



Reading Instruction for Middle School Students

**Lessons for Improving Comprehension
Through “Any Small Goodness”**

by Tony Johnston

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

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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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Introductory Materials

Overview

About These Lesson Plans

These lesson plans within this novel unit represent examples of instruction provided to struggling readers in middle school (grades 6–8) as part of the research of the Texas Center for Learning Disabilities (TCLD). Research staff members developed the lesson plans, which align with the Texas Essential Knowledge and Skills (TEKS), and certified teachers implemented them. For more information about this research, see the Project 3 page of the TCLD website at www.texasldcenter.org/research/project3.asp.

All of the activities in the lesson plans are research based, and references to this research can be found throughout. They are appropriate for use with struggling readers in middle school and focus on improving reading comprehension. This set of plans is to be used with the novel *Any Small Goodness* by Tony Johnston (available from Scholastic). *Any Small Goodness* is a work of fiction about an adolescent boy, Arturo, who moves to Los Angeles from Mexico with his family. The story describes the family adapting to their new neighborhood. Although life in the new neighborhood presents challenges, Arturo learns about acts of “small goodness” that come to define his experience.

During these lessons, students will do the following (corresponding English Language Arts and Reading TEKS for grades 6–8 are listed below each 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))
- 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 relevant TEKS for each comprehension skill below.

- **Learn how to “get the gist” of a passage and 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 generate Level 1, Right There, and Level 2, Putting It Together, 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))

Preparation

Each lesson is to be completed in one or two days of approximately 60 minutes of instruction each. Teacher guides note the intended time for each lesson. Materials include an overview of daily activities (organized by chapter), options for structuring text reading and reviewing vocabulary words, teacher guides, student logs, and supplemental materials for students. All of the materials are available for free download at www.texasldcenter.org.

It is important that teachers preread lesson plans and chapters prior to teaching. They will need to prepare student materials, develop instructional examples, and select reading formats and vocabulary word options before instruction begins.

Professional Development

Teachers can learn more about implementing the instructional practices and strategies described within lesson plans by accessing the Professional Development link on the side of the Lesson Plans webpage: www.texasldcenter.org/lessonplans.

We also encourage you to explore the other helpful resources on the TCLD website.

Questions

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

“Any Small Goodness”: Overview of Daily Activities

<p style="text-align: center;">CHAPTER 1</p> <p>Day 1 (60 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Vocabulary <input type="checkbox"/> Prediction <input type="checkbox"/> Access Background Knowledge <input type="checkbox"/> Get the Gist: Introduce the Strategy <input type="checkbox"/> Reading the Chapter <input type="checkbox"/> Closure <p>Day 2 (45 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Vocabulary <input type="checkbox"/> Reading the Chapter: Modeling/Practice Get the Gist <input type="checkbox"/> After Reading: Get the Gist of Entire Chapter <input type="checkbox"/> Verify Predictions <input type="checkbox"/> Closure 	<p style="text-align: center;">CHAPTER 2</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Vocabulary <input type="checkbox"/> Prediction <input type="checkbox"/> Access Background Knowledge <input type="checkbox"/> Reading the Chapter: Modeling/Practice Get the Gist <input type="checkbox"/> Closure <p>Day 2 (45 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Vocabulary <input type="checkbox"/> Reading the Chapter: Modeling/Practice Get the Gist <input type="checkbox"/> After Reading: Get the Gist of Entire Chapter <input type="checkbox"/> Verify Predictions <input type="checkbox"/> Closure
<p style="text-align: center;">CHAPTER 3</p> <p>Day 1 (65 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Vocabulary <input type="checkbox"/> Prediction <input type="checkbox"/> Access Background Knowledge <input type="checkbox"/> Reading the Chapter <input type="checkbox"/> Verify Predictions <input type="checkbox"/> Generating Questions: Introducing Student Study Teams <input type="checkbox"/> Closure <p>Day 2 (40 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Vocabulary <input type="checkbox"/> Generating Questions: Review Student Study Teams <input type="checkbox"/> Generating Level 1 Questions: Modeling <input type="checkbox"/> Generating Level 1 Questions: Practice with Teacher Assistance <input type="checkbox"/> Closure 	<p style="text-align: center;">CHAPTER 4</p> <p>Day 1 (60 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Vocabulary <input type="checkbox"/> Prediction <input type="checkbox"/> Access Background Knowledge <input type="checkbox"/> Reading the Chapter and Generating Level 1 Questions <input type="checkbox"/> Get the Gist: Independent Practice <input type="checkbox"/> Verify Predictions <input type="checkbox"/> Closure

Introductory Materials

<p style="text-align: center;">CHAPTER 5</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Vocabulary <input type="checkbox"/> Prediction <input type="checkbox"/> Access Background Knowledge <input type="checkbox"/> Reading the Chapter and Generating Level 1 Questions <input type="checkbox"/> Verify Predictions <input type="checkbox"/> Closure 	<p style="text-align: center;">CHAPTER 6</p> <p>Day 1 (55 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Vocabulary <input type="checkbox"/> Prediction <input type="checkbox"/> Access Background Knowledge <input type="checkbox"/> Reading the Chapter <input type="checkbox"/> Verify Predictions <input type="checkbox"/> Closure <p>Day 2 (50 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Vocabulary <input type="checkbox"/> Generating Questions: Review Student Study Teams <input type="checkbox"/> Generating Level 2 Questions: Introduction <input type="checkbox"/> Generating Level 2 Questions: Practice With Teacher Assistance <input type="checkbox"/> Closure
<p style="text-align: center;">CHAPTER 7</p> <p>Day 1 (65 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Vocabulary <input type="checkbox"/> Vocabulary Activity: Review <input type="checkbox"/> Prediction <input type="checkbox"/> Access Background Knowledge <input type="checkbox"/> Reading the Chapter <input type="checkbox"/> Verify Predictions <input type="checkbox"/> Generating Level 2 Questions: Practice With Teacher Assistance <input type="checkbox"/> Closure <p>Day 2 (40 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Vocabulary <input type="checkbox"/> Generating Level 2 Questions: Practice <input type="checkbox"/> Closure 	<p style="text-align: center;">CHAPTER 8</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Vocabulary <input type="checkbox"/> Prediction <input type="checkbox"/> Access Background Knowledge <input type="checkbox"/> Reading the Chapter and Generating Level 1 and Level 2 Questions <input type="checkbox"/> Verify Predictions <input type="checkbox"/> Closure <p>Optional Day 2 (30 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Vocabulary <input type="checkbox"/> Complete Chapter 8
<p style="text-align: center;">CHAPTER 9</p> <p>Day 1 (50 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Vocabulary <input type="checkbox"/> Prediction <input type="checkbox"/> Access Background Knowledge <input type="checkbox"/> Reading the Chapter and Generating Level 1 and Level 2 Questions <input type="checkbox"/> Verify Predictions <input type="checkbox"/> Closure 	

Reading Format Options

Throughout the novel unit, there are several ways to structure reading so that students listen to a high-quality model of fluent reading and then have opportunities to practice reading fluently. Select one option each time a lesson plan includes time to read the chapter. You are encouraged to vary the methods throughout this novel unit.

This novel unit uses the following reading formats:

- Cloze read
- Choral read (repeated)
- Choral read (alternating)
- Partner read

Cloze Read

Read a section of a chapter while students follow along (with their finger or pencil) and stop on key words or meaning-bearing words so that students read them. Students must track print carefully since 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 students read the same paragraph chorally (aloud, in unison).

