Reading Instruction for Middle School Students

Developing Lessons
for Improving Comprehension

Adapted from intervention materials
developed by the Texas Center for Learning Disabilities

Preferred Citation

About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities (TCLD) is a research center that investigates the classification, early intervention, and remediation of learning disabilities. The National Institutes of Health funds research activities, which are conducted at the University of Houston, The University of Texas at Austin, and The University of Texas Health Science Center at Houston. To learn more about TCLD, visit our website at www.texasldcenter.org.

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Introduction

This guide is designed for teachers and provides detailed information about some of the lesson plans used in Tier 2 intervention for struggling readers in middle school as part of the research efforts of the Texas Center for Learning Disabilities (TCLD). This guide describes each component of instruction, and provides instructions, sample scripts, and planning templates so that teachers can develop similar lesson plans that align with their own state standards and adopted curricula.

The remainder of this guide is organized into the following sections:

- **Overview**, which provides background information on TCLD research, documents the alignment of the instructional practices with the Texas Essential Knowledge and Skills (TEKS), describes the development and delivery of the novel unit lesson plans, and provides broad guidance for teachers wishing to develop similar plans based on other novels

- **Instructional Practices to Improve Comprehension**, which provides detailed information on each component of instruction that TCLD researchers delivered in the Tier 2 intervention; practices are organized into those that are taught before reading, during reading, and after reading

- **References**, which documents the research base of the practices and strategies in the Tier 2 intervention and provides information for further reading

- **Appendix**, which provides blank templates and forms that teachers can use to create their own novel unit lesson plans

Overview

BACKGROUND

From 2006 to 2011, TCLD researchers, with funding from the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development, addressed questions related to the implementation and effect of response to intervention with sixth-, seventh-, and eighth-grade students. As part of this investigation, research staff members developed intervention lesson plans, aligned with the TEKS, for struggling readers. Certified teachers delivered these plans as part of a secondary (Tier 2) intervention that consisted of 50 minutes of additional daily reading instruction in groups of 10 to 15 students for sixth-graders and in groups of 5 or 10 students for seventh- and eighth-graders.

These lesson plans focus on improving middle school students' reading comprehension.[1] The lessons supported students as they read brief novels chosen by the schools in which the research took place. All of the instructional practices and strategies in the novel unit lesson plans are research based and align with the TEKS (see below).

Complete lesson plans for two novels (*Any Small Goodness* by Tony Johnston and *Iqbal* by Francisco D'Adamo) are available on the TCLD website at www.texasldcenter.org/lessonplans.

For more information about this research, see the Project 3 page of the TCLD website at www.texasldcenter.org/research/project3.asp.

ALIGNMENT WITH THE TEKS

During the lessons delivered within the Tier 2 intervention, students did the following (corresponding English Language Arts and Reading TEKS for grades 6–8 are listed below each student objective):

Learn important vocabulary

Students understand new vocabulary and use it when reading and writing. Students are expected to:

- determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (Texas Administrative Code [TAC] §110.18–110.20(b)(2)(A))

- use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words (TAC §110.18(b)(2)(B))

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1   These lessons reflect the component of the reading intervention that focused on text reading with vocabulary and comprehension. Other components of the intervention focused on word reading, decoding, and fluency.

- use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words (TAC §110.19(b)(2)(B))

- use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings (TAC §110.20(b)(2)(B))

Make predictions prior to reading and verify predictions after reading

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- Grade 6: make inferences about text and use textual evidence to support understanding (19 TAC §110.17(b)(D))

- Grades 7–8: make complex inferences about text and use textual evidence to support understanding (19 TAC §110.17(b)(D))

Access background knowledge prior to reading

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension (19 TAC §110.17(b)(A))

Read text through various formats (e.g., partner reading, choral reading) to learn and practice various reading comprehension strategies (e.g., main idea, summarization)

See corresponding TEKS for each comprehension skill below.

Practice generating Level 1, Right There; Level 2, Putting It Together; and Level 3, Making Connections, questions

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- Grades 6–8: ask literal, interpretive, evaluative, and universal questions of text (19 TAC §110.17(b)(B))

- Grade 6: monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions; 19 TAC §110.17(b)(C))

Practice "getting the gist" of an entire chapter

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- Grades 7–8: reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images; 19 TAC §110.17(b)(C))

- Grades 6–8: summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (19 TAC §110.17(b)(E))

Learn how to summarize a chapter

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly complex texts as they become self-directed, critical readers. The student is expected to:

> summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (19 TAC §110.17(b)(E))

UNDERSTANDING AND DEVELOPING LESSONS TO IMPROVE COMPREHENSION

This section describes how teachers delivered reading instruction within a Tier 2 intervention and provides broad guidance for teachers who wish to develop similar lesson plans that align with their own state standards and adopted curricula.

Instructional Time and Group Size

Instructors delivered the novel unit lesson plans in a 50-minute class period to sixth-graders in groups of 10 to 15 and to seventh- and eighth-graders in groups of 5 or 10 (random assignment determined group size)[2]. The lesson plans typically allotted 2 days of instruction per chapter, although some of the daily plans were longer than 50 minutes and extended into a third day.

Teachers wishing to develop their own novel unit lesson plans may need to adjust the group size and length of instruction, so that it aligns with existing school schedules and resources.

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2   No statistically significant differences were found for students who received Tier 2 intervention in a small group ($n = 5$) compared to students who received Tier 2 intervention in a larger group ($n = 10$). Vaughn et al. (2010) further describes this research finding.

Instructional Practices

The sequence of instructional practices varied for each chapter lesson, but typically, daily instruction began with teachers introducing new vocabulary words (or reviewing previously taught words during the Day 2 lesson of a chapter) and students predicting the events of the chapter. Throughout the novel, teachers activated students' background knowledge prior to reading. Text reading occurred daily and was integrated with a comprehension-monitoring strategy (getting the gist or generating questions) followed by an after-reading activity (Does It Make Sense? or a Frayer Model) to assess, reinforce, and extend students' comprehension. Instruction always concluded with a closure activity (verifying predictions and getting the gist of the chapter), and occasionally, students engaged in supplemental "extended reading" activities.

The next section of this guide describes each instructional practice. Teachers can consult the Overview of Daily Activities section of the *Any Small Goodness* and *Iqbal* lesson plans to examine the full scope and sequence for each novel unit.

Lesson Structure

Overall, daily lessons were structured in the following manner; approximate time frames for each practice are listed in parentheses.

Before Reading the Chapter

- Introduce new vocabulary; choose one of the following:
    - Five-step process (15 minutes)
    - Three-step process (15 minutes) plus Frayer Model after reading (15 minutes)
- Make predictions (5 minutes)
- Build background knowledge (15-20 minutes)

While Reading the Chapter

- Read the text; choose one of the following:
    - Cloze read
    - Choral read (repeated)
    - Choral read (alternating)
    - Partner read
    - Silent read with frequent checks for understanding
- Complete one of the following:
    - Generate Level 1, Level 2, and/or Level 3 questions (30 minutes)
    - Get the Gist (main idea; 30 minutes)

After Reading the Chapter

- Review vocabulary; choose one of the following (25 minutes):

  - Partner review

  - Sentence review

  - Examples and nonexamples

  - Frayer Model

  - What Word Fits? game

- Complete one or both of the following:

  - Does It Make Sense? Activity (5 minutes)

  - Summarize text (30 minutes)

- Complete closure activity (verify predictions and Get the Gist; 5 minutes)

- Complete extended reading (optional; 25 minutes)

Instructional Delivery

Teachers explicitly taught students how and when to use each reading comprehension strategy by doing the following:

- Introducing and modeling the strategy multiple times, using "think alouds" and clear, detailed explanations

- Providing multiple opportunities for guided practice, so that students received immediate, process-directed feedback on their use of the strategy

- Providing independent practice opportunities once students mastered using the strategy

The novel unit lesson plans support this delivery method (introduction and modeling, guided practice, independent practice), and this guide provides examples of each phase of instruction for each strategy.

