

# THE SIMPLE VIEW OF READING

Catts, H. & Kamhi, A. (2005); Hoover, W.A. & Gough, P.B. (1990); Kamhi, A.G. & Catts, H.W. (2012)  
 California Speech-Language-Hearing Association (2016): *Roles and Responsibilities of SLPs with Respect to Literacy in Children and Adolescents in California.*  
 Retrieved April 21, 2017 from: <http://www.csha.org/Member-Center/Position-Papers>

LLD Areas	Dyslexia (Profile A)	Mixed Decoding/ Comprehension Deficit (Profile B)	Specific Comprehension Deficit (Profile B)	Typical Reading
Language Comprehension	Good	Poor	Poor	Good
Word Recognition	Poor	Poor	Good	Good

## COMPARING READING PROBLEMS BY TYPE

California Speech-Language-Hearing Association (2018). *Roles and Responsibilities of SLPs with Respect to Literacy in Children and Adolescents in California*. Retrieved April 21, 2017 from: <http://www.csha.org/Member-Center/Position-Papers>

	Dyslexia (Profile A)	Specific Comprehension Deficit (Profile B)	Mixed Decoding/ Comprehension Deficit (Profile B)	Examples of Key Measures
Listening Comprehension	Average to above average	Below average	Below average	Language Testing; <u>WJIV Oral Comprehension</u> ; <u>WAT-III Listening Comprehension</u> ; Other measures, both formal and informal
Reading Comprehension	Below average	Below average	Below average	<u>WJIV Passage Comprehension</u> ; <u>WAT-III Reading Comprehension</u> ; Other achievement measures, both formal and informal
Oral Language Skills	Average to above average	Below average in one or more sub-components of language	Below average in one or more sub-components of language	Formal and informal language testing
Decoding/Spelling	Below average	Average or above average	Below average	<u>WJIV Letter-Word ID and Spelling</u> ; <u>WAT-III Word Reading and Spelling</u> ; or other achievement measures, both formal and informal, including classroom reading fluency and writing samples
Reading nonsense words	Below average	Average or above average	Below average	<u>WJIV Word Attack</u> ; <u>WAT-III Pseudoword Decoding</u> ; Other achievement measures, both formal and informal
Phonological Processing	Below average	Average or above average	Below average	CTOPP-2 or other measures of phonological processing that include phonological awareness and rapid automatic naming
Cognitive Ability	Average to above average	Average to below average	Average to below average	Psychologist testing

Pieretti, R. & Ward-Loneragan, J.M, 2016; CSHA Position Paper and Resource Guide, 2016