

Assessing, Preventing, and Overcoming Reading Difficulties

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

Module 3 Session 1

*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 3: THE SIMPLE VIEW OF READING

Session 1: The Simple View of Reading



Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission

The mission of the CDE is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

**Every student,
every step of the way**

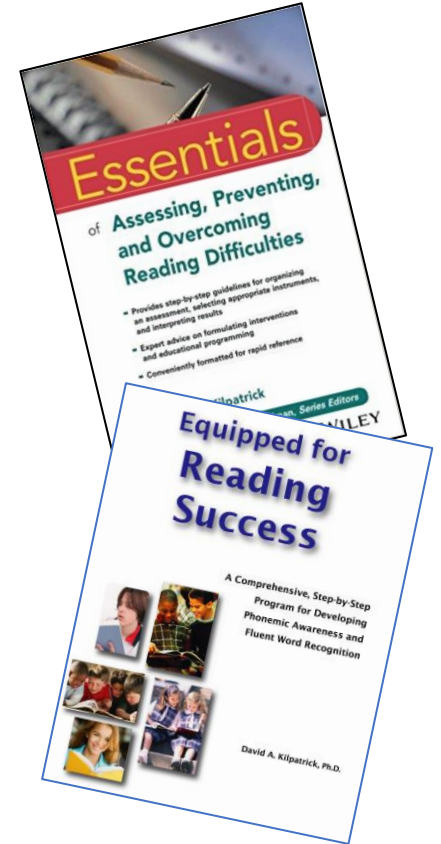
Reference and Disclaimer

- This on-demand webinar series, *Assessing, Preventing and Overcoming Reading Difficulties*, was developed by David Kilpatrick, Ph.D., in collaboration with the Specific Learning Disability Specialists in the Exceptional Student Services Unit of the Colorado Department of Education.
- Content of the webinar series was originally included in the book *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015).
- This material was developed under a grant from the Colorado Department of Education. **The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.**

The Presenter



DAVID A. KILPATRICK, PHD is Associate Professor of Psychology for the State University of New York, College at Cortland. He teaches courses in learning disabilities and educational psychology. He is also a New York State Certified School Psychologist and has conducted over a thousand evaluations of students with reading difficulties during his 27 years with the East Syracuse-Minoa Central School District. David is currently involved in a number of research and writing projects. He facilitates professional development workshops for educators and presents regularly in districts, and at state and national conferences. He is the author of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015), and *Equipped for Reading Success-A Comprehensive Step-by-Step Program from Developing Phonemic Awareness and Fluent Word Recognition*.



Series Designed for Use in Multiple Ways

1. **Complete all 13 modules:** Participants who engage in all thirteen modules will be provided a comprehensive learning experience encompassing research, impact, and critical elements of assessing, preventing, and overcoming reading difficulties.
2. **Complete individual modules:** Participants may view a session/s for specific information and guidance on topics related to assessing, preventing and overcoming reading difficulties. This format is ideal for short professional development opportunities, e.g., during an Impact Team meeting or Professional Learning Community.
3. **Complete as a book or chapter study:** Participants may view all or part of the series as a tandem companion or supplemental resource for supporting a study of the book: *The Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (Wiley, 2015)

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 3 Overview

Module 3: ***The Simple View of Reading***

3.1 Simple View of Reading

3.2 Types of Reading Difficulties

Learning Intentions



Module 3 Session 1: The Simple View of Reading

Participants will be able to:

- ✓ Describe the Simple View Model of Reading
- ✓ Describe components of the Simple View
- ✓ Understand how the Simple View of Reading provides the foundation for assessment and instruction

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 the product of two very broad skills:
 1. word-level reading (decoding and
 2. language comprehension
- Original terms were *decoding* and *linguistic comprehension*

*Note: In this series, the the more recent terminology of “word-level reading” and “language comprehension” will be used.

The Simple View Equation

READING

(i.e., reading comprehension)

is the product of

DECODING

(i.e., word-level reading)

AND

LINGUISTIC COMPREHENSION

(i.e., language comprehension)

$$R = D \times LC$$

Research

- There have been hundreds of direct studies in many language with many age groups and many populations (e.g., EL, learning disabilities, intellectual disabilities, autism)
- Helps organize and make sense of an extensive body of research on reading
- Originally presented as a reaction to the three-cueing approach which conflates word reading and reading comprehension
 - The Simple View shows there is a reliable distinction between word reading and reading comprehension

Case Examples of the Simple View of Reading

- Devin - Grade 6 (SLD)
 - Word reading at the late 1st grade level
 - Language comprehension average (IQ = 106)
- Keith- Grade 7 (TBI)
 - Word reading at the beginning 1st grade level
 - Language comprehension is age appropriate

$$D = 0; LC = 1; \text{ Therefore } 0 \times 1 = 0$$

Case Examples of the Simple View of Reading

- Emily - Grade 6 (SLI)
 - Word reading at the 6th grade level
 - Language comprehension is 1st grade level
- Molly - Grade 5 (ID; Down syndrome)
 - Word reading on grade level
 - Language comprehension at the kindergarten level

$$D = 1; LC = 0; \text{ Therefore } 1 \times 0 = 0$$

The Simple View of Reading Challenge

- Find a skilled word reader with good language comprehension who struggles with reading comprehension
- Find a student with very weak word reading or weak language comprehension (or both) who is does well with 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
 - Letters, 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

Word-Specific Knowledge is Based on

- Cipher Knowledge
- Phonemic Awareness/Analysis
 - Ability to connect spoken pronunciations to letter sequences (printed words) or word parts
- Other
 - Rapid Automatized Naming
 - Phonological Working Memory
 - Oral Vocabulary

Language Comprehension

Language Comprehension is Based on

- Receptive Vocabulary, Grammar
- Background Knowledge
- Working Memory
- Executive Functioning Skills
 - Attention/Motivation
 - Strategic listening skills (e.g., comprehension monitoring; associating with prior knowledge)
- Visual-Spatial/Imagery skills
 - Strong correlation with LC/RC, but not D
 - Not as many direct studies of this

Are There Exceptions to the Simple View?