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

Choral Read (Alternating)

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

Modification: Read a paragraph while students follow along. Then 1s read the next paragraph chorally. Read the next paragraph. Then 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. Partner 1 reads 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 Partner 2 reads the next paragraph while Partner 1 follows along, marks any words missed and provides feedback to Partner 2, and so on. Walk around the room to monitor and listen to several students read.

Options for Vocabulary Word Review

Throughout the novel unit, students review vocabulary words taught previously in the novel. These lessons use three options for structuring vocabulary review. Select one option each time a lesson plan includes vocabulary review; you are encouraged to vary the methods for reviewing vocabulary throughout this novel unit.

This novel unit uses the following three options for vocabulary review:

- Partner review
- Sentence review
- Examples and nonexamples

Partner Review

Preparation: Write each new word on an individual index card and place the word cards on a chart or write the words on a white board and cover them with sticky notes or paper.

Teacher: *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.

Teacher: *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 their words. When students share a correct word and provide the meaning of the word or an example, or use the word in a sentence correctly, uncover it on the chart or board. Continue this process until all of the words are uncovered. If students do not remember a word, uncover it and review the meaning.

Teacher: *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.

Teacher: *Now, Partner 2s, read the words as I point to them.*

Follow the same procedure as above, perhaps moving the guide from the last word to the first this time.

Sentence Review

Preparation: Place all new words on a chart and stand next to the words during the first part of the review.

Teacher: *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 word as a guide.

Teacher: *Now, I will give each pair a word or two. With your partner, discuss how you can 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.*

Take the word cards from the chart and distribute one or two to each pair of students. Circulate and monitor. Remind students of the definition and guide them if necessary.

Teacher: *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.

Examples and Nonexamples

Preparation: List or draw pictures of scenarios that are examples and nonexamples of the word.

Sample vocabulary word: *aware*

aware:

- A child looks both ways before crossing the street.
- A man carries an umbrella on a cloudy day.
- A student notices the words “pop quiz” on the board and takes out her notes to study.

unaware:

- A mother talks on her cell phone while her child darts across a busy street.
- A man tells a joke about his boss while his boss is standing behind him.
- While a teacher helps a small group of students, another student throws a paper airplane while the principal is looking in the window. (The teacher is unaware of the paper airplane and the student is unaware of the principal.)

Tell students the scenarios and/or show pictures. Ask students to chorally respond “aware” or “unaware” to each situation.

References

Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D. (2001). *From clunk to click: Collaborative strategic reading*. Longmont, CO: Sopris West.

Swanson, E., Edmonds, M., Hairrell, A., Vaughn, S., & Simmons, D. (2011). Applying a cohesive set of comprehension strategies to content-area instruction. *Intervention in School and Clinic, 46*(5), 266–272.
doi:10.1177/1053451210395385

Lesson Materials

Chapter 1 Teacher Guide and Student Log

Teacher Guide

Chapter 1: American Names

pp. 7–21

Suggested Time Frame: 2 Days

Day 1: 60 Minutes

Materials Needed

- Novel for each student
- Chapter 1 Student Log for each student
- Display of Chapter 1 Student Log (transparency, projected image, etc.)
- Get the Gist poster displayed in classroom
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.
- Find pictures for modeling Get the Gist.
- Note Spanish word meanings used throughout the chapter.
- Choose a reading format.

Introduce Vocabulary

(10 minutes)

1.	barrio	<i>n.</i>	a neighborhood where mostly Spanish speakers live
2.	disfavor	<i>v.</i>	to not approve
3.	feisty	<i>adj.</i>	quick-tempered and energetic
4.	pulverize	<i>v.</i>	to make into a powder by crushing, grinding, or pounding
5.	pact	<i>n.</i>	an agreement or a sworn promise
6.	bravura	<i>n.</i>	a display of spirit or expertise

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students’ prior knowledge as well as to the context of the passage.

1. *Before we read today’s chapter, let’s read the difficult words. The first word is BARRIO. What word? BARRIO. Now read the definition with me: “a neighborhood where mostly Spanish speakers live.”*
2. *The next word is DISFAVOR. What word? DISFAVOR. Read the definition with me: “to not approve.”*
3. *The next word is FEISTY. What word? FEISTY. Read the definition with me: “quick-tempered and energetic.”*
4. *The next word is PULVERIZE. What word? PULVERIZE. Read the definition with me: “to make into a powder by crushing, grinding, or pounding.”*
5. *The next word is PACT. What word? PACT. Read the definition with me: “an agreement or a sworn promise.”*
6. *The next word is BRAVURA. What word? BRAVURA. Read the definition with me: “a display of spirit or expertise.”*

Prediction

(2–3 minutes)

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 7.*
3. *Let's read the title together: "American Names."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When the timer goes off, say:
Partner 1, turn to Partner 2 and tell him or her what you think the chapter will be about.
7. Monitor discussion and share ideas with the entire class as appropriate.

Access Background Knowledge

(3–5 minutes)

Before class, preread this chapter and write at least two questions to activate 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.

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.

Example

- 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 had to move to a new place? Take 30 seconds to think about a time when you had to move to a new place.*
- 2. Partner 2, turn to Partner 1 and tell him or her about a time when you moved to a new place.*

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

- 3. Tell students some things you heard as you walked around the room.*

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 30 seconds to think, and then ask students to turn to their partner and tell about a time when... Have 2 groups share or you 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

Get the Gist: Introduce the Strategy

(8–10 minutes)

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

The Get the Gist strategy helps students understand the concept of main idea. It teaches students to pay attention to the most relevant information in the 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

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

Introduce this strategy by using pictures.

1. 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 idea. This strategy will help students monitor their own comprehension.
2. Project a transparency (or display a picture) of a dog catching a disk.
3. Direct students’ attention 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.

4. *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 disk.*
5. Explain that lots of other things are going on in the picture: People are watching, the dog’s owner or coach is watching, the dog is wearing a shirt, etc. But the most important thing about the dog is that he is catching a disk.
6. *Now, I will count on my fingers to come up with a main idea statement that is 10 or fewer words.*

Count on your fingers as you say:

The dog is jumping to catch a disk; that’s eight words.

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

Walk around the room and monitor student responses and discussion.

8. 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 disk. The dog leaps in the air to catch the disk.

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

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.

10. Now, 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:

Are the cars the most important thing? Is the fence the most important thing?

Are his shoes the most important thing?

11. 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.

12. *We have identified that this picture is about a boy and that 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.

13. 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. The boy is sprinting on the track.

14. 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.

Reading the Chapter

(25–30 minutes)

As you preread the chapter, make a note of Spanish words in italics. Some words are defined in the text. Words that are not defined in the text are defined in the back of the book. If needed, look up the definition for any unknown word so you can quickly define the word for your students.

Choose a format for reading, based on the amount of text. Remember to choose a variety of reading formats. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format. If you vary the formats within the chapter, make a plan before class. Circle the reading format you plan to use.

Reading Format Options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

1. *Please turn to page 7.*
2. *Today, we will <<insert chosen reading format>>. Remember, when we <<insert chosen reading format>>, we...*
3. Begin reading the chapter with your students. You will need to complete Chapter 1 (pp. 7–21) by the end of class tomorrow.
4. As you read, stop at the following paragraphs to Get the Gist:
 - p. 7, paragraph 1
 - p. 9, paragraphs 2 and 3
 - p. 11, paragraphs 2 and 3
 - p. 13, paragraph 4
 - p. 15, paragraph 3 p. 17, paragraph 2 p. 18, paragraph 3
 - p. 21 (entire chapter)

Note: This activity will continue on Day 2.