Teacher and Student Materials

Other than a novel for each student, TCLD researchers generated all teacher and student materials, including extended reading passages, vocabulary images, question cards, and matrices or charts for various activities. In some cases, teachers prepared student materials such as yes/no response cards or index cards for vocabulary review games.

TCLD researchers developed a student log for each chapter of the novel; students used the logs to record answers and engage in practice activities (e.g., developing gist statements, generating questions while reading a chapter). Teachers may wish to develop their own logs for students, or students may record notes and answers in spiral notebooks or binders.

Student Motivation

Adolescent struggling readers often lack motivation to read, so finding ways to motivate and engage students in reading is an essential feature of adolescent literacy instruction. TCLD researchers addressed this challenge in several ways, including the following:

- The novels did not use complex language and featured subject matter that engaged students.

- Teachers activated students' background knowledge.

- Students were allowed to work with partners and in student study teams. (The Appendix of this guide includes procedures and materials for implementing student study teams.)

Teachers should keep these considerations in mind as they plan instruction.

Next Steps: Developing Your Own Lesson Plans

The remainder of this guide provides detailed descriptions and examples of instruction to improve comprehension. Materials needed for planning and implementing each component of instruction can be found in the Appendix.

Professional Development

Teachers can learn more about implementing the instructional practices and strategies in this guide by visiting the Professional Development page of the TCLD website at www.texasldcenter.org/lessonplans/pd.html. Teachers also are encouraged to explore the other helpful resources on the TCLD website.

Questions

For questions related to the lesson plans or other TCLD work, visit www.texasldcenter.org/contact.asp.

Instructional Practices to Improve Comprehension

Before Reading

INTRODUCING NEW VOCABULARY

One of the most important things teachers can do to improve students' comprehension of text is to explicitly preteach important vocabulary words. Knowing the meaning of words relates strongly to reading comprehension and overall academic success (e.g., Baumann, Kame'enui, & Ash, 2003; National Reading Panel, 2000). Preteaching vocabulary is especially important when students read informational text with unfamiliar, domain-specific vocabulary (i.e., academic vocabulary). The TCLD lessons often select words for explicit instruction that are specific to a particular culture, geography, or subject matter with which students are likely unfamiliar.

Ongoing review of previously taught vocabulary is equally important. Researchers estimate that it may take as many as 17 exposures before a student truly learns the meaning of a word (Ausubel & Youssef, 1965). These repeated exposures could occur in the same lesson or passage, but exposures are most effective when they appear over an extended period of time.

Selecting Vocabulary Words

The first step of effective vocabulary instruction is purposefully selecting vocabulary words. It is impossible to teach every unfamiliar word, so it is useful to target words that will have the largest impact on understanding the text. Typically, these are words that appear frequently in many contexts and across content areas (Beck, McKeown, & Kucan, 2002), or words that are critical to understanding the text. For instance, students would find it difficult to understand a book about events leading up to the Revolutionary War if they did not understand the words *representation* and *treason*. Teachers should select vocabulary words before instruction and introduce these words before reading.

Explicitly Introducing New Vocabulary

This guide provides two options for introducing new vocabulary. The first option is a five-step process that includes a definition, connection back to the text, and extensive examples and nonexamples. The second option is a brief, three-step process (basic introduction of each word) and subsequent use of a Frayer Model after reading. Teachers are encouraged to use both options throughout a novel unit. Example instructions and sample scripts are provided.

Option 1: Five-Step Process for Explicit Vocabulary Instruction

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Use the Explicit Vocabulary Instruction Planning Template to plan your instruction. (A completed example is provided below.)

SAMPLE SCRIPT: **FIVE-STEP PROCESS**

Before we begin reading Chapter 1, I will introduce to you several words that you will need to know to understand the story.

Point to each word on the transparency.

Step 1

The first word is "bonded." What word?

Students repeat: "bonded."

Steps 2 and 3

"Bonded" means "being held or tied to a promise or an obligation." In "Iqbal," several children are bonded to a master and are obligated to work for him. This means that their parents have promised the master that their children will work for him to pay back money that they owe. The children are bonded, or tied, to this master until they work enough to pay back their parents' debt.

Step 4

Many early American colonists were bonded to work as servants for a certain number of years to pay for their passage to the colonies.

In some countries even today, people or their children are forced to work to pay back loans. These workers are then bonded to the person they have to pay back and are often forced to work as long as a lifetime to pay back the loan.

Sometimes, entire families are bonded to a landlord and kept like slaves. They are paid little for working 12 or more hours a day, 7 days a week, and therefore need to continue to borrow money from their master to survive. So one generation's debt may be passed on to the next generation.

Group students into pairs, and give each pair a set of yes/no response cards.

> *Hold up the yes card if I give you an example of the word "bonded." Hold up the no card if I do not give you an example of the word "bonded."*

> *A child is forced to work for a master for years to pay his parents' debt. Is this child bonded?*

Answer: Yes.

> *I borrowed $100 from my dad, and I agreed to wash his car and mow the lawn for 2 months. Am I bonded?*

Answer: No.

> *Why not?*

Accept reasonable student responses.

> *A man is employed by a builder and works 12 hours a day building homes. Is he bonded?*

Answer: No.

> *Why not?*

Accept reasonable student responses.

> *A woman marries a man whose family works for a master; she is forced to work for the master to pay back her husband's family's debt. Is she bonded?*

Answer: Yes.

> *A child helps his mother clean houses during the summer months when he is not in school. Is he bonded?*

Answer: No.

> *Why not?*

Accept reasonable student responses.

Vocabulary word
bonded

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means. (Write the definition.)
Being held or tied to a promise or an obligation

Step 3: Tell students how the word is used in the story and explain.
Children are bonded to a master and are obligated to work. Parents have promised the master that their children will work to pay back money that they owe.

Step 4: Give students three to five examples of the word being used in other contexts.

- *Early American colonists*

- *In some countries even today, people or their children are forced to work to pay back loans.*

- *Sometimes, entire families are bonded to a landlord and kept like slaves.*

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

- *A child is forced to work for a master for years to pay his parents' debt. Is this child bonded? (Yes)*

- *I borrowed $100 from my dad, and I agreed to wash his car and mow the lawn for 2 months. Am I bonded? (No)*

- *A man is employed by a builder and works 12 hours a day building homes. Is he bonded? (No)*

- *A woman marries a man whose family works for a master; now she is forced to work for this master for years to help pay back the debt of her husband's family. Is she bonded? (Yes)*

- *A child helps his mother clean houses during the summer months when he is not in school. Is he bonded? (No)*

Option 2: Three-Step Process for Explicit Vocabulary Instruction, Plus Frayer Model

After introducing each word, connect the word to the context of the passage. Spend a maximum of 2 minutes per word. After this brief introduction, students will encounter the words again while reading the chapter and using a Frayer Model later in the lesson.

The procedure for introducing vocabulary words is as follows:

Step 1: Say the word. Have students repeat the word.

Step 2: Tell the students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Use the Frayer Model Planning Template to plan your instruction. (A completed example is provided after the Frayer Model sample script.)

