Reading Comprehension Is Not a Single Ability

INTRODUCTION

In this journal self-study, which includes articles from a Language, Speech, and Hearing Services in Schools clinical forum, authors address the problem of declining reading comprehension in the United States. The lead article argues that reading comprehension is complex and multidimensional, varying based on reader ability, text, and task. The remaining articles focus on the implications of this view, including ideas related to assessment, intervention, and the critical role SLPs play in evaluating and addressing reading comprehension difficulties.

LEARNING OUTCOMES

You will be able to:

- explain the view that reading comprehension is not a single ability but rather a multidimensional concept
- discuss the implications of the view that reading comprehension is a multidimensional concept
- describe how SLPs can use this view of reading comprehension when working with students with language impairment
- identify instructional strategies that address the multidimensional view of reading comprehension and describe the evidence that supports their use

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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in Language, Speech, and Hearing Services in Schools
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