Sample Script for Stopping to Get the Gist

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 Get the Gist on your own.

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

1. After reading the paragraph, stop and say:
Is, tell 2s who or what this paragraph is about.
Monitor. Guide as necessary.
2. Now, 2s, tell 1s the most important thing about the who or the what.
Monitor. Guide as necessary.
3. With your partner, come up with a main idea statement that is 10 or fewer words.
Monitor. Guide as necessary.
4. Ask one or two groups (whom you have monitored and know have an appropriate answer) to share their main idea statements.
5. Continue reading the chapter.

Closure

(30 seconds–1 minute)

Today, we started reading “American Names” and we learned how to do Get the Gist. Tomorrow, we will review our new vocabulary words, finish reading Chapter 1, and practice Get the Gist some more. Let’s quickly review the vocabulary words we learned in this chapter.

Chapter 1: American Names

pp. 7–21

Day 2: 45 Minutes

Materials Needed

- Novel for each student
- Chapter 1 Student Log for each student
- Display of Chapter 1 Student Log (transparency, projected image, etc.)
- Get the Gist poster
- Vocabulary review materials
- Timer

Preparation

- Prepare for vocabulary review.
- Choose reading format.

Review Vocabulary

(3–5 minutes)

1.	barrio	<i>n.</i>	a neighborhood where mostly Spanish speakers live
2.	disfavor	<i>v.</i>	to not approve
3.	feisty	<i>adj.</i>	quick-tempered and energetic
4.	pulverize	<i>v.</i>	to make into a powder by crushing, grinding, or pounding
5.	pact	<i>n.</i>	an agreement or a sworn promise
6.	bravura	<i>n.</i>	a display of spirit or expertise

Choose a vocabulary review procedure. (See the introductory materials for a full description of vocabulary review procedures.) Circle the option you plan on using today.

Vocabulary Review Options
Partner review
Sentence review
Examples and nonexamples

Reading the Chapter: Modeling/Practice

Get the Gist

(25–30 minutes)

(Klingner et al., 2001)

Choose a strategy for reading, based on the amount of text. Remember to choose a variety of reading strategies throughout the novel. Circle the reading format you plan to use.

Reading Format Options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

1. Quickly review the reading from yesterday. For example:
What is the name of our main character?
2. Finish reading the chapter with your students.
3. As you read, stop to Get the Gist. See the directions for Day 1 for guidance on where to stop and a sample script.

After Reading: Get the Gist of the Entire Chapter

(3–5 minutes)

(Klingner et al., 2001)

1. *You have had a lot of practice with Get the Gist. Now, turn to your partner and come up with a sentence that tells what the entire chapter is about. Remember to use 10 or fewer words.*
2. Ask groups to share their sentences.

Verifying Predictions

(2–3 minutes)

1. *Let's go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

Closure

(30 seconds–1 minute)

Today, we finished reading “American Names” and we practiced Get the Gist. Next, we will begin reading the next chapter, called “Corn Fungus.”

Student Log

Chapter 1: American Names

pp. 7–21

Vocabulary

1.	barrio	<i>n.</i>	a neighborhood where mostly Spanish speakers live
2.	disfavor	<i>v.</i>	to not approve
3.	feisty	<i>adj.</i>	quick-tempered and energetic
4.	pulverize	<i>v.</i>	to make into a powder by crushing, grinding, or pounding
5.	pact	<i>n.</i>	an agreement or a sworn promise
6.	bravura	<i>n.</i>	a display of spirit or expertise

Prediction

Get the Gist

Page 7

Page 9

Page 11

Page 13

Page 15

Page 17 _____

Page 18 _____

Page 21 (Entire Chapter)

Chapter 2 Teacher Guide and Student Log

Teacher Guide

Chapter 2: Corn Fungus

pp. 22–36

Suggested Time Frame: 2 Days

Day 1: 50 Minutes

Materials Needed

- Novel for each student
- Chapter 2 Student Log for each student
- Display of Chapter 2 Student Log (transparency, projected image, etc.)
- Get the Gist poster
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.
- Note Spanish word meanings used throughout the chapter.
- Choose a reading format.

Introduce Vocabulary

(10 minutes)

1.	bristle	<i>v.</i>	to respond with anger
2.	tactic	<i>n.</i>	a plan for achieving a goal
3.	dominating	<i>v.</i>	to be above others in authority; be in command
4.	flair	<i>n.</i>	an innate ability; knack
5.	desolate	<i>adj.</i>	feeling hopeless

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students’ prior knowledge as well as to the context of the passage.

1. *Before we read today’s chapter, let’s read the difficult words. The first word is BRISTLE. What word? BRISTLE. Now, read the definition with me: “to respond with anger.”*
2. *The next word is TACTIC. What word? TACTIC. Read the definition with me: “a plan for achieving a goal.”*
3. *The next word is DOMINATING. What word? DOMINATING. Read the definition with me: “to be above others in authority; be in command.”*
4. *The next word is FLAIR. What word? FLAIR. Read the definition with me: “an innate ability; knack.”*
5. *The next word is DESOLATE. What word? DESOLATE. Read the definition with me: “feeling hopeless.”*

Prediction

(2–3 minutes)

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 22.*
3. *Let's read the title together: "Corn Fungus."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When the timer goes off, say:
Partner 1, tell Partner 2 what you think the chapter will be about.
7. Monitor discussion and share ideas with the entire class as appropriate.

Access Background Knowledge

(3–5 minutes)

Preread this chapter before class and write at least two questions to activate 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.

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.

Example From Chapter 1: “American Names”

- 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 had to move to a new place? Take 30 seconds to think about a time when you had to move to a new place.*
- Partner 2, tell Partner 1 about a time when you moved to a new place.*
Walk around the room as partners talk, and take notes on what students say.
- Tell students a couple of things that you heard as you walked around the room.

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 30 seconds to think, and then ask students to turn to their partner and tell about a time when... Have 2 groups share or you 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: Modeling/Practice

Get the Gist

(25–30 minutes)

As you preread the chapter, make a note of Spanish words in italics. Some words are defined in the text. Words that are not defined in the text are defined in the back of the book. If needed, look up the definition for any unknown word so you can quickly define the word for your students.

Choose a format for reading, based on the amount of text. Remember to choose a variety of reading formats. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format. If you vary the formats within the chapter, make a plan before class. Circle the reading format you plan to use.

Reading Format Options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

1. *Please turn to page 22.*
2. *Today, we will _____.*
3. Begin reading the chapter with your students. You will need to complete the chapter (pp. 22–36) by the end of class tomorrow.
4. As you read, stop at the following paragraphs to Get the Gist:
 - p. 23, paragraphs 1 and 2 p. 25, paragraph 2
 - p. 25, paragraph 3 p. 26, paragraph 1
 - p. 33, paragraph 5
 - p. 36 (entire chapter)

(**Note:** This activity will continue on Day 2.)