SAMPLE SCRIPT: THREE-STEP PROCESS

Before we read Chapter 4, I will introduce several words you will need to know to understand the story.

Point to each word on the transparency.

Step 1

The next word is "precious." What word?

Students repeat: "precious."

Steps 2 and 3

"Precious" means "of great value or worth." Your new iPhone may be important to you, but the necklace that your great-grandmother handed down to you on your 15th birthday is precious. In Chapter 4, we learn that Hussain has told a carpet maker that Iqbal is precious. Why would Hussain consider Iqbal precious?

Accept all reasonable responses.

SAMPLE SCRIPT: FRAYER MODEL

(Frayer, Frederick, & Klausmeier, 1969)

Introduce this graphic organizer and model its use. Students may follow along and fill in a Frayer Model example during the modeling.

1. Place the transparency of the blank Frayer Model on the overhead (see the blank template in the Appendix; the filled-in example follows this sample script).

2. Write the word *precious* in the middle of the model.

3. Introduce the word and the model.

    We will delve deeper into a few of our words. The first word we will examine is "precious." This type of graphic organizer is called a Frayer Model. We will use this model to obtain a deeper understanding of words.

Note: It is essential to think aloud, making the thought process clear to students, while modeling steps 4–7. Verbalizing thinking provides a model for students when they attempt to use this strategy on their own or with a partner.

4. Write the definition on the transparency.

    We said that "precious" means "of great worth or value." That is the definition, so we write it under the box labeled "definition." If I don't remember the definition, I can look back on my student log to find it.

5. Think aloud and list characteristics.

    Next, we need to list characteristics, or features, of something or someone who is precious. So, I need to list words that describe the word "precious."

    Think aloud as you list characteristics on the transparency: valuable, priceless, irreplaceable, treasured, rare, etc.

6. Think aloud and list examples.

    I will list several examples of something or someone who is precious. Well, I remember that Hussain said that Iqbal was precious because of his talent and skills, so I will write "Iqbal."

    Continue to think aloud as you list other examples, such as a mother, family jewelry, a home, a child, a family pet, etc.

7. Think aloud and list nonexamples.

    The last section asks for nonexamples. I need to think of people or things that are not precious. Maybe my overhead projector isn't precious. I need it to teach, but it is not priceless or irreplaceable.

    Continue to think aloud as you list other nonexamples, such as a phone, a pair of shoes, a backpack, earrings, etc.

8. Follow steps 2 and 4–7 with additional words.

Frayer Model Planning Template

Vocabulary word
precious

Definition

Of great worth or value

Characteristics

- *Valuable*
- *Priceless*
- *Irreplaceable*
- *Treasured*
- *Rare*

Examples

- *Iqbal*
- *My mother*
- *Family jewelry*
- *My home*
- *My children*
- *My pet*

Nonexamples

- *My overhead projector*
- *Shoes*
- *Backpack*
- *Earrings*

Definition	Characteristics
Of great worth or value	Valuable Priceless Irreplaceable Treasured Rare

<center>precious</center>

Examples	Nonexamples
Iqbal My mother Family jewelry Home Children Family pet	My overhead projector iPhone Shoes Backpack Earrings
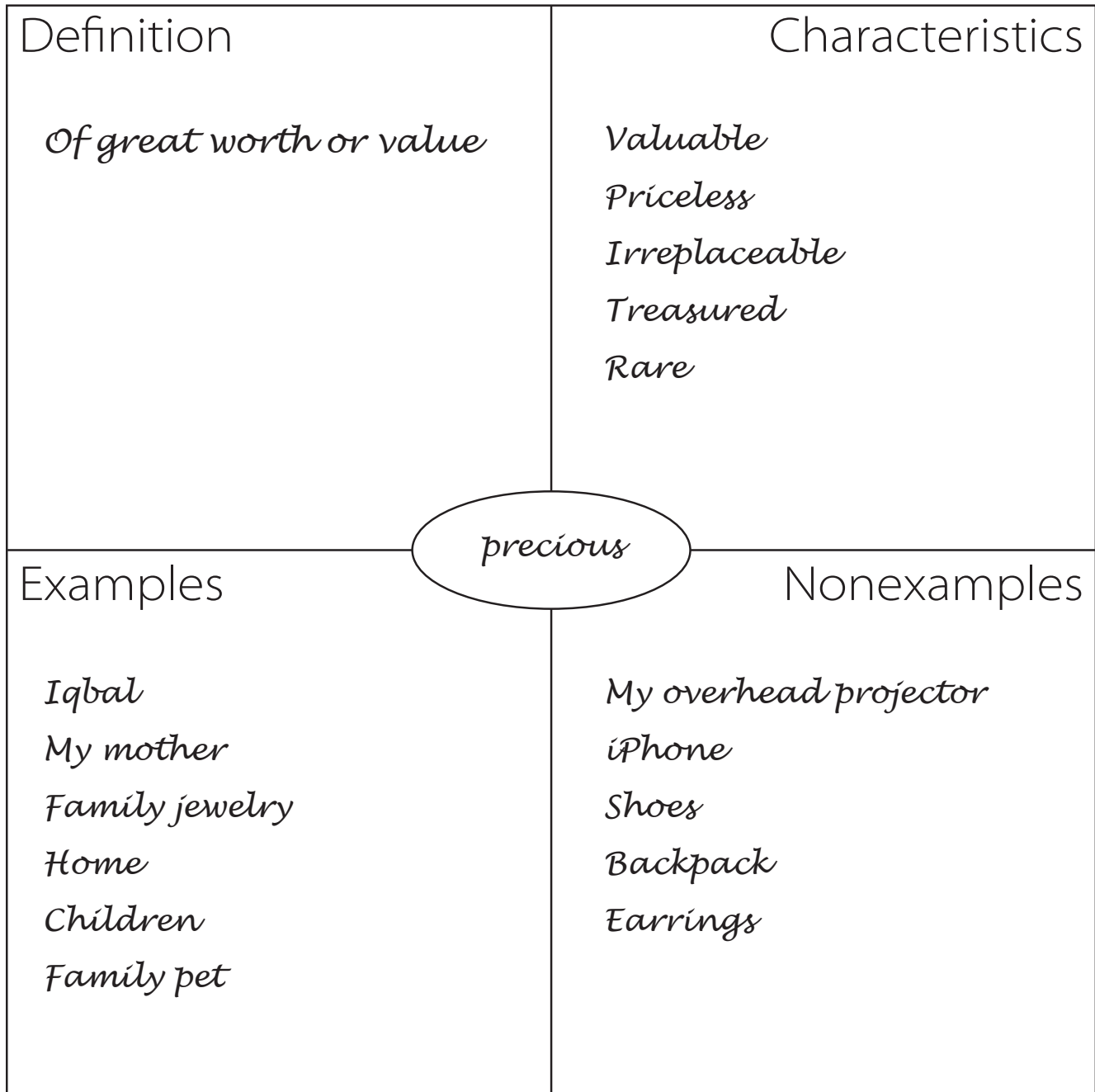
MAKING PREDICTIONS

Asking students to make predictions before they read and to verify their predictions after they read promotes active participation in reading. Students learn to base their predictions on information gathered while previewing the text, reviewing what was read previously, and considering their background knowledge. Additionally, to verify predictions, students must monitor their reading to ensure the passage or chapter makes sense and to decide whether the prediction was accurate. (The After Reading section of this guide provides more information on verifying predictions.)

Below are guidelines for teaching students how to make predictions.

