# Overview: The Simple View of Reading

## Literacy Academy on Demand

The Course Companion is designed to allow participants to take notes, address reflection prompts and easily access course resources.  Each section of the Course Companion is linked to a corresponding section of the course.

### Consider this Scenario:

*Ms. Schweizer is the lead literacy coach for her district. In her role, she supports teachers at all levels to better understand and implement good reading instruction. She knows that learning to read is a complex process and has worked to support her educators to engage with as many aspects of reading as possible in their classrooms. However, the application has been uneven. Some teachers seem to understand what it takes to teach their students while others are still confused. Ms. Schweizer knows that she needs a model or approach that can get everyone on the same page, but she is not sure what this might look like.*

Q: Can you relate to the above scenario? In what ways are your challenges in literacy instruction similar or different?

### What is The Simple View of Reading?

The Simple View of Reading is a formula based on the widely accepted view that reading includes two basic components: decoding (word-level reading) and language comprehension.

**Video: The Simple View of Reading with Carolyn Turner**

Notes:

**Resources:**

Read through the excerpt on Learners with Difficulties in Reading or Writing K-12 from Ohio's Plan to Raise Literacy achievement (pp. 34-35). Answer the following question in your Course Companion:

- Consider the model for types of reading difficulties (table below). How do you currently serve students who fit into each category? Is there anything from the video or article in this course that can help you to improve your approaches? If so, what?



**Language Comprehension**

| Word Reading | Strong | Weak |
| --- | --- | --- |
| Strong | Typical Reader | Language Difficulties |
| Weak | Phonological Difficulties | Mixed Reading Difficulty |

**Course Reflection:**

- What information from this course affirmed or challenged your current approach to literacy instruction?

- What is one thing from the course that you would like to learn more about?

- What is one action step you can take, based on your learning, to improve your current approach to literacy instruction? Who else from your building or district may need to be involved?

**The following resources are listed in the course:**

- Reading Rockets provides an overview of the Simple View of Reading, along with some key definitions, in their article The Simple View of Reading
- Ohio's Plan to Raise Literacy Achievement covers, in depth, the components of the Simple View of Reading for early, emergent, conventional and adolescent literacy (especially pages 23-33)