Sample Script for Stopping to Get the Gist

After the second paragraph on page 23, 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 Abuelita, Arturo’s grandmother. Now I ask myself: “What was the most important thing about Abuelita?” I think the most important thing about Abuelita in this paragraph is that she grew corn every year and prayed over it. So, in 10 or fewer words, the main idea of this paragraph is: “Abuelita grew corn and prayed for height and flavor.”

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

If students provided appropriate answers for the paragraph on page 23, Get the Gist for the remaining paragraphs as follows:

1. After reading the paragraph, stop and say:
Is, tell 2s who or what this paragraph is about.
Monitor. Guide as necessary.
2. Now, 2s, tell 1s the most important thing about the who or the what.
Monitor. Guide as necessary.
3. With your partner, come up with a main idea statement that is 10 or fewer words.
Monitor. Guide as necessary.
4. Ask one or two groups (whom you have monitored and know have an appropriate answer) to share their main idea statements.
5. Continue reading the chapter.

Closure

(30 seconds–1 minute)

Today, we started reading “Corn Fungus” and we practiced the Get the Gist strategy. Tomorrow, we will review our new vocabulary words, finish reading Chapter 2, and practice Get the Gist some more. Let’s quickly review the vocabulary words we learned in this chapter.

Chapter 2: Corn Fungus

pp. 22–36

Day 2: 45 Minutes

Materials Needed

- Novel for each student
- Chapter 2 Student Log for each student
- Get the Gist paragraph transparencies
- Vocabulary review materials

Preparation

- Prepare for vocabulary review.
- Choose a reading format.

Review Vocabulary

(3–5 minutes)

1.	bristle	<i>v.</i>	to respond with anger
2.	tactic	<i>n.</i>	a plan for achieving a goal
3.	dominating	<i>v.</i>	to be above others in authority; be in command
4.	flair	<i>n.</i>	an innate ability; knack
5.	desolate	<i>adj.</i>	feeling hopeless

Choose a vocabulary review procedure. (See the introductory materials for a full description of vocabulary review procedures.) Circle the option you plan on using today.

Vocabulary Review Options
Partner review
Sentence review
Examples and nonexamples

Reading the Chapter: Modeling/Practice Get the Gist

(25–30 minutes)

(Klingner et al., 2001)

Choose a strategy for reading, based on the amount of text. Remember to choose a variety of reading strategies throughout the novel. Circle the reading format you plan to use.

Reading Format Options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

1. Quickly review the reading from yesterday. For example:
What is the name of our main character?
2. Finish reading the chapter with your students. (Pick up where you left off from the previous day.)
3. As you read, stop to Get the Gist. See the directions for Day 1 for guidance on where to stop and a sample script.

After Reading: Get the Gist of the Entire Chapter

(3–5 minutes)

(Klingner et al., 2001)

1. *You have had a lot of practice with Get the Gist. Now, turn to your partner and come up with a sentence that tells what the entire chapter is about. Remember to use 10 or fewer words.*
2. Ask groups to share their sentences.

Verifying Predictions

(2–3 minutes)

1. *Let's go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

Closure

(30 seconds–1 minute)

Today, we finished reading “Corn Fungus” and we practiced Get the Gist. Next week, we will begin reading the next chapter, called “The Coach.”

Student Log

Chapter 2: Corn Fungus

pp. 22–36

Vocabulary

1.	bristle	<i>v.</i>	to respond with anger
2.	tactic	<i>n.</i>	a plan for achieving a goal
3.	dominating	<i>v.</i>	to be above others in authority; be in command
4.	flair	<i>n.</i>	an innate ability; knack
5.	desolate	<i>adj.</i>	feeling hopeless

Prediction

Get the Gist

Page 23

_____	_____	_____
_____	_____	_____
_____	_____	_____

Page 25

_____	_____	_____
_____	_____	_____
_____	_____	_____

Page 25

_____	_____	_____
_____	_____	_____
_____	_____	_____

Page 26

_____	_____	_____
_____	_____	_____
_____	_____	_____

Page 33

_____	_____	_____
_____	_____	_____
_____	_____	_____

Page 36 (Entire Chapter)

Chapter 3 Teacher Guide and Student Log

Teacher Guide

Chapter 3: The Coach

pp. 37–52

Suggested Time: 2 Days

Day 1: 65 Minutes

Materials Needed

- Novel for each student
- Chapter 3 Student Log for each student
- Display of Chapter 3 Student Log (transparency, projected image, etc.)
- Student Study Teams Rules poster
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.
- Note Spanish word meanings used throughout the chapter.

Introduce Vocabulary

(10 minutes)

1.	primitive	<i>adj.</i>	simple; undeveloped; unsophisticated
2.	gaping	<i>v.</i>	staring in surprise, awe, or wonder, especially with the mouth open
3.	anonymous	<i>adj.</i>	of unknown identity
4.	motive	<i>n.</i>	an idea, need, or desire that causes a person to act in a certain way; a reason
5.	undisputed	<i>adj.</i>	without challenge

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students’ prior knowledge as well as to the context of the passage.

1. *The first word is PRIMITIVE. What word? PRIMITIVE. Read the definition with me: “simple; undeveloped; unsophisticated.”*
2. *The next word is GAPING. What word? GAPING. Read the definition with me: “staring in surprise, awe, or wonder, especially with the mouth open.”*
3. *The next word is ANONYMOUS. What word? ANONYMOUS. Read the definition with me: “of unknown identity.”*
4. *The next word is MOTIVE. What word? MOTIVE. Read the definition with me: “an idea, need, or desire that causes a person to act in a certain way; a reason.”*
5. *The next word is UNDISPUTED. What word? UNDISPUTED. Read the definition with me: “without challenge.”*

Prediction

(2–3 minutes)

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 78.*
3. *Let's read the title together: "The Coach."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When timer goes off, say:
Partner 1, turn to Partner 2 and tell him or her what you think the chapter will be about.
7. Monitor discussion and share ideas with the entire class as appropriate.

Access Background Knowledge

(3–5 minutes)

Preread this chapter before class and write at least two questions to activate 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.

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 30 seconds to think, and then ask students to turn to their partner and tell about a time when... Have 2 groups share or you 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

(25–30 minutes)

As you preread the chapter, make a note of Spanish words in italics. Some words are defined in the text. Words that are not defined in the text are defined in the back of the book. If needed, look up the definition for any unknown word so you can quickly define the word for your students.

Choose a format for reading, based on the amount of text. Remember to choose a variety of reading formats. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format. If you vary the formats within the chapter, make a plan before class. Circle the reading format you plan to use.

Reading Format Options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

Begin reading the chapter “The Coach” with your students. You will need to finish reading the chapter (pp. 37–52) today.

Verifying Predictions

(2–3 minutes)

1. *Let's go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

Generating Questions: Introducing Student Study Teams

(7–10 minutes)

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

1. 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 help each other learn the reading strategies.

2. 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.

3. Review the rules for working in student study teams (refer to Student Study Teams Rules transparency):

- Talk only to your partner and only about tutoring.
- Keep your voice at a low level.
- Try to do your best.

4. *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.

5. *When should you check to see who your partner is?*

Repeat the partner answer procedure from step 4.

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

Repeat twice more, having students switch partners.

Closure

(30 seconds–1 minute)

Today, we finished reading “The Coach” and we learned about our student study teams. Tomorrow, I will teach you more about student study teams, so when you walk in, don’t forget to see who your partner is and to sit by your partner. Let’s quickly review the vocabulary words we learned in this chapter.