Making Predictions About a New Novel

1. Ask students to preview the book (e.g., review headings, look at pictures and captions) or assign a very short passage or quote for students to read silently.

2. Model how to preview a book and/or ask students to follow along as you read the passage or quote.

3. Ask students to think about what they have learned, including new vocabulary, and to write what they think will happen. Set a timer for 1 minute.

4. When the timer goes off, say the following.

    Partner 1, tell partner 2 what you think the chapter will be about.

Making Predictions About Subsequent Chapters

Keep a list of gist statements that students generate during the "closure" portion of each lesson. Record each gist statement on chart paper and display it.

1. Have students look at the running list of gist statements.

2. Tell students the following.

    Read the gist statement from the previous chapter to yourself.

3. Read the statement with the class.

    Follow along as I read the statement.

4. Set the timer for 1 minute.

    Think about what we have learned so far. In 1 minute, write in your student log what you think will happen in this chapter.

5. When the timer goes off, say the following.

    Partner 1, tell partner 2 what you think the chapter will be about.

BUILDING BACKGROUND KNOWLEDGE

Background knowledge is students' existing knowledge about a topic, skill, or idea. Struggling students often have limited knowledge of certain historical or life events; activating or building this knowledge prior to reading helps students connect what they already know with what they are learning.

Teachers have various options for building students' background knowledge, including the following:

- Asking students questions prior to reading and soliciting answers and discussion through an active participation strategy (see the example on next page)

- Providing students with additional reading passages about a topic related to a novel (e.g., an article on first aid if students are reading a novel about a boy's quest to survive outdoors)

- Presenting students with basic facts about and pictures of a foreign country or historical period in which a novel is set

- Expanding on a topic from a novel by presenting additional information and asking students to engage in a learning activity (e.g., matching characters from a novel with their reason for entering child labor)

Examples of each of these options are available in the chapter lessons for the two novels used in the TCLD reading intervention classes, specifically chapters 1–9 of the *Any Small Goodness* lessons and chapters 2, 6, 8, 10, and 12 of the *Iqbal* lessons. Throughout the novel units, teachers should vary the method for activating students' background knowledge.

Asking Students Questions Prior to Reading

Preread the chapter before class and write at least two questions to activate students' background knowledge.

Use an active participation strategy (see details below and on the following page) to engage all students in answering questions. Avoid calling on individual students as the only means of soliciting response. List the questions and active participation strategies in the blank table on the following page.

Active Participation Ideas for Different Types of Questions

Type of question	Active participation response
Yes/no	Thumbs-up or thumbs-down
Tell about a time…	Give students 30 seconds to think and then ask students to turn to their partner and tell about a time when… Have two groups share or share what you heard as you walked around.
Why do you think this chapter is…	Discuss with a partner
What character do you think will be…	Choral response

List of Questions to Activate Background Knowledge

Question	Active participation strategy
1.	
2.	
3.	

If students cannot answer the questions, provide the missing background knowledge necessary for understanding the chapter.

SAMPLE SCRIPT: BUILDING BACKGROUND KNOWLEDGE

This example is from Chapter 2 of *Any Small Goodness*.

1. *This chapter is about a family who moves to a new place. Arturo finds himself in a new house and in a new school. Have you ever moved to a new place? If you have, take 30 seconds to think about it.*

2. *Partner 2, tell partner 1 about a time when you moved to a new place.*

3. Walk around the room as partners talk and take notes on what students say.

4. Tell students a couple of things that you heard as you walked around the room.

During Reading

TEXT READING

Throughout the TCLD novel units, reading is structured several ways, so that students can listen to a high-quality model of fluent reading and then have opportunities to practice reading fluently. Teachers select one option each time a lesson plan includes time to read a chapter. Teachers are encouraged to vary the methods throughout the novel units. Additionally, the lessons usually integrate text reading with a comprehension-monitoring strategy, such as getting the gist or generating questions.

The reading format options include the following:

- Cloze read

- Choral read (repeated)

- Choral read (alternating)

- Partner read

- Silent reading with frequent checks for understanding

Cloze Read

Read a section of a chapter while students follow along (with their finger or pencil), stop on key or meaning-bearing words, and have students read the words. Students must track print carefully because they will read randomly selected words.

Teacher:	American names are…
Students:	…cool.
Teacher:	They sound sharp as…
Students:	…nails…
Teacher:	…shot from guns.

Choral Read (Repeated)

Read a paragraph while students follow along. Then have students read the same paragraph chorally (aloud, in unison).

Modification

Read a paragraph. Then have 1s read the same paragraph chorally. Read the next paragraph. Then have 2s read the same paragraph chorally, and so on.

Choral Read (Alternating)

Read a paragraph while students follow along. Then have students read the next paragraph chorally.

Modification

Read a paragraph while students follow along. Then have 1s read the next paragraph chorally. Read the next paragraph. Then have 2s read the next paragraph chorally, and so on.

Partner Read

Assign a certain number of pages to read (approximately 5–10 pages). Set the timer and direct students to alternate whisper-reading paragraphs to one another until the timer beeps. Have Partner 1 read the first paragraph while Partner 2 follows along, marks any words missed, and provides feedback to Partner 1 once he or she has finished reading. Then have Partner 2 read the next paragraph while Partner 1 follows along, marks any words missed, provides feedback to Partner 2, and so on. Walk around the room to monitor and listen to several students read.

Silent Reading With Frequent Checks for Understanding

Assign a specified number of pages to read silently. Instruct students to read the section again if they finish early. Walk around the room to monitor student engagement. Stop periodically to check for understanding through questioning.

Modification

Have students provide some type of cue when they reach a certain point in the text—for example, flipping over a teacher-provided card. When all students have provided the cue, monitor understanding through questioning.

READING THE CHAPTER AND GENERATING QUESTIONS

Students can be taught strategies to generate questions about what they read and to answer teacher-generated questions effectively. Teaching students to ask questions before, during, and after reading supports engagement and understanding. In addition, strategies that help students generate their own questions are important because they teach students to monitor their own comprehension and support their understanding.

Specifically, the TCLD novel units teach students to generate the following types of questions (question types based on Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; National Institute of Child Health and Human Development, 2000; Raphael, 1986; Simmons, Rupley, Vaughn, & Edmonds, 2006):

- **Level 1, Right There, questions:** Questions that can be answered in one word or one sentence and can be found word for word in the text

- **Level 2, Putting It Together, questions:** Questions that require looking in more than one place in the text and putting information together to answer

- **Level 3, Making Connections, questions:** Questions that require thinking about what was just read, what the reader already knows, and how that information fits together to answer

While students are grouped into student study teams (see the Appendix for more information) teachers provide explicit instruction that introduces the three levels of questions and generation strategies, lead students in significant guided practice, and provide opportunities for independent practice. As students read each chapter (through the suggested reading format options), teachers stop students at designated points and ask them to generate one of the levels of questions. Students may also use question cards that provide a description and examples of each type of question to help them complete their work. (These cards can be found in the Appendix of this guide.)

The following examples illustrate how to introduce and model Level 1 questions and how to provide guided and independent practice of Level 1 question generation. The full scope and sequence of this instruction with all levels of questions can be found throughout the chapter lessons for the novels *Any Small Goodness* and *Iqbal* (consult the Overview of Daily Activities for each novel).