- Some students have good language comprehension and apparently fluent word reading, yet are weak in reading comprehension
- This does not contradict the Simple View because such students produce fluent sounding word reading with great effort (i.e., word reading is a problem, but not obviously so)
- Little working memory is available for comprehension
- These students are called “compensators”

Implications of the Simple View

- Helps organize the skills involved in reading
- Supports communication with colleagues and parents
- Can lead to assessments that pinpoint the source(s) of reading difficulties
- Can guide curricular efforts to prevent reading difficulties
- Can guide intervention efforts

Summary: Module 3 Session 1

- ✓ The Simple View of Reading proposes that reading comprehension is a function of word-level reading and language comprehension
- ✓ Word-level reading and language comprehension are in turn based upon multiple sub-skills
- ✓ Understanding the components of reading can lead to better assessment, instruction, and intervention



A woman with brown hair tied back, wearing a dark blue shirt, is looking upwards and to the right with a thoughtful expression, her hand resting on her chin. The background is a dark chalkboard filled with numerous white question marks. A large, dark blue thought bubble with a thin blue outline is positioned on the right side of the image, containing text.

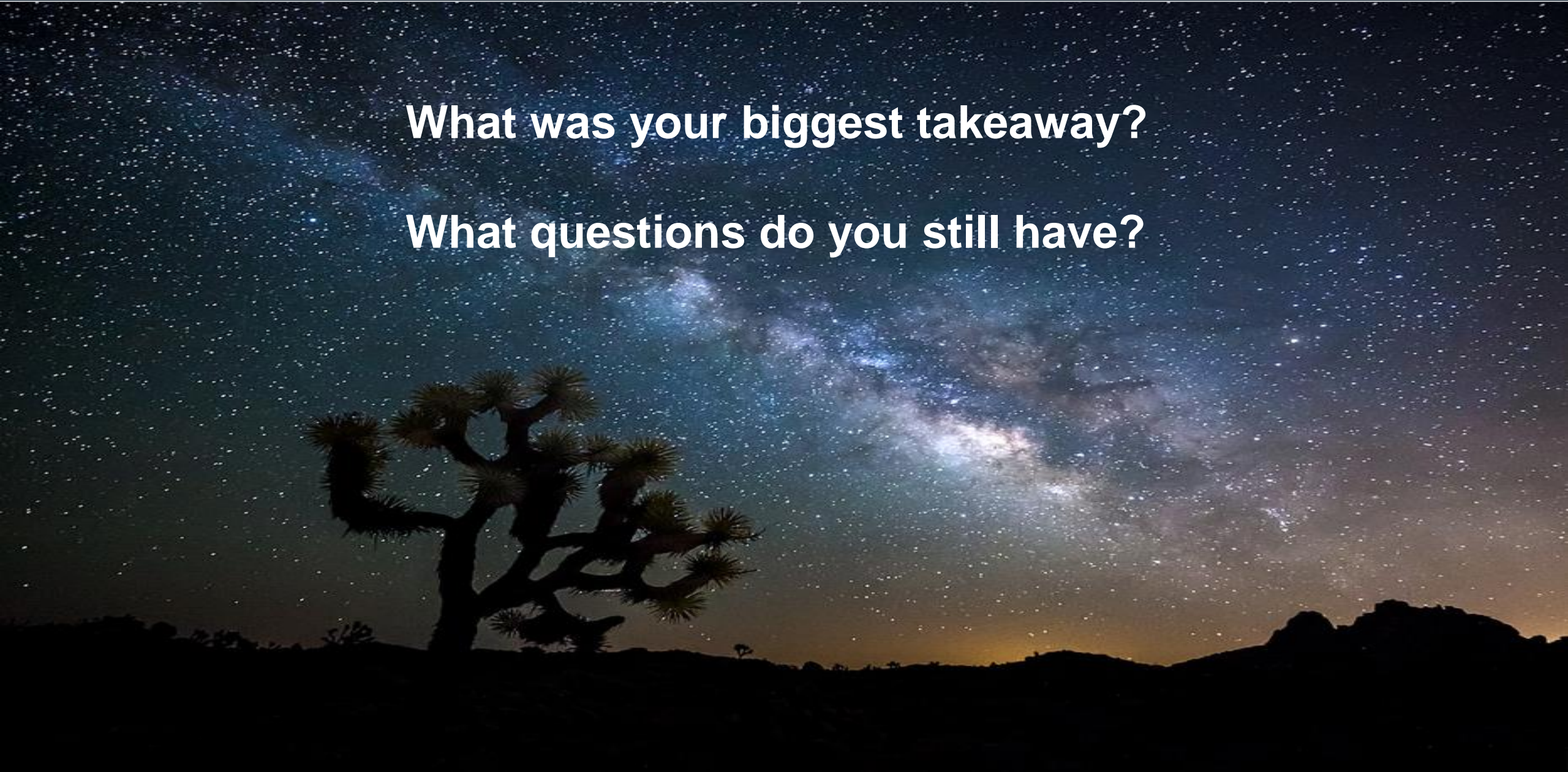
Reflect and Connect:

What are some ways that the Simple View of Reading might influence the way you approach reading with students?

Wrap Up

What was your biggest takeaway?

What questions do you still have?



Up Next

Module 3.2

Types of Reading Difficulties





Thank You

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

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