Chapter 3: The Coach

pp. 37–52

Day 2: 40 Minutes

Materials Needed

- Novel for each student
- Chapter 3 Student Log for each student
- Display of Chapter 3 Student Log (transparency, projected image, etc.)
- Vocabulary review materials
- Level 1, Right There Question Cards for each student
- Student Study Team Procedures poster
- Timer

Preparation

- Prepare for vocabulary review.
- Develop example Level 1, Right There questions.

Review Vocabulary

(3–5 minutes)

1.	primitive	<i>adj.</i>	simple; undeveloped; unsophisticated
2.	gaping	<i>v.</i>	staring in surprise, awe, or wonder, especially with the mouth open
3.	anonymous	<i>adj.</i>	of unknown identity
4.	motive	<i>n.</i>	an idea, need, or desire that causes a person to act in a certain way; a reason
5.	undisputed	<i>adj.</i>	without challenge

Choose a vocabulary review procedure. (See the introductory materials for a full description of vocabulary review procedures.) Circle the option you plan on using today.

Vocabulary Review Options
Partner review
Sentence review
Examples and nonexamples

Generating Questions: Review Student Study Teams

(30 seconds)

Remember that student study teams help us understand and remember what we read. Let's review the student study team rules:

- *Talk only to your partner and only about tutoring.*
- *Keep your voice at a low level.*
- *Try to do your best.*

Generating Level 1 Questions: Introduction and Modeling

(12–15 minutes)

(Swanson et al., 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 when you read 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.” When teachers create questions, they try to use lots of different question stems to make sure students understand different kinds of information.

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 and requires 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. Use the following procedure with page 41, paragraphs 2 and 3, of the text to model how to create a Right There question. Show the page on a document camera as you work.

- Read the passage aloud to students.
- 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).”

There is a lot of information in those sentences. 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.

Now, I’ll make up some more Right There questions, and you see whether you can find the answers in your reading.

- 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.

Planning	
Sentence(s) You Will Use	Right There Question You Will Create <small>(Use different question stems: “who,” “what,” “when,” “where,” “why,” and “how.”)</small>

Generating Level 1 Questions: Practice With Teacher Assistance

(12–15 minutes)

(Swanson et al., 2011)

1. *Now you will practice creating and answering Right There questions.*

Review the definition of a Right There question.

2. *You will work in student study groups today to practice creating 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.*

3. Turn to page 43.

This last paragraph, starting with “Our whole family,” will be your starting point. 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.

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

5. After the timer goes off, say:

Now, work together to create some Right There questions. I will walk around the room to assist you if needed.

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

7. After the timer goes off, say:

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

Take group contributions as time allows.

Closure

(30 seconds–1 minute)

Today, I showed you how to create Right There questions, and you had some time to practice. Next, we will read the chapter titled “Piano Lessons,” and we’ll practice Right There questions again.

Student Log

Chapter 3: The Coach

pp. 37–52

Day 1

Vocabulary

1.	primitive	<i>adj.</i>	simple; undeveloped; unsophisticated
2.	gaping	<i>v.</i>	staring in surprise, awe, or wonder, especially with the mouth open
3.	anonymous	<i>adj.</i>	of unknown identity
4.	motive	<i>n.</i>	an idea, need, or desire that causes a person to act in a certain way; a reason
5.	undisputed	<i>adj.</i>	without challenge

Prediction

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.

Day 2

Student Study Team Procedures

1. Read for 5 minutes.
2. Generate Right There questions with your partner for 5 minutes.
3. Share with the class.

Generating Level 1, Right There Questions

1. _____

2. _____

3. _____

Chapter 4 Teacher Guide and Student Log

Teacher Guide

Chapter 4: Piano Lessons

pp. 53–63

Suggested Time: 1 Day

Day 1: 60 Minutes

Materials Needed

- Novel for each student
- Chapter 4 Student Log for each student
- Display of Chapter 4 Student Log (transparency, projected image, etc.)
- Level 1, Right There Question Cards
- Student Study Teams Rules poster
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.

Introduce Vocabulary

(3–5 minutes)

1.	fevered	<i>n.</i>	a state of intense excitement or activity
2.	urgency	<i>n.</i>	pressing necessity or importance
3.	consult	<i>v.</i>	to refer to
4.	commotion	<i>n.</i>	a noisy disturbance

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students' prior knowledge as well as to the context of the passage.

1. *The first word is FEVERED. What word? FEVERED. Read the definition with me: "a state of intense excitement or activity."*
2. *The next word is URGENCY. What word? URGENCY. Read the definition with me: "pressing necessity or importance."*
3. *The next word is CONSULT. What word? CONSULT. Read the definition with me: "to refer to."*
4. *The next word is COMMOTION. What word? COMMOTION. Read the definition with me: "a noisy disturbance."*

Prediction

(2–3 minutes)

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 53.*
3. *Let's read the title together: "Piano Lessons."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When the timer goes off, say:
Partner 1, turn to Partner 2 and tell him or her what you think the chapter will be about.
7. Monitor discussion and share ideas with the entire class as appropriate.

Access Background Knowledge

(3–5 minutes)

Preread this chapter before class and write at least two questions to activate 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.

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 30 seconds to think, and then ask students to turn to their partner and tell about a time when... Have 2 groups share or you 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 Level 1 Questions

(25–30 minutes)

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

1. *Today, we will read our chapter a bit differently. We will use our student study teams to read the chapter and create Right There questions.*

Review the definition of a Right There question.

2. *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.*

3. *Turn to page 59. This will be your starting point (at the arrow). 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.

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

5. After the timer goes off, say:

Now, work together to create some Right There questions. I will walk around the room to assist you if needed.

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

7. When the timer goes off, say:

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

Take group contributions as time allows.

8. 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 them to begin the chapter again and challenge them to come up with new Right There questions.

Get the Gist: Independent Practice

(3–5 minutes)

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

1. Refer students back to page 58, paragraphs 1 and 2 (after the dialogue) and have students Get the Gist.
2. After reading the paragraphs, stop and say:
1s, tell 2s who or what this paragraph is about.
Monitor. Guide as necessary.
3. *Now, 2s, tell 1s the most important thing about the who or the what.*
Monitor. Guide as necessary.
4. *With your partner, come up with a main idea statement that is 10 or fewer words.*
Monitor. Guide as necessary.
5. Ask one or two groups (whom you have monitored and know have an appropriate answer) to share their main idea statements.

Verifying Predictions

(2–3 minutes)

1. *Let's go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

Closure

(30 seconds–1 minute)

Today, we finished reading “Piano Lessons,” and we used student study teams to read our chapter and create level 1 questions. Next, we will read the chapter “The River.” Let's quickly review some of the vocabulary words we learned in this chapter.

Student Log

Chapter 4: Piano Lessons

pp. 53–63

Vocabulary

1.	fevered	<i>n.</i>	a state of intense excitement or activity
2.	urgency	<i>n.</i>	pressing necessity or importance
3.	consult	<i>v.</i>	to refer to
4.	commotion	<i>n.</i>	a noisy disturbance

Prediction

Generating Questions

1. _____

2. _____

3. _____

4.

5.

6.

Get the Gist

Page 58

_____	_____	_____
_____	_____	_____
_____	_____	_____

Chapter 5 Teacher Guide and Student Log

Teacher Guide

Chapter 5: The River

pp. 64–77

Suggested Time: 1 Day

Day 1: 50 Minutes

Materials Needed

- Novel for each student
- Chapter 5 Student Log for each student
- Display of Chapter 5 Student Log (transparency, projection, etc.)
- Level 1, Right There Question Cards
- Student Study Teams Rules poster
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.

