

Reading Response: Simple View of Reading

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The simple view of reading is the theory of highlighting essential skills that contribute to early reading comprehension. Reading comprehension (how well readers understand what they read) is a product of decoding and linguistic comprehension (Gough & Tunmer, 1986). Decoding is about knowing the shapes and sounds of printed letters of a word and having the ability to combine them to pronounce that word. Language comprehension is about understanding the meaning of words, as well as their meanings when they come together as sentences or even passages, it is about the ability to comprehend the overall context of a given communication (Hoover & Gough, 1990).

The article confirmed that we can assess differences in reading comprehension (RC) of readers by considering their abilities in decoding and linguistic comprehension. When I was in Kabul-Afghanistan, I taught the Persian language in an urban elementary school, and there, students came from diverse areas with different Persian accents, they were all the same language speakers but with different word pronunciations. I started to teach them how to decode words, for example, the word 'water' or 'آب', while there were some students that in their daily conversation know it as 'waata' or 'آو'. They were among readers who could decode the word water while not comprehending it, unlike some students who knew water as آب had better LC but were not good at decoding it. So that was the time I realized decoding and LC both are essential for RC and somehow have equal importance (Gough, et al., 1986). Although there were some other subcomponents/factors that could distinguish their RC abilities, such as background knowledge, critical thinking skills, and so on.

I want to highlight one of the article's arguments that applied to my experience, which is the usefulness of the simple view of reading in categorizing and classification of reading disabilities. In a simple view of reading (SVR), poor readers are classified into three categories:

1. Readers who have problems in decoding (dyslexia), 2. Readers of poor linguistic comprehension (hyperlexia) and 3. Readers with problems in both skills (garden variety readers) (Gough, et al., 1986). After finding out that my students have different outcomes of reading comprehension, I started to categorize them according to their reading disabilities. Almost all students belong to the dyslexia category, a few of them were garden variety readers and some were hyperlexia type.

To cover my students' reading disabilities, I put poor comprehend readers at the center of my efforts. I believe that these students should increase their oral language skills (Catts, Adlof, & Ellis Weismer, 2006; Nation et al., 2010). I divided them into groups including different accent speakers to enhance their verbal skills and as well as to find out the meaning of the words they can decode and practice them daily. It helped them to enhance their long-term memory. Moreover, I witnessed that my students' abilities were changing over grades (Catts, Hogan, & Adlof, 2005). For instance, the garden variety readers became better at decoding, and hyperlexia readers got better skill of linguistic comprehension.

In conclusion, the main focus of the simple view of reading is on two components of decoding and linguistic comprehension, but according to my experiences, there also be some subcomponents or factors that may affect this process. Furthermore, I demonstrate that not only individual differences of readers affect their reading comprehension, but, the way that they use their abilities also matters (McNamara, Graesser, & Louwerse, 2012), the example was putting readers in situations that can enhance or recover their one poor skill with their abilities of another skills.

References

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