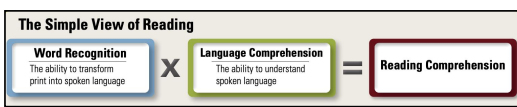




Using Young Adult Novels to Heighten, Streamline and Align Your Language Intervention
Steven M. Griffin, M.A., SLP
ELA Coordinator, Worthington City Schools
sgriffin@wscloud.org

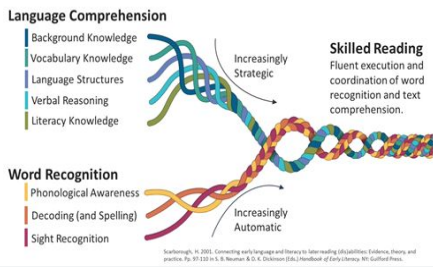


You must start with the Simple View of Reading



"Ohio's Plan to Raise Literacy Achievement is grounded in the framework of the Simple View of Reading and the instructional concepts that are needed in literacy development from emergent to adolescent language and literacy. Learning to read requires learners to develop two foundational skill sets: to read each word accurately and fluently within a text, and understand that the text conveys meaning. This is the Simple View of Reading."

SCARBOROUGH'S ROPE



Activity Time

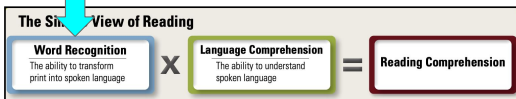


Explaining the Simple View of Reading

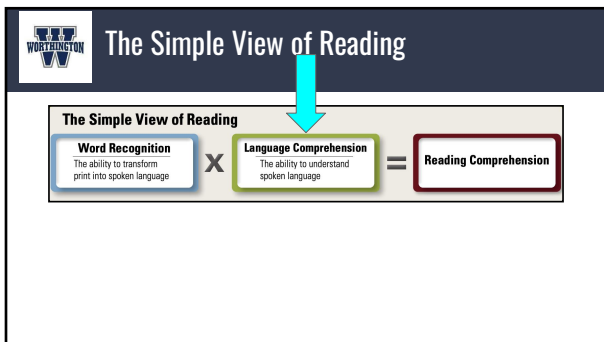
The bottom line is that it does exist, no matter what name people give it (i.e. specific learning disability, etc.). In fact, according to Sally Shaywitz (2003), its prevalence is actually one in five children, which is twenty percent.



The Simple View of Reading



This process is as easy as it is enjoyable. This process can take anywhere from about an hour to all day. The length of time depends on the elaborateness of the final product. Only one substance is necessary for this process. However, the substance must be quite abundant and of suitable consistency. The substance is best used when it is fresh, as its lifespan can vary. Its lifespan varies depending on where the substance is located. If one waits too long before using it, the substance may disappear. This process is such that almost anyone can do it. The easiest method is to compress the substance into a denser mass than it had in its original state. The process gives a previous amorphous substance some structure. Other substances can be introduced near the end of the process to add to the complexity of the final product. These substances are not necessary. However, many people find that they add to the desired effect. At the end of the process, the substance is usually in a pleasing form.



The term "science of reading" refers to the research that reading experts, especially cognitive scientists, have conducted on how we learn to read. This body of knowledge, over twenty years in the making, has helped debunk older methods of reading instruction that were based on tradition and observation, not evidence



The term “dyslexia ” refers to a condition of neurodevelopmental origin which mainly affects the ease at which a person reads, writes and spells, typically recognized as a specific learning disability in children.

Second-Fifth Grade Reading Profiles

Reading Comprehension
When Reading Comprehension is the, we are looking at the cause being one (or more) of these three factors:

Oral Reading Fluency? Vocabulary? Executive Functioning?

The Simple View of Reading

Word Recognition (The ability to recognize print for spoken language) × Language Comprehension (The ability to understand spoken language) = Reading Comprehension

MAP 6-11 MAP 2-5

Acadience	MAP	Reader Profile
-	+	Profile 1
-	-	Profile 2
+	-	Profile 3



The Shift From Skills to Knowledge

Skills-Based Approach for Teaching Reading Comprehension

- **Focuses on Teaching Reading Strategies**
Instructs students on how to identify key ideas, summarize, make inferences, and predict outcomes.
- **Transferable Skills**
Teaches skills that can be applied to any text, regardless of subject or genre.
- **Scaffolded Reading Activities**
Uses graphic organizers, comprehension exercises, and questioning techniques to support understanding.
- **Encourages Active Reading**
Promotes student engagement with texts through annotation, questioning, and discussion.
- **Skills Practice Across Texts**
Develops comprehension through repeated practice of strategies in various texts.



The Shift From Skills to Knowledge

Knowledge-Based Approach for Teaching Reading Comprehension

- **Builds Background Knowledge**
Focuses on enhancing students' understanding of subject-specific content before reading.
- **Content-Rich Texts**
Uses texts tied to curriculum topics to deepen subject knowledge and comprehension.
- **Contextual Learning**
Emphasizes understanding how background knowledge impacts the interpretation of a text.
- **Knowledge as a Foundation for Comprehension**
Students' prior knowledge helps them grasp complex ideas, make connections, and understand nuance in texts.
- **Expands Conceptual Knowledge**
Uses reading to grow students' knowledge about the world, which supports deeper comprehension in future reading tasks.

Activity Time



Where do I start? - con't

[DOK Levels](#)

[Literacy Based Language Intervention](#)

[IEP Goals](#)