INTRODUCING AND MODELING LEVEL 1 QUESTION GENERATION

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

1. Tell students that they will learn about reading-related questions.

    Teachers ask questions to see whether students understand what they read. You can ask several types of questions, and understanding the different types makes it easier to find the answers. Some questions require you to find facts about what you read, and others require you to draw conclusions or make inferences. It is important to create and answer questions for two reasons. First, creating and answering questions helps you understand what you read, and second, it helps you remember important information about what you read. Questions usually start with "who," "what," "when," "where," "why," or "how."

2. Introduce the Level 1, Right There, question type.

    Today, we will learn about the first type of question. We call this type of question a "Right There" question because the information needed to answer it can be found in one place, word for word, or "right there" in the text. Right There questions can usually be answered in one word or sentence. Answering Right There questions is usually easy, requiring little thinking or effort. On your question cards are the different question types: Right There, Putting It Together, and Making Connections. Today, we will practice the Right There questions.

3. Read the passage aloud to students.

4. Model creating Right There questions.

    I need to make a question that I can find in one place in the passage. The first few sentences say: "Unbelievable! Coach strolls into the gym—in a suit! With a tie! (off to one side, like a skinny, wind-flopped flag)."

    One thing we learned is that the coach is wearing a tie that looks like a skinny, wind-flopped flag. I think I can turn that into a question. The tie is a "what," so I'll start with that. "What does the coach's tie look like?"

    Let me check the answer: "The coach's tie looks like a skinny, wind-flopped flag." That looks like a Right There question because I can easily find the answer in one place, word for word, in my reading.

    I'll make up some more Right There questions. See whether you can find the answers in your reading.

5. Practice creating Right There questions with your class. Remind students to use their question cards for help. It might be helpful to stick with this short section or paragraph during initial modeling and guided practice.

Level 1 Planning Template

Sentence(s) you will use	Right There question you will create
	(Use different question stems: *who*, *what*, *when*, *where*, *why*, and *how*.)

SAMPLE SCRIPT:
GENERATING LEVEL 1 QUESTIONS, GUIDED PRACTICE

(Swanson et al., 2011)

> *You will work in student study groups today to practice creating and answering Right There questions.*

Review the definition of a Right There question.

> *Follow these steps:*
>
> - *Partner 1 reads aloud for 5 minutes. Partner 2 follows along. If you finish the chapter, begin again at the starting point on the designated page.*
>
> - *When the timer goes off, generate questions for 5 minutes.*
>
> - *When the timer goes off again, a couple of groups will share their questions.*
>
> *Turn to page 43.*

Pause for students to find the page.

> *The last paragraph, starting with "Our whole family," will be the staring point.*

Set the timer for 5 minutes and have students begin reading.

After the timer goes off, say the following.

> *Work together to create some Right There questions. I will walk around the room to assist you if needed.*

Set the timer for 5 minutes and have students begin generating questions.

After the timer goes off, say the following.

> *Who would like to share a Right There question? We will try to answer it.*

Take group contributions as time allows.

> *We will use student study teams again to read and develop Right There questions. Follow these steps:*

> - *Partner 1 reads aloud for 5 minutes. Partner 2 follows along. If you finish the chapter, begin again at the starting point on the designated page.*
>
> - *When the timer goes off, generate questions for 5 minutes.*
>
> - *When the timer goes off again, a couple of groups will share their questions.*

> *We won't be finished with the chapter at this point, so we'll repeat this procedure. Partner 2 will read aloud for 5 minutes and so on.*

> *Turn to page 64.*

Pause for students to find the page.

> *Start reading at the beginning of this chapter. What should you do if you get to the end of the chapter before the time is up?*

Answer: Begin again from the starting point.

Set the timer for 5 minutes and have students begin reading.

After the timer goes off, say the following.

> *Work together to create some Right There questions. I will walk around the room to assist you if needed.*

Set the timer for 5 minutes and have students begin generating questions.

After the timer goes off, say the following.

> *Everyone, stop. Who would like to share a Right There question? We will try to answer it.*

Take one or two group contributions.

Repeat the procedure, with partner 2 reading aloud for 5 minutes. Continue in this manner until students complete the chapter.

Note: If one group finishes the chapter before others, tell the students to begin the chapter again and challenge them to come up with new Right There questions.

It may be helpful to have students work in student study teams (peer tutoring) as they learn to generate questions.

READING THE CHAPTER AND GETTING THE GIST (MAIN IDEA)

The Get the Gist strategy (Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001) helps students understand the concept of a main idea. It teaches students to pay attention to the most relevant information in a text and guides them to developing a main idea statement based on the following information:

- Who or what the paragraph is about

- The most important information about the "who" or "what"

The Get the Gist strategy teaches students to combine the above elements into a main idea statement with 10 or fewer words.

SAMPLE SCRIPT: INTRODUCING AND MODELING GET THE GIST

(Klingner et al., 2001)

Rather than using text, it is helpful to introduce this strategy by using pictures.

Explain to students that you will teach them a strategy called Get the Gist. Explain that if you "get the gist" of something, you get the main idea. This strategy will help students monitor their own comprehension.

Project a transparency (or display a picture) of a dog catching a ball.

Direct students to the picture and say the following as you think aloud.

> *When I use the Get the Gist strategy, the first thing I ask myself is: "Who or what is this picture about?" When I look at this picture, I see that lots of things are going on, but this picture is mainly about a dog.*

> *Next, I ask myself: "What is the most important thing about the dog?" I can see that the most important thing about this dog is that he is catching a ball.*

Explain that the picture shows many other things but that the most important thing about the dog is that he is catching a ball.

> *I count on my fingers to make a main idea statement with 10 or fewer words.*

Count on your fingers as you say the following.

> *The dog is jumping to catch a ball. That's eight words.*

> *Now it is your turn. Work with your partner to come up with a main idea statement of 10 or fewer words that tells who or what this picture is about and the most important thing about the "who" or the "what."*

Walk around the room and monitor student responses and discussion.

Call on two or three students to share responses with the class. Other possible main idea statements include the following: The dog is about to catch the ball. The dog leaps in the air to catch the ball.

Project the transparency (or display a picture) of a boy running on a track.

> *Think to yourself: Who or what is the picture about?*

Provide 10–15 seconds of think time.

> *2s, tell 1s who or what this picture is about.*

Monitor. Call on one pair to share with the group.

> *That's right; this picture is mainly about a boy.*

> *Think to yourself: What is the most important thing about the boy?*

Provide 10–15 seconds of think time.

> *1s, tell 2s the most important thing about the boy.*

Monitor. Correct if necessary by using prompts such as the following.

> *Is the track the most important thing? Are his shoes the most important thing?*

Call on one pair (whom you have listened to and know have a correct answer) to share with the group.

> *Raise your hand if you and your partner also think that his running is the most important thing about the boy.*

> *This picture is about a boy, and the most important thing about the boy is that he is running. With your partner, think of a main idea statement that includes the "who" and the most important thing about the "who" in 10 or fewer words.*

Walk around and monitor groups. Assist as necessary.

Call on three or four groups to share their main idea statement. Make sure that you have already monitored these groups and know that they have appropriate answers. Possible main idea statements include the following: The boy is running. The boy is running on a track. The boy is racing around a track.

Tell students that you are about to start the novel *Any Small Goodness* by Tony Johnston. Explain that good readers constantly check their understanding and make sure that they get the gist of what they read. Explain that as you read this book together, you will stop periodically to get the gist of particular paragraphs. Tell students to use this strategy with anything they read to improve their understanding.

After the first paragraph on page 7, think aloud (and refer to the Get the Gist visual in your room).

