN MORE about this title, including Features, Table of Contents, and Reviews.

Figure 2.4

Comparing the Eternal Triangle and the Simple View of Reading

<p>The Eternal Triangle</p> <p>Processing Areas Associated With Terms From the Simple View</p>	<p>The Simple View of Reading</p> <p>Variables Associated With Terms From the Eternal Triangle</p>
	
<p>Phonology refers to the study of sounds within the words of language.</p> <p>When children have advanced phonological awareness, they are not only aware of the sounds at the most discrete level (phonemes), but they are also able to manipulate the sounds (segment, blend, delete, add, and substitute).</p>	<p>Word recognition has its roots in letter–sound knowledge. Letter–sound knowledge arises from the pairings of known letters and known sounds. Phonology is the study of these sounds. For orthographic mapping to occur, the sounds of language must be understood as sounds within words, from large chunks to the smallest discrete sounds, phonemes.</p>
<p>Orthography refers to correct letter sequences of words or the correct spelling of words. The orthographic processing area of the brain stores correct letters and letter sequences, from single letters (<i>a, s, t, w</i>) and chunks that range from digraphs to rimes (<i>sh, ay, ow, ight</i>) to thousands of entire words. These letters, chunks, and words are used for reading and writing.</p>	<p>The crux of word recognition is automatically reading words, which are mapped and stored through orthographic processing. An effortlessly recalled word is familiar (a sight word) because its particular orthographic representation (correct letter sequence) is stored in the “brain dictionary” and thus instantly available for reading and writing. Students’ ability to recognize words vary from little to no difficulty to great difficulty.</p>
<p>Semantics, with regard to reading, refers to meaning. There are many elements of meaning that come to bear in the reading process, such as vocabulary meaning, background knowledge, and understanding of text structure. Reading words without generating meaning is not really reading because reading implies comprehension of text, at the word level and beyond.</p>	<p>Language or linguistic comprehension is all about having understanding and making meaning. Readers have differing levels of all types of language elements, from background and vocabulary knowledge to grammar and syntax. Attention and monitoring also play a part in language comprehension. They are typically taught through metacognition, from self-monitoring to employing strategies such as visualizing and predicting.</p>

Source: Adapted from Seidenberg (2017), Kilpatrick (2015), and Dehaene (2009).

Figure 2.5

A Sample From Three Decades of Research That Supports the Simple View of Reading (SVR)

Catts, Hogan, & Fey, 2003
Catts et al., 2006
Harlaar et al., 2010
Hoover & Gough, 1990
Kendeou, Savage, & van den Brock, 2009
Kim et al., 2019
Language and Reading Consortium, 2015
Munger & Blachman, 2013
Ripoll Salceda, Alonso, & Casilla-Earls, 2014

Source: Adapted, in part, from Kilpatrick, 2015, p. 47.

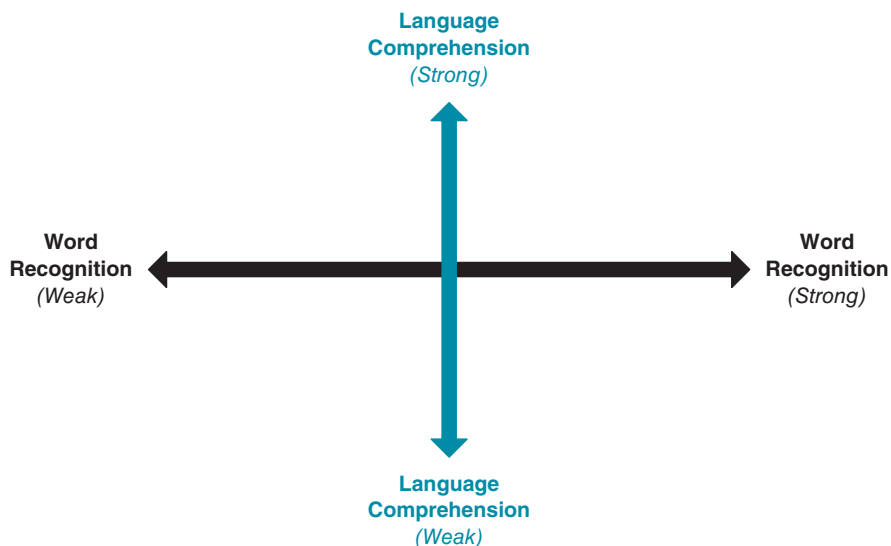
To Better Understand Difficulties, Graph the Simple View