Introduce Vocabulary

(10 minutes)

1.	swindle	<i>v.</i>	to cheat, especially by deceit
2.	reverence	<i>n.</i>	an attitude or feeling of profound respect and awe mingled with love
3.	resplendent	<i>adj.</i>	full of splendor; radiant; shining
4.	fiendish	<i>adj.</i>	diabolical or extremely cruel
5.	barbarity	<i>n.</i>	cruel or vicious behavior

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students’ prior knowledge as well as to the context of the passage.

1. *The first word is SWINDLE. What word? SWINDLE. Read the definition with me: “to cheat, especially by deceit.”*
2. *The next word is REVERENCE. What word? REVERENCE. Read the definition with me: “an attitude or feeling of profound respect and awe mingled with love.”*
3. *The next word is RESPLENDENT. What word? RESPLENDENT. Read the definition with me: “full of splendor; radiant; shining.”*
4. *The next word is FIENDISH. What word? FIENDISH. Read the definition with me: “diabolical or extremely cruel.”*
5. *The next word is BARBARITY. What word? BARBARITY. Read the definition with me: “cruel or vicious behavior.”*

Prediction

(2–3 minutes)

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 64.*
3. *Let's read the title together: "The River."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When timer goes off, say:
Partner 1, turn to Partner 2 and tell him or her what you think the chapter will be about.
7. Monitor discussion and share ideas with the entire class as appropriate.

Access Background Knowledge

(3–5 minutes)

Preread this chapter before class and write at least two questions to activate 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.

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 30 seconds to think, and then ask students to turn to their partner and tell about a time when... Have 2 groups share or you 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 Level 1 Questions

(20–25 minutes)

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

1. *We will use student study teams again to read and develop Right There questions.*
2. *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.

3. *Turn to page 64. 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.

4. Set the timer for 5 minutes and have students begin reading.
5. After the timer goes off, say:

Now, work together to create some Right There questions. I will walk around the room to assist you if needed.
6. Set timer for 5 minutes and have students begin generating questions.
7. After the timer goes off, say:

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

Take 1 or 2 group contributions.
8. 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 them to begin the chapter again and challenge them to come up with new Right There questions.

Verifying Predictions

(2–3 minutes)

1. *Let’s go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

Closure

(30 seconds–1 minute)

Today we finished reading “The River,” and we used our student study teams to create Right There questions. Next, we will read the chapter “The Band.” Let’s quickly review some of the vocabulary words we learned in this chapter.

Student Log

Chapter 5: The River

pp. 64–77

Vocabulary

1.	swindle	<i>v.</i>	to cheat, especially by deceit
2.	reverence	<i>n.</i>	an attitude or feeling of profound respect and awe mingled with love
3.	resplendent	<i>adj.</i>	full of splendor; radiant; shining
4.	fiendish	<i>adj.</i>	diabolical or extremely cruel
5.	barbarity	<i>n.</i>	cruel or vicious behavior

Prediction

Generating Questions

1. _____

2. _____

3. _____

4.

5.

6.

7.

Chapter 6 Teacher Guide and Student Log

Teacher Guide

Chapter 6: The Band

pp. 78–88

Suggested Time: 2 Days

Day 1: 55 Minutes

Materials Needed

- Novel for each student
- Chapter 6 Student Log for each student
- Display of Chapter 6 Student Log (transparency, projected image, etc.)
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.
- Note Spanish word meanings used throughout the chapter.

Introduce Vocabulary

(10 minutes)

1.	restored	v.	returned to original condition
2.	navigating	v.	controlling the way of something
3.	wedged	v.	squeezed into a small space
4.	simmers	v.	undergoes steady cooking near the boiling point
5.	menace	v.	to threaten

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students’ prior knowledge as well as to the context of the passage.

1. *The first word is RESTORED. What word? RESTORED. Read the definition with me: “returned to original condition.”*
2. *The next word is NAVIGATING. What word? NAVIGATING. Read the definition with me: “controlling the way of something.”*
3. *The next word is WEDGED. What word? WEDGED. Read the definition with me: “squeezed into a small space.”*
4. *The next word is SIMMERS. What word? SIMMERS. Read the definition with me: “undergoes steady cooking near the boiling point.”*
5. *The next word is MENACE. What word? MENACE. Read the definition with me: “to threaten.”*

Prediction

(2–3 minutes)

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 78.*
3. *Let's read the title together: "The Band."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When the timer goes off, say:
Partner 1, turn to Partner 2 and tell him or her what you think the chapter will be about.
7. Monitor discussion and share ideas with the entire class as appropriate.

Access Background Knowledge

(3–5 minutes)

Preread this chapter before class and write at least two questions to activate 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.

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 30 seconds to think, and then ask students to turn to their partner and tell about a time when... Have 2 groups share or you 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

(25–30 minutes)

As you preread the chapter, make a note of Spanish words in italics. Some words are defined in the text. Words that are not defined in the text are defined in the back of the book. If needed, look up the definition for any unknown word so you can quickly define the word for your students.

Choose a format for reading, based on the amount of text. Remember to choose a variety of reading formats. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format. If you vary the formats within the chapter, make a plan before class. Circle the reading format you plan to use.

Reading Format Options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

Verifying Predictions

(2–3 minutes)

1. *Let's go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

Closure

(30 seconds–1 minute)

Today we read “The Band.” Next, we will learn a new type of question called Putting It Together questions. They are more difficult than the Right There questions you already learned, but I will tell you exactly how to write Putting It Together questions. Let's quickly review some of the vocabulary words we learned in this chapter.

Chapter 6: The Band

pp. 78–88

Day 2: 50 Minutes

Materials Needed

- Novel for each student
- Chapter 6 Student Log for each student
- Display of Chapter 6 Student Log (transparency, projected image, etc.)
- Level 2, Putting It Together Question Cards
- Vocabulary review materials
- Student Study Teams Rules poster
- Timer

Preparation

- Prepare for vocabulary review.
- Develop example Level 2, Putting It Together questions.

Review Vocabulary

(3–5 minutes)

1.	restored	v.	returned to original condition
2.	navigating	v.	controlling the way of something
3.	wedged	v.	squeezed into a small space
4.	simmers	v.	undergoes steady cooking near the boiling point
5.	menace	v.	to threaten

Choose a vocabulary review procedure. (See the introductory materials for a full description of vocabulary review procedures.) Circle the option you plan on using today.

Vocabulary Review Options
Partner review
Sentence review
Examples and nonexamples

Generating Questions: Review Student Study Teams

(30 seconds)

Remember that student study teams help us understand and remember what we read. Let's review the student study team rules:

- *Talk only to your partner and only about tutoring.*
- *Keep your voice at a low level.*
- *Try to do your best.*

Generating Level 2 Questions: Introduction

(12–15 minutes)

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

1. *Why do we ask questions when we read?*

Answer: to check what we know; to test our understanding; to help us remember important information.

Remember that there are several types of questions that you can ask, and understanding the different types will make 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. Last week, we worked on asking Right There questions—the kind of questions that you can find the answer to in one place in your reading.