> *I ask myself who or what that paragraph was about. That paragraph was about Arturo. Now I ask myself: "What was the most important thing about Arturo?" I think the most important thing about Arturo in this paragraph is that he was named after his father, grandfather, great-grandfather, and so on. So, in 10 or fewer words, the main idea of this paragraph is: "Arturo is a family name that has lasted for generations." Remember, there are many ways to state a gist, so there is no one right answer.*

> *We will continue reading, but in a few minutes, I will stop and ask you to use the Get the Gist strategy on your own.*

If students provided appropriate answers for the paragraph on page 7, use the Get the Gist strategy for the remaining paragraphs as follows.

After reading the paragraph, stop and say the following.

> *1s, tell 2s who or what this paragraph is about.*

Monitor. Guide as necessary.

> *Now 2s, tell 1s the most important thing about the "who" or the "what."*

Monitor. Guide as necessary.

> *With your partner, come up with a main idea statement that is 10 or fewer words.*

Monitor. Guide as necessary.

Ask one or two groups (whom you have monitored and know have an appropriate answer) to share their main idea statements.

Continue reading the chapter.

Getting the Gist, Independent Practice

See the Closure: Verifying Predictions and Getting the Gist section of this guide for more information.

After Reading

REVIEWING VOCABULARY

Throughout each novel unit, students review previously taught vocabulary words. The lessons provide four options for structuring vocabulary review. Teachers select one option for every or every other chapter lesson and vary the methods for reviewing vocabulary throughout the novel unit.

The options for vocabulary review are the following:

- Partner review

- Sentence review

- Examples and nonexamples

- Frayer Model (Frayer et al., 1969)

- What Word Fits? game (Beck et al., 2002)

SAMPLE SCRIPT: PARTNER REVIEW

To prepare, write each new word on an individual index card and place the word cards on a chart or write the words on a whiteboard and cover them.

> *Yesterday, we learned several new words and their meanings. First 2s, then 1s, tell your partner any of the words we learned yesterday and provide the meaning of that word. Give an example or use it in a sentence.*

Circulate around the room to listen to student responses and guide students toward correct answers.

> *Put your thumb up if you and your partner remembered some of our new words and the meaning of those words.*

Call on groups with thumbs up to share. When students share a word, and provide the correct meaning, provide an example, or correctly use the word in a sentence, uncover it on the chart or board. Continue until all words are uncovered. If students do not remember a word, uncover it and review.

> *Partner 1s, read the words as I point to them.*

Point to each word or hold a piece of laminated construction paper under each word to serve as a guide as 1s read each word chorally.

> *Partner 2s, read the words as I point to them.*

Use the same method, perhaps moving the guide from the last word to the first.

SAMPLE SCRIPT: SENTENCE REVIEW

To prepare, place all new words on a chart and stand next to the words during the first part of the review.

> *Let's review the words we learned yesterday. Repeat after me, everyone.*

Quickly read each word and have students repeat. Point to each word as you read it or hold a piece of laminated construction paper under each as a guide.

> *I will give each pair a word or two. With your partner, discuss how to use your word in a sentence. The sentences you create should convey the meanings of the words in a meaningful way. Be prepared to share your sentence with the class.*

Distribute one or two cards from the chart to each pair of students. Circulate and monitor. Remind students of the definitions and guide them if necessary.

> *Thumbs up if you and your partner have a sentence to share.*

Call on pairs to share their sentence. Place word cards back in the chart when the sentence is shared.

SAMPLE SCRIPT: EXAMPLES AND NONEXAMPLES

To prepare, list or draw pictures of scenarios that are examples and nonexamples of a word. Tell students the scenarios and/or show the pictures. Ask students to chorally respond to each scenario.

The sample vocabulary word for this lesson is *aware*. Students will respond "aware" or "unaware" to each scenario.

- A child looks both ways before crossing the street. (aware)

- A mother talks on her cell phone while her child darts across a busy street. (unaware)

- A man carries an umbrella on a cloudy day. (aware)

- A man tells a joke about his boss while his boss is standing behind him. (unaware)

- A student notices the words "pop quiz" on the board and takes out her notes to study. (aware)

- While a teacher helps a group of students, another student throws a paper airplane; meanwhile, the principal looks in the window and sees the student throw the paper airplane. (unaware; the teacher is unaware of the student throwing the paper airplane, and the student is unaware of the principal watching)

Frayer Model

(Frayer et al., 1969)

Use the same instruction described in Introducing Vocabulary section.

SAMPLE SCRIPT: WHAT WORD FITS? GAME

(Beck et al., 2002)

Lead a quick review: Tell students that they will play a game with previously taught vocabulary words. Group students in pairs and give them a few minutes to review the words and definitions. As students review the words, give each pair a set of the vocabulary words on index cards. Have students place the cards on their desks so they can see each of the words.

Introduce the game:

> *We will play the What Word Fits? game. The game is simple. I will ask a question and then give you two choices from our new words. When you know which word fits, find the word on your desk and hold it up so that I can see it.*

Model the game (example):

> *Here is what the game will be like. Let's say I ask the question, "What would you call a person who spends most of the day plowing a field, a merchant or a peasant?"*

Show students the first pair of words on the overhead transparency while keeping the rest of the words covered. (See the example transparency following the description of this game. It is designed for you to keep the words covered and then uncover each pair of words after you ask a question.)

Think aloud (example):

> *A merchant buys and sells goods, so he would not spend his day in a field. He would most likely spend his day in a city or in a store. I know that a peasant is a laborer and would most likely be the one working all day in a field. So I will find the word "peasant" on my desk and hold it up.*

Model choosing the correct word from a student's desk.

Begin the game (example):

> *Now it is your turn. The first question is: "What might a master use to keep his workers from running away, a shackle or a kiln?"*

Lower the cover sheet on the overhead.

Students should hold up the word card for *shackle*.

Continue with additional pairs of words: Discuss words and answers. The following are example questions and prompts for word pairs:

- *Luxury, precision*: What would a bank teller probably use?
- *Rebel, peasant*: If a student refused to wear a uniform to school, he might be considered a what?
- *Kiln, embankment*: Kids might ride their bikes on this.
- *Luxury, peasant*: Having a maid to clean your house might be considered a what?
- *Merchant, kiln*: A person who designs pottery might have this in their studio.
- *Merchant, peasant*: A person who owns his or her own store might be called a what?

luxury   precision

rebel   peasant

kiln   embankment

luxury   peasant

merchant   kiln

merchant   peasant

Does It Make Sense? Activity

Comprehension-monitoring strategies enable students to keep track of their understanding while they read and implement "fix-up" strategies when their understanding breaks down. The Does It Make Sense? activity provides students with an opportunity to practice these types of strategies and to identify when something doesn't make sense and why it doesn't make sense. In this activity, the teacher presents students with two or three sentences or short passages; the teacher takes some of these passages directly from the novel and slightly modifies the others so they do not make sense. The students read these passages, determine whether they make sense, and describe why.

SAMPLE SCRIPT: INTRODUCING AND MODELING THE DOES IT MAKE SENSE? ACTIVITY

When good readers read something that doesn't make sense, they say to themselves, "Wait a minute; this doesn't make sense" and then go back and reread what they just read. How many of you have read something that didn't seem to make sense but then just went on reading?

Accept student answers.

Lots of us do that. But it is very important to be aware of text that does not make sense and to go back and reread it.

We now will practice recognizing whether text makes sense. I will show you a sentence, and you will ask yourself whether the sentence makes sense. If the sentence makes sense, put your thumb up. If the sentence does not make sense, put your thumb down.

My turn first.

Point to the appropriate section of the Chapter 1 Student Log.