The Simple View of Reading describes the constant interaction between two dynamic processes: language comprehension and word recognition. Graphing the two processes makes the interaction easier to see. To create a graph of the Simple View, first think of each process as a line that runs from great difficulty to great ease. Next, graph the Simple View's two processes as perpendicular intersecting lines. Viola! You now have a graph with quadrants of reading variability (as shown in Figure 2.6).

We can use the graph's four quadrants to frame our observations and assessments of any child's reading behaviors. Information from reading words lists, running records, and oral reading fluency probes give information on word recognition. Assessments that measure vocabulary, metacognition skills, inferencing, and background knowledge give information on language comprehension. A body of assessment information helps us place each reader

Figure 2.6

Graphing the Simple View of Reading



at some point on the graph. For instance, a point on the far left of the word recognition line represents great difficulty in decoding, a point somewhere toward the middle shows decoding is only somewhat difficult (or somewhat easy), and a point on the far right denotes automatic and effortless word recognition. The same holds true for the language comprehension continuum.

Plotting the intersection of the two points of the two processes yields a graph that gives a student's general reading profile (Kilpatrick, 2015, p. 54). Any reader not in the "typical reader" quadrant can be said to have some type of regularly occurring reading difficulty. Figure 2.7 shows and defines categories of readers as described by their position in the quadrants, while Figures 2.8 and 2.9 show scatter plots from a hypothetical general education classroom (20 students) and a reading remediation classroom (10 students).

Keep in mind that because reading comprehension is the *product* of two variables, it is only well developed when there is strength in *both* variables. Conversely, reading comprehension is always

