

The Simple View of Reading (Hoover & Gough, 1990; Catts & Kamhi, 2005; Kamhi & Catts, 2012) provides a good model for differentiating typical readers from those with deficits leading to dyslexia or a more generalized reading problem. It suggests that reading comprehension is dependent upon both intact decoding and listening comprehension abilities. The table below highlights readers by subtype according to the Simple View.

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>.

Catts, H. & Kamhi, A. (2005). *The connections between language and reading disabilities*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Hoover, W.A. & Gough, P.B. (1990). The simple view of reading. *Reading and writing: An interdisciplinary journal*, 2, 127-160.

Kamhi, A. G. & Catts, H.W. (2012). *Language and Reading Disabilities*. Third Edition. Boston: Pearson.

LLD Areas	Dyslexia	Mixed Decoding/ Comprehension Deficit	Specific Comprehension Deficit	Typical Reading
Language Comprehension	Good	Poor	Poor	Good
Word Recognition	Poor	Poor	Good	Good