The **Simple View of Reading** is a formula and theory based on the research of Gough and Tunmer (1986), and substantiated by researchers and practitioners since then, notably Aouad & Savage (2009), Kahmi (2007), and Catts, Adlof, and Weismer (2006). Understanding the Simple View of Reading helps teachers both assess and provide remediation to struggling readers.

<u>The formula:</u>

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

A student must be able to decode words *and* understand spoken language to be able to comprehend what she is reading. And, the two factors are multiplied by each other—not added together. In the formula, a score of 0 means that no skill or ability and a score of 1 means absolute perfect skill.

<u>For example:</u>

Word Recognition	X	Language Comprehension	=	Reading Comprehension
1	x	1	=	1
1	x	0	=	0
0	x	1	=	0

Student	Word Recognition /Decoding		Language Comprehension		Reading Comprehension
Abby	.80	x	1	=	.80
Ben	.50		1		.50
Cody	.50		.50		.25*
Diedra	.25		1		.25
Evan	1		.50		.50

*Notice that Cody's reading comprehension score is compounded by his struggles with decoding and reading comprehension.

A teacher can generally determine a student's reading ability by knowing his or her decoding ability and listening comprehension skills. Decoding ability, in this formula, is not only knowing phonics rules, but being able to quickly and automatically decode, a skill known as automaticity. Language Comprehension, then, is closer to listening comprehension: the ability to derive meaning from spoken words—from the simple vocabulary to the syntax and semantics of discourse.

You'll notice with this formula that:
- One skill (decoding or language comprehension) can't compensate for the other. Thus, students cannot learn to compensate for weak decoding skills by just guessing based on context; they will always be hindered if they do not learn to decode. (Student example: Diedra)
- Both skills are important. Even if a student is able to decode masterfully, if he or she does not have strong content knowledge, he or she will struggle to comprehend what he/she reads. (Student example: Evan)
- Assessments can be done that assess each domain separately.
- Intervention will be most effective when it addresses a specific weakness (which can be decoding, listening comprehension, or both).
- Intervention and assessment can happen in isolation and then be integrated together.

Another way to think about the Simple View is to imagine a X and Y graph:
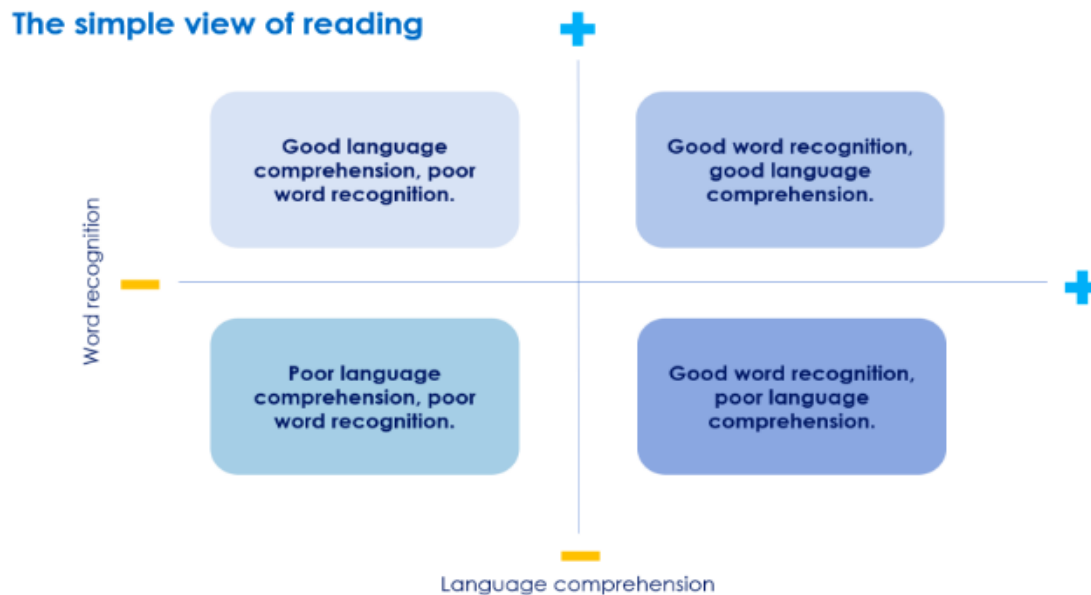
Questions to consider:
- How can the Simple View of Reading help you think about assessment? Intervention?
- Think of a few struggling readers you know: can you place them in one of the four quadrants on the chart?
- Think about a typical dyslexic child: in what quadrant would they fall?

Back image from Driver Youth Trust (UK Advocacy Organization, 2018).