Figure 2.7

General Categories of Readers

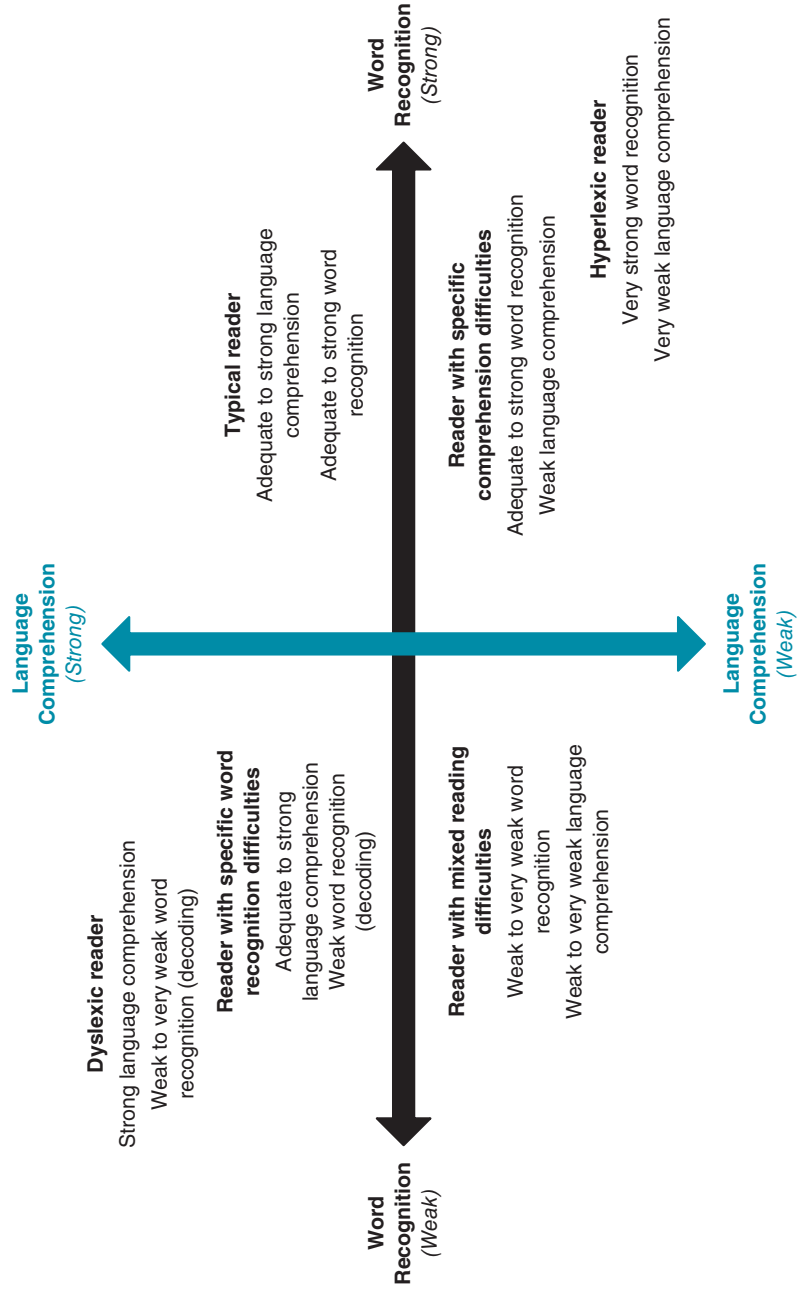


Figure 2.8

Hypothetical General Education Classroom

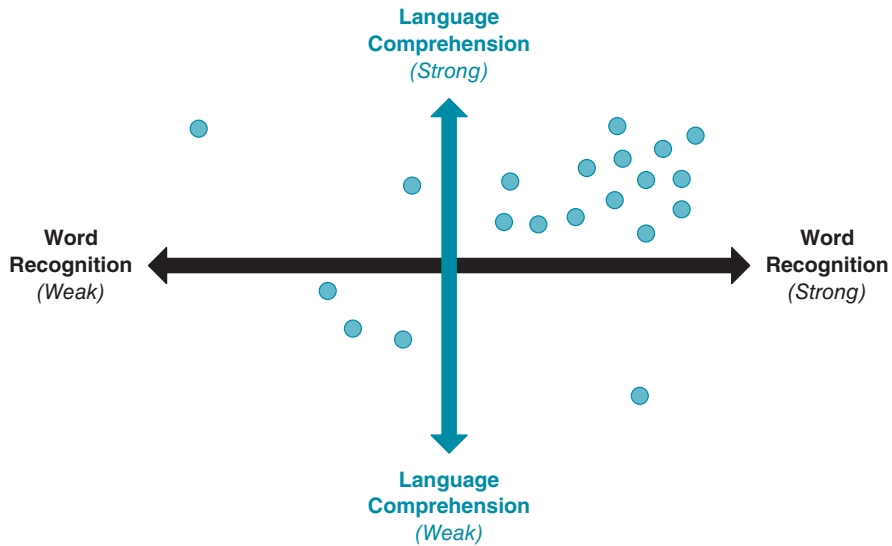
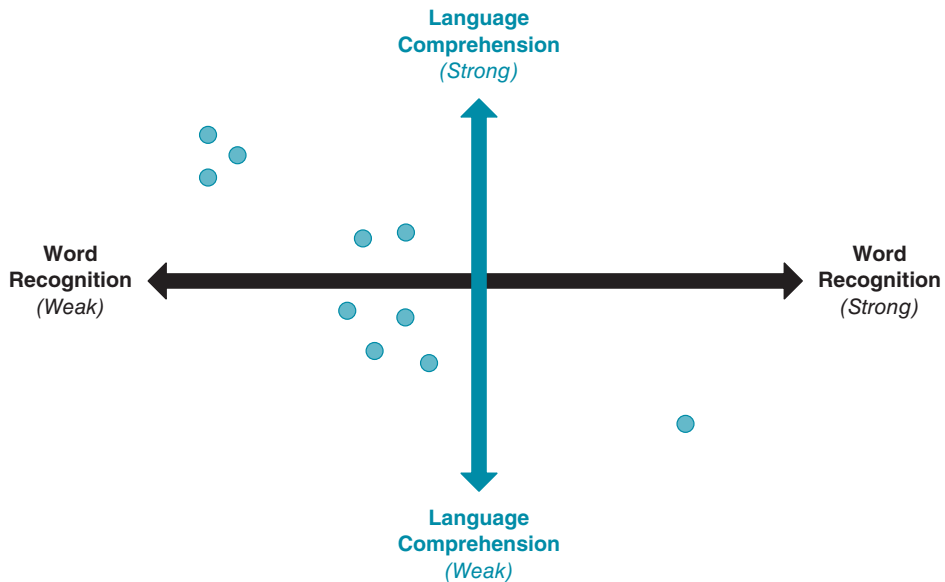


