



The faster, easier way  
to learn to read.

## Theoretical Underpinnings of Readable English

An estimated 25 percent of students with reading disabilities do not show significant reading growth despite intensive phonics instruction (Torgesen, Wagner & Rashotte, 2001) and benefits of remediation decrease as students age (Lovett & Steinbach, 1997). These students need multifocal, strategic interventions and supports designed to increase reading proficiency.

Studies show that providing struggling readers with orthographic and phonetic instruction improves word level and reading comprehension skills over phonetic instruction alone (Abbott & Berninger, 1999; Apel & Swank, 1999; Arnbak & Elbro, 1996; Kirk & Gillon, 2009). Readable English provides orthographic and phonetic instruction with embedded interactive orthography, syllabication, and phonetic cues to improve adolescent student word level and reading comprehension skills.

Several theories of reading development support the hypothesis that scaffolded reading using orthographic, phonetic, morphemic supports and instruction should improve student word level and reading comprehension skills. **Dual route cascade theory of word recognition** (Coltheart, Rastle, Perry, Langdon & Ziegler, 2001) hypothesizes that students recognize words using simultaneous processes of graphophonemic rules analysis and orthographic-semantic analysis. Thus, a word is recognized both by how it sounds according to phonics/decoding and what the spelling and usage indicate when lexical access reveals word meanings. **Triple word form theory** also posits that the individual processes of orthographic, phonological, and morphological awareness co-develop in a mutually facilitative way (Berninger, Abbott, Nagy & Carlisle, 2010). **Cognitive load theory** posits that providing information in meaningful chunks/schemas reduces the load on working memory and allows for greater integration of meaning (Sweller, 1988). The ability to recognize root words allows more efficient retrieval from the lexicon than phonetic reading alone; and rapid, efficient word recognition sharply divides good and poor comprehenders (Nagy, Anderson, Schommer, Scott & Stallman, 1989). Therefore, cognitive load theory applied to reading may explain in part why the interaction of morphological awareness and word reading together contributes to reading comprehension (Gilbert, Goodwin, Compton & Kearns, 2013).