2. Introduce the Level 2, Putting It Together question type.

Today we will learn about another type of question. It is called a “Putting It Together” question. Teachers like these questions because they make you think. You have to use information from more than one place in your reading and put that information together to write an answer. Putting It Together questions usually take a sentence or more to answer. Not only are Putting It Together questions a little more difficult to answer than Right There questions, but also they can be harder to ask.

3. Model creating Putting It Together questions.

This chapter is about the band Mega Mango playing at the high school gym. Early in the chapter, a group of kids taunt Arturo’s father.

Show a copy of page 81 and read the first paragraph.

Later in the chapter, it says that the group of kids almost started a fight at the dance.

Show a copy of pages 86–87 and read, starting with the last paragraph on page 86 and ending with the third full paragraph on page 87.

Then, Arturo’s father grimly and warily shuttles Mega Mango home.

Show a copy of page 88 and read the first two full paragraphs.

So, I can combine that information to make a question: “Why did Arturo’s father grimly and warily shuttle Mega Mango home?”

Arturo’s father grimly and warily shuttled Mega Mango home because he had been taunted by a tough group of kids earlier that night and the same group of kids tried to start a fight at the dance. I have to know that the group of kids taunted Arturo’s father and tried to start a fight at the dance. So, I had to put information together from different parts of the chapter to answer that question. Let’s try some more.

- Practice creating Putting It Together questions with your class. Remind students to use their question cards for help. Below, write the text and Putting It Together questions you will use with your class. These questions take some thought, so it is important to think of them ahead of time rather than creating them on the spot during a lesson.

Planning	
Sentence(s) You Will Use	Putting It Together Question You Will Create (Use different question stems: “who,” “what,” “when,” “where,” “why,” and “how”)

Generating Level 2 Questions: Practice With Teacher Assistance

(20–25 minutes)

(Swanson et al., 2011)

1. Tell students that they will act like a teacher by creating their own Putting It Together questions to see whether their partner understands what he or she has read.
2. *You will work in student study teams today to practice creating Putting It Together 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.*
3. Turn to page 79. Guide students to start with “Valintin’s guacamole green” on page 79 and end at “Guitars could warp in this heat” on page 80.

What should you do if you get to the end of the passage before time is up?

Answer: Begin again from the starting point.

Provide a lot of support during this phase. If students are not ready to create questions on their own, have the student study teams read together. Then lead them in figuring out a Putting It Together question.

Closure

(30 seconds–1 minute)

Today, I showed you how to create Putting It Together questions. Next, we will read the chapter titled “The Lunch Box,” and we’ll practice Putting It Together questions again.

Student Log

Chapter 6: The Band

pp. 78–88

Day 1

Vocabulary

1.	restored	v.	returned to original condition
2.	navigating	v.	controlling the way of something
3.	wedged	v.	squeezed into a small space
4.	simmers	v.	undergoes steady cooking near the boiling point
5.	menace	v.	to threaten

Prediction

Day 2

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 Groups

1. Read for 5 minutes.
2. Generate Putting It Together questions with your partner for 5 minutes.
3. Share with the class.

Generating Level 2 Questions

1. _____

2. _____

3. _____

Chapter 7 Teacher Guide and Student Log

Teacher Guide

Chapter 7: The Lunch Box

pp. 89–103

Suggested Time: 2 Days

Day 1: 65 Minutes

Materials Needed

- Novel for each student
- Chapter 7 Student Log for each student
- Display of Chapter 7 Student Log (transparency, projected image, etc.)
- Student Study Teams Rules poster up in classroom
- Level 2, Putting It Together Question Cards
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.
- Note Spanish word meanings used throughout the chapter.
- Develop Level 2, Putting It Together questions.

Introduce Vocabulary

(10 minutes)

1.	strafed	<i>adj.</i>	fired upon
2.	excessively	<i>adv.</i>	more than is expected or considered reasonable
3.	mediating	<i>v.</i>	intervening
4.	migrating	<i>v.</i>	moving from one region to another
5.	barbarity	<i>n.</i>	cruel or vicious behavior

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students’ prior knowledge as well as to the context of the passage.

1. *The first word is STRAFED. What word? STRAFED. Read the definition with me: “fired upon.”*
2. *The next word is EXCESSIVELY. What word? EXCESSIVELY. Read the definition with me: “more than is expected or considered reasonable.”*
3. *The next word is MEDIATING. What word? MEDIATING. Read the definition with me: “intervening.”*
4. *The next word is MIGRATING. What word? MIGRATING. Read the definition with me: “to move from one region to another.”*
5. *The next word is BARBARITY. What word? BARBARITY. Read the definition with me: “cruel or vicious behavior.”*

Prediction

(2–3 minutes)

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 89.*
3. *Let's read the title together: "The Lunch Box."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When the timer goes off, say:
Partner 1, turn to Partner 2 and tell him or her what you think the chapter will be about.
7. Monitor discussion and share ideas with the entire class as appropriate.

Access Background Knowledge

(3–5 minutes)

Preread this chapter before class and write at least two questions to activate 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.

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 30 seconds to think, and then ask students to turn to their partner and tell about a time when... Have 2 groups share or you 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

(25–30 minutes)

As you preread the chapter, make a note of Spanish words in italics. Some words are defined in the text. Words that are not defined in the text are defined in the back of the book. If needed, look up the definition for any unknown word so you can quickly define the word for your students.

Choose a format for reading, based on the amount of text. Remember to choose a variety of reading formats. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format. If you vary the formats within the chapter, make a plan before class. Circle the reading format you plan to use.

Reading Format Options	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

Verifying Predictions

(2–3 minutes)

1. *Let's go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

Generating Level 2 Questions: Practice With Teacher Assistance

(12–15 minutes)

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

1. Review the idea of generating questions.

Remember that you can ask several types of questions and that understanding the different types will make it easier to find the answers. Last week, we started asking Putting It Together questions—where you have to put information together from more than one place in your reading to write an answer. Putting It Together questions usually take a sentence or more to answer.

2. Model creating Putting It Together questions.

This chapter is about a drive-by shooting at Arturo’s house that shatters the family’s innocence. About halfway through the chapter, we learn about the drive-by shooting and that Rosa’s lunch box is ruined.

Show a copy of page 96 and read the last two paragraphs on the page.

Later in the chapter, it says that the police officer who came to Arturo’s house after the drive-by shooting returned with a new lunch box for Rosa.

Show a copy of page 102 and read from the top down to the little star.

So, I can combine that information to make a question: “Why did the police officer bring Rosa a new lunch box?”

The police officer brought Rosa a new lunch box because the drive-by shooting at the family’s house smashed Rosa’s lunch box. The police officer wanted Rosa to feel better. I had to put information together from different parts of the chapter to answer that question. Let’s try some more.

3. Practice creating Putting It Together questions with your class. Remind students to use their question cards for help. Write in the table below the Putting It Together questions you will use with your class. These questions take some thought, so it is important to think of them ahead of time rather than creating them on the spot during a lesson.

Planning	
Sentence(s) You Will Use	Putting It Together Question You Will Create (Use different question stems: “who,” “what,” “when,” “where,” “why,” and “how”)

Closure

(30 seconds–1 minute)

Today, we read “The Lunch Box,” and we practiced Putting It Together questions. Tomorrow, we will use our student study teams to practice more Putting It Together questions. Let’s quickly review some of the vocabulary words we learned in this chapter.