Figure 2.9

Hypothetical Special Education Classroom



reduced when there is a weakness in *either* of the two variables. Thus, even though students may have a high degree of language comprehension, they could still show a low degree of *reading* comprehension. In this case, lack of word recognition (decoding) keeps them from accessing meaning. If you were to read this sentence to such students—“A volcanic eruption was imminent”—they would know just what it meant. But if you asked them to read it independently, they would struggle through the words *volcanic*, *eruption*, and *imminent*, and in the end, they would have little to no idea of the sentence’s meaning.

FOR FURTHER STUDY ●●●

- “Learning to Read: Should We Keep Things Simple?” by the Language and Reading Consortium in the April/May/June 2015 issue of *Reading Research Quarterly*, pp. 151–169.
- “The Simple View of Reading” by Linda Farrell, Michael Hunter, Marcia Davidson, and Tina Osenga, www.readingrockets.org/article/simple-view-reading
- Orton Gillingham Online Academy: *The Simple View of Reading*
- Maria S. Murray, PhD. *What Is the Simple View of Reading? What It Means for Meaning-Making.*



www.readingrockets.org/article/simple-view-reading



ortongillinghamonlinetutor.com/the-simple-view-of-reading-svr-part-1/



www.youtube.com/watch?v=stHW2Sfi3ho&t=6s

We Can Prevent Problems

When I think of how the Eternal Triangle and the Simple View of Reading inform one another, my takeaway is this: Successful and happy readers effortlessly recognize words as they read, as well as exist in a constant state of language comprehension and meaning-making. On the other hand, unsuccessful readers have a limited ability to break the code, cannot effortlessly recognize words as

they read, and/or lack the skills and knowledge that generate high degrees of language comprehension.

Knowing the ultimate cause of a reading difficulty can be helpful. If a student's lack of text comprehension is due to poor word recognition, we use specific types and amounts of instruction to address this difficulty. If, however, a deficit of text comprehension is due to deficits of background and vocabulary knowledge, we use other instructional practices.

According to the Simple View of Reading, we can generally put our instructional efforts into three baskets: (1) practices that help kids "break the code" and effortlessly recognize words; (2) practices that develop a child's ability to make meaning and comprehend language before, during, and after reading; and (3) a combination of practices that promotes both abilities in varying amounts. There are, of course, additional levels of specificity within each basket. For example, when looking at the meaning-making basket, we can differentiate between instruction that builds background knowledge and instruction that increases strategic reading through the use of metacognition strategies. Each category and subcategory of the Simple View performs a different function within the reading process, and each can be taught through different classroom practices. These practices are the focus of the rest of this book.

Reading is a complex process, and managing a classroom of young learners is tricky. Thus, preventing reading difficulties from occurring is a challenge. I bet you know this! Many things can go wrong during classroom teaching and learning. Still, many reading problems can be prevented. One way to accomplish this is to employ general classroom Tier 1 instruction that engages students and offers all of them many opportunities to learn and practice important skills *while* simultaneously supporting struggling readers and writers with targeted types of instruction. These general-practice ideas are not onerous or esoteric, and they don't necessarily have to be at the intensity of a Tier 2 or Tier 3 intervention. They may be, however, different from or in addition to what your reading program typically provides. Let's get to them.