The first sentence says, "The fish walked on land." Well, I know that fish cannot walk on land—they can only swim in water—so this sentence does not make sense. I will put my thumb down.

Your turn. Read the next sentence to yourself and put your thumb up if it makes sense or put your thumb down if it does not.

Give students time to read the following sentence: "The children who worked for Hussain sat at a loom all day long." Answer: thumbs up.

Let's try one more: Read the last sentence.

Give students time to read the following sentence: "At the end of the day, Hussain felt fatigued." Answer: thumbs down—the children would feel fatigued because they, not Hussain, worked all day.

SAMPLE SCRIPT: GUIDED PRACTICE WITH THE DOES IT MAKE SENSE? ACTIVITY

We will practice recognizing whether text makes sense. I will show you a sentence, and you will ask yourself whether the sentence makes sense.

Look at the sentence under the heading "After Reading: Does It Make Sense?" on your Chapter 3 Student Log. Read the sentence to yourself and put your thumb up if it makes sense or put your thumb down if it does not.

Give students time to read the following sentences:

"Maria slept curled up like a small animal near her loom and she followed me everywhere like a rebel." Answer: thumb down; see page 14.

"You said it was impossible that's what we'll do." Answer: thumb down; see page 21.

SUMMARIZING TEXT

When students read for meaning, they must be able to consolidate large amounts of information (several paragraphs, a chapter, or an entire novel) into only the most important information. By providing explicit instruction on organizational steps and providing guided practice with opportunities for student response and teacher feedback, students are taught to focus their reading and rereading to create summaries that contain the main ideas of what they have read. For instance, students could use the following steps, planning sheet, and rubric to guide their summary writing.

Step 1: Identify the three most important events that occurred in the chapter. List them, in sequential order, in the planning box.

Step 2: Identify several important details about each event. List them, in sequential order, in the planning box.

Step 3: Develop introductory and closing sentences.

Step 4: Write the summary, using the information in the planning box.

Step 5: Edit.

Planning Sheet

Introductory sentence
Important event
Detail
Detail
Detail
Detail
Important event
Detail
Detail
Detail
Detail
Important event
Detail
Detail
Detail
Detail
Closing sentence

Summarizing Narrative Text Rubric

Question	Student or partner rating		Teacher rating	
Did the author include an introductory sentence?	Yes	Fix up	Yes	No
Did the author focus on important events?	Yes	Fix up	Yes	No
Did the author include important details?	Yes	Fix up	Yes	No
Did the author combine details in some of the sentences?	Yes	Fix up	Yes	No
Is the summary easy to understand?	Yes	Fix up	Yes	No
Did the author correctly spell words, particularly the words found in the article?	Yes	Fix up	Yes	No
Did the author correctly capitalize the first word in each sentence and the proper names of people, places, and things?	Yes	Fix up	Yes	No
Did the author use correct punctuation, including a period at the end of each sentence?	Yes	Fix up	Yes	No

SAMPLE SCRIPT: INTRODUCING SUMMARIZATION

Today, you will summarize Chapter ___. A summary is different from a gist statement. A gist statement is a one-sentence reflection of the most important "who" or "what" of a paragraph or chapter. A summary is still brief, but it can be several sentences long. Like a gist statement, a summary provides the most important information, but it can provide more detail than a gist statement. For example, turn to the back of your novel. There is a summary of the entire novel. It tells us what the story is about and why it is important.

Model or provide guided practice of the summarization strategy for your students. (If your students are familiar with the process, you may need to model only a few steps.)

Have students read the summary generated during teacher modeling and rate it, according to the rubric. (If students are familiar with the process, they may work in pairs to generate a summary and fill out the rubric.) Students have copies of the planning box and rubric in their student log.

CLOSURE: VERIFYING PREDICTIONS AND GETTING THE GIST

Each lesson should end with some type of closure activity. One suggestion is to have students reflect on the prediction they made before reading the chapter and verify this prediction after reading. By verifying predictions, students must monitor their reading to ensure the passage or chapter made sense, decide whether the prediction was accurate, and describe why.

Additionally, once students have mastered how to get the gist, they can quickly record a gist statement in their student logs as part of the lesson closure. The teacher can then record the gist statement for each chapter on a large chart, for example, at the front of the classroom; this list of gist statements can then facilitate the process of making predictions before reading each subsequent chapter. (See the section on Making Predictions for an example of this process.)

Verifying Predictions

After reading, ask students to verify their predictions.

> *Let's look back at our predictions to see whether we were correct. First 1s, and then 2s, share your prediction with your partner. Were you correct?*

Give partners 1 minute to discuss and then have a few students share with the group.

Getting the Gist

(Klingner et al., 2001)

By now, your students are familiar with the process for creating a gist statement. Have students create a gist statement for the entire chapter and write it in their student logs. Then have students share their statements. Remember to vary the ways in which you have students respond:

- Partner work

- Individual work

- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

EXTENDED READING (OPTIONAL)

One way to extend students' knowledge of a particular topic or theme in a novel is to provide supplemental reading opportunities. These texts can vary in format and genre—for example, brief biographies, newspaper articles, portions of scientific reports, and historical anecdotes. For the novel unit lesson plans, TCLD researchers adapted text from reputable online sources. All passages extended students' knowledge of child labor issues and included researcher-generated, multiple-choice questions to assess students' comprehension. Teachers are encouraged to seek out similar extended reading opportunities for their students.

Procedure

Read the passage with your class. Choose between choral reading (repeated), choral reading (alternating), cloze reading, or any other format that involves all of your students. It is important that students then read the passage independently or with a partner and answer the questions in the same manner. Monitor students while they read and answer questions. When finished, check answers and discuss strategies for selecting correct answers, including how to refer back to the passage.

After the class finishes reading the passage and answering the questions, discuss why each answer is correct or incorrect. Refer to the passage to support the correct answers.

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Appendix

Introducing New Vocabulary
(Five-Step Process)

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Step 4: Give students three to five examples of the word used in other contexts.

Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Vocabulary word
Step 1: Say the word. Have students repeat the word.
Step 2: Tell students what the word means. (Write the definition.)
Step 3: Tell students how the word is used in the story and explain.
Step 4: Give students three to five examples of the word being used in other contexts.
Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

Introducing New Vocabulary
(Three-Step Process, Plus Frayer Model After Reading)

Three-Step Process

Step 1: Say the word. Have students repeat the word.

Step 2: Tell students what the word means.

Step 3: Tell students how the word is used in the story and explain.

Frayer Model Planning Template

Vocabulary word
Definition

Characteristics
•   •   •   •   •   •

Examples
•   •   •   •   •   •

Nonexamples
•   •   •   •   •   •

Definition	Characteristics
Examples	**Nonexamples**

Building Background Knowledge

Preread the chapter before class and write at least two questions to activate students' background knowledge.

Use an active participation strategy (see details below) to engage all students in answering questions. Avoid calling on individual students as your only means of soliciting response. List your questions and active participation strategies below.

List of Questions to Activate Background Knowledge

Question	Active participation strategy
1.	
2.	
3.	

If students cannot answer the questions you pose, provide the missing background knowledge necessary for understanding the chapter.

Active Participation Ideas for Different Types of Questions

Type of question	Active participation response
Yes/no	Thumbs-up or thumbs-down
Tell about a time…	Give students 30 seconds to think and then ask students to turn to their partner and tell about a time when… Have two groups share or share what you heard as you walked around.
Why do you think this chapter is…	Discuss with a partner
What character do you think will be…	Choral response

Reading the Chapter and Generating Questions

(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)

Read the Chapter

Choose and circle a format for reading, based on the amount of text. Remember to choose a variety of reading formats throughout the novel.