Chapter 7: The Lunch Box

pp. 89–103

Day 2: 40 Minutes

Materials Needed

- Novel for each student
- Chapter 7 Student Log for each student
- Display of Chapter 7 Student Log (transparency, projected image, etc.)
- Level 2, Putting It Together Question Cards
- Vocabulary review materials
- Timer

Preparation

- Prepare for vocabulary review.

Review Vocabulary

(3–5 minutes)

1.	strafed	<i>adj.</i>	fired upon
2.	excessively	<i>adv.</i>	more than is expected or considered reasonable
3.	mediating	<i>v.</i>	intervening
4.	migrating	<i>v.</i>	moving from one region to another
5.	barbarity	<i>n.</i>	cruel or vicious behavior

Choose a vocabulary review procedure. (See the introductory materials for a full description of vocabulary review procedures.) Circle the option you plan on using today.

Vocabulary Review Options
Partner review
Sentence review
Examples and nonexamples

Generating Level 2 Questions: Practice

(20–25 minutes)

(Swanson et al., 2011)

Note: If your students are not yet ready to create Putting It Together questions on their own, continue to model or scaffold as needed. Monitor and support as needed.

1. *Today, we will use student study teams to practice Putting It Together questions.*

2. *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.*

3. *Turn to page 89. You will 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.

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

5. *After the timer goes off, say:*

Now, work together to create Putting It Together questions. I will walk around the room to assist you if needed.

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

7. *After the timer goes off, say:*

Everyone, stop. Who would like to share a Putting It Together question? We will try to answer it.

Take one or two group contributions.

8. *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 them to begin the chapter again and challenge them to come up with new Putting It Together questions.

Closure

(1 minute)

Today, we practiced more Putting It Together questions. These questions are by far the most difficult to answer and create, so we'll continue to practice them when we read the chapter "The Green Needle Gang" next.

Student Log

Chapter 7: The Lunch Box

pp. 89–103

Day 1

Vocabulary

1.	strafed	<i>adj.</i>	fired upon
2.	excessively	<i>adv.</i>	more than is expected or considered reasonable
3.	mediating	<i>v.</i>	intervening
4.	migrating	<i>v.</i>	moving from one region to another
5.	barbarity	<i>n.</i>	cruel or vicious behavior

Prediction

Generating Level 2 Questions

1. _____

2. _____

3. _____

Day 2

Student Study Groups

1. Read for 5 minutes.
2. Generate Putting It Together questions with your partner for 5 minutes.
3. Share with the class.

Generating Level 2 Questions

1. _____

2. _____

3. _____

Chapter 8 Teacher Guide and Student Log

Teacher Guide

Chapter 8: The Green Needle Gang

pp. 104–115

Suggested Time: 1 or 2 Days

Day 1: 50 Minutes

Materials Needed

- Novel for each student
- Chapter 8 Student Log for each student
- Display of Chapter 8 Student Log (transparency, projected image, etc.)
- Student Study Teams Rules poster
- Level 1, Right There and Level 2, Putting It Together Question Cards
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.

Introduce Vocabulary

(10 minutes)

1.	brooding	v.	pondering or deliberating
2.	cronies	n.	close friends or companions
3.	expire	v.	to die
4.	modus operandi	n.	a way of accomplishing something; a way of working
5.	barrel	v.	to move very fast

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students’ prior knowledge as well as to the context of the passage.

1. *The first word is BROODING. What word? BROODING. Read the definition with me: “pondering or deliberating.”*
2. *The next word is CRONIES. What word? CRONIES. Read the definition with me: “close friends or companions.”*
3. *The next word is EXPIRE. What word? EXPIRE. Read the definition with me: “to die.”*
4. *The next term is MODUS OPERANDI. What term? MODUS OPERANDI. Read the definition with me: “a way of accomplishing something; a way of working.”*
5. *The next word is BARREL. What word? BARREL. Read the definition with me: “to move very fast.”*

Prediction

(2–3 minutes)

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 104.*
3. *Let's read the title together: "The Green Needle Gang."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When the timer goes off, say:
Partner 1, turn to Partner 2 and tell him or her what you think the chapter will be about.
7. Monitor discussion and share ideas with the entire class as appropriate.

Access Background Knowledge

(3–5 minutes)

Preread this chapter before class and write at least two questions to activate 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.

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 30 seconds to think, and then ask students to turn to their partner and tell about a time when... Have 2 groups share or you 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 Level 1 and Level 2 Questions

(20–25 minutes)

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

1. *Today, we will use our student study teams to read the chapter and come up with Right There and Putting It Together questions.*
2. *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, work for 5 minutes to generate one Right There question and one Putting It Together question.*
 - *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.*
3. *Turn to page 104. You will 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.
4. Set the timer for 5 minutes and have students begin reading.
5. After the timer goes off, say:

Now, work together to create one Right There question and one Putting It Together question. I will walk around the room to assist you if needed.
6. Set the timer for 5 minutes and have students begin generating questions.
7. After the timer goes off, say:

Everyone, stop. Who would like to share a Right There question?

Take one or two group contributions.

Who would like to share a Putting It Together question?

Take one or two group contributions.
8. 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 them to begin the chapter again and challenge them to come up with new Right There and Putting It Together questions.

Verifying Predictions

(2–3 minutes)

1. *Let’s go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

Closure

(30 seconds–1 minute)

Today, we used our student study teams to read the chapter “The Green Needle Gang” and create Right There and Putting It Together questions. Were you surprised at what the chapter was about?

Note: If the class did not finish reading the chapter today, tell students that they will finish reading the chapter tomorrow.

Next, we will read our last chapter, called “Christmas Presents.” Let’s quickly review some of the vocabulary words we learned today.

Chapter 8: The Green Needle Gang

pp. 104–115

Optional Day 2: 30 Minutes (if needed to complete work from Day 1)

Materials Needed

- Novel for each student
- Chapter 8 Student Log for each student
- Display of Chapter 8 Student Log (transparency, projected image, etc.)
- Vocabulary review materials
- Student Study Teams Rules poster
- Level 1, Right There and Level 2, Putting It Together Question Cards
- Timer

Preparation

- Prepare for the vocabulary review.

Review Vocabulary

(3–5 minutes)

1.	brooding	v.	pondering or deliberating
2.	cronies	n.	close friends or companions
3.	expire	v.	to die
4.	modus operandi	n.	a way of accomplishing something; a way of working
5.	barrel	v.	to move very fast

Choose a vocabulary review procedure. (See the introductory materials for a full description of vocabulary review procedures.) Circle the option you plan on using today.

Vocabulary Review Options
Partner review
Sentence review
Examples and nonexamples

Completing Chapter 8

Continue where you left off on the Day 1 lesson. If you completed the entire chapter, challenge students to reread the chapter and generate new questions.

Student Log

Chapter 8: The Green Needle Gang

pp. 104–115

Day 1

Vocabulary

1.	brooding	<i>v.</i>	pondering or deliberating
2.	cronies	<i>n.</i>	close friends or companions
3.	expire	<i>v.</i>	to die
4.	modus operandi	<i>n.</i>	a way of accomplishing something; a way of working
5.	barrel	<i>v.</i>	to move very fast

Prediction

Student Study Teams, Round 1

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 2

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 3

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 4

Level 1, Right There question:

Level 2, Putting It Together question:

Day 2

Student Study Teams, Round 1

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 2

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 3

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 4

Level 1, Right There question:

Level 2, Putting It Together question:

Chapter 9 