Pull too hard on phonics or meaning, and the boat gets off course.

Language comprehension and reading comprehension are both fueled by mental modeling, which is informed by efficient and accurate word reading.

If any one of the three parts is compromised or left out of instruction you may have something that looks like “reading,” but it stops short of the full richness of **Reading (with a capital R)**.



Having both parts of the Simple View of Reading isn’t enough. They have to be integrated for **Reading (with a capital R)** to happen.