Reading Format Options

- Cloze read
- Choral read (repeated)
- Choral read (alternating)
- Partner read
- Silent reading with frequent checks for understanding

Generate Questions

As you read the chapter, ask students to generate questions. Plan and record below the page numbers where you will stop to allow students to generate questions. Have students write their answers in the space provided on the student log.

Comprehension Strategy Planning

Question Level	Page	Paragraph
Level 1 questions		
• **Right There questions:** Questions that can be answered in one word or one sentence and can be found word for word in the text		
Level 2 questions		
• **Putting It Together questions:** Questions that require looking in more than one place in the text and putting information together to answer		
Level 3 questions		
• **Making Connections questions:** Questions that require thinking about what was just read, what the reader already knows, and how that information fits together to answer		

Generating Question Cards

See the following pages for double-sided templates to copy and clip for student use.

Level 1—Right There

☐ Questions can be answered in one word or one sentence

☐ Answers can be found word-for-word in the text

➢ Who? ➢ Where?
➢ What? ➢ Why?
➢ When? ➢ How?

Level 1—Right There

☐ Questions can be answered in one word or one sentence

☐ Answers can be found word-for-word in the text

➢ Who? ➢ Where?
➢ What? ➢ Why?
➢ When? ➢ How?

Level 1—Right There

☐ Questions can be answered in one word or one sentence

☐ Answers can be found word-for-word in the text

➢ Who? ➢ Where?
➢ What? ➢ Why?
➢ When? ➢ How?

Level 1—Right There

☐ Questions can be answered in one word or one sentence

☐ Answers can be found word-for-word in the text

➢ Who? ➢ Where?
➢ What? ➢ Why?
➢ When? ➢ How?

Level 1—Examples

- ☐ What is the capital of Texas?
- ☐ Who was Jane Long?
- ☐ Where did the Mexican War begin?

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Level 2—Putting It Together

❑ Questions can be answered by looking in the text

❑ Answers require one or more sentences

❑ To answer the questions, you have to look in more than one place and put information together

   ➢ Who?   ➢ Where?
   ➢ What?   ➢ Why?
   ➢ When?   ➢ How?

Level 2—Examples

- How did ranchers get their cattle to the markets?
- Describe the events leading to Texas joining the United States.
- Why was it harder for enslaved people to have a family life than plantation owners?

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Level 3—Making Connections

❑ Questions cannot be answered by using text alone

❑ Answers require you to think about what you just read, what you already know, and how it fits together

➢ How is _____ like (similar to) _____ ?

➢ How is _____ different from _____ ?

➢ How is _____ related to _____ ?

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Level 3—Examples

- ☐ Why is the Alamo important in Texas History
- ☐ How is the Texas Declaration of Independence similar to the United States Declaration of Independence?
- ☐ How is the Civil War different from the Mexican War?

Reading the Chapter and Getting the Gist

Reading Format Options

Choose a format for reading, based on the amount of text. Remember to choose a variety of reading formats. If you vary the formats within the chapter, make a plan before class. Circle the reading format you plan to use.

- Cloze read

- Choral read (repeated)

- Choral read (alternating)

- Partner read

- Silent reading with frequent checks for understanding

Pages and Paragraphs for Get the Gist

Page	Paragraph
	entire chapter

Sample Script for Get the Gist

Please turn to page _____.

Today, we will read _____ and practice using the Get the Gist strategy for certain paragraphs and then the entire chapter.

Begin reading the chapter with your students. As you read, stop at the paragraphs you've chosen to use the Get the Gist strategy. Remind students that they can refer to the Get the Gist poster (see next page) in the classroom if they need help remembering the steps.

How to Get the Gist

1. Who or what is the passage mostly about?

2. What is the most important thing about the "who" or "what"?

3. Write a gist statement, using 10 or fewer words.

After Reading:
Does It Make Sense?

Choose a response format (see guidance below) for this game. Students may respond by using their yes/no response cards, by working with partners and providing group responses, or by working independently and recording responses in their student logs.

Tell students the following.

> For the "Does It Make Sense" game, I will read a short paragraph from the chapter. You will tell me whether it makes sense.

Tell students about the response format you have chosen to use.

Response Formats

Group Response

1. Have students put cards on their desk.

2. Tell students your procedure.

3. Read the passage.

4. Provide 5 seconds.

5. Signal for students to answer.

6. Have students hold up cards.

7. Discuss as a group (as time allows).

Partner Work

1. Have students find the heading "Does It Make Sense?" on their logs.

2. Tell students your procedure.

3. Read the passage.

4. Provide 5 seconds.

5. Signal for students to confer with their partners.

6. Have groups share as appropriate.

7. Discuss as a group (as time allows).

Game Prompts and Answers

Prompts	References from book
Prompt 1: Answer:	From page _____:
Prompt 2: Answer:	From page _____:

Note: Always return to the text to justify why the passage does or does not make sense.

Summarizing Narrative Text

Step 1: Identify the three most important events that occurred in the chapter. List them, in sequential order, in the planning box.

Step 2: Identify several important details about each event. List them, in sequential order, in the planning box.

Step 3: Develop introductory and closing sentences.

Step 4: Write the summary, using the information in the planning box.

Step 5: Edit.

Planning Sheet

Introductory sentence
Important event
Detail
Detail
Detail
Detail
Important event
Detail
Detail
Detail
Detail
Important event
Detail
Detail
Detail
Detail
Closing sentence

Summarizing Narrative Text Rubric

Question	Student or partner rating		Teacher rating	
Did the author include an introductory sentence?	Yes	Fix up	Yes	No
Did the author focus on important events?	Yes	Fix up	Yes	No
Did the author include important details?	Yes	Fix up	Yes	No
Did the author combine details in some of the sentences?	Yes	Fix up	Yes	No
Is the summary easy to understand?	Yes	Fix up	Yes	No
Did the author correctly spell words, particularly the words found in the article?	Yes	Fix up	Yes	No
Did the author correctly capitalize the first word in each sentence and the proper names of people, places, and things?	Yes	Fix up	Yes	No
Did the author use correct punctuation, including a period at the end of each sentence?	Yes	Fix up	Yes	No

Student Study Teams

SAMPLE SCRIPT: INTRODUCING STUDENT STUDY TEAMS

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

Explain the purpose of student study teams.

> *Student study teams help us understand and remember what we read. We will work together to help one another study. Another name for this type of learning is peer tutoring. You and your partner will tutor each other to learn the reading strategies.*

Demonstrate and practice the procedures for moving and sitting with partners. Tell students to check their partner assignments when they walk into the classroom and sit beside that person.

Review the rules for working in student study teams (refer to Student Study Teams Rules transparency on the next page):

- Talk only to your partner and only about tutoring.

- Keep your voice at a low level.

- Try to do your best.

> *Why will we use student study teams?*

Provide think time and then have partner 2 tell partner 1 the answer. Call on one team to tell the rest of the class the answer.

> *When should you check to see whom your partner is?*

Repeat the partner answer procedure from step 4.

> *Partner 1, tell partner 2 one of the student study team rules.*

Repeat twice more, having students switch partners.

Student Study Team Rules

1. Talk only to your partner and only about tutoring.

2. Keep your voice at a low level.

3. Try to do your best.

Student Study Team Procedures

1. Read for 5 minutes.

2. Generate questions with your partner for 5 minutes.

3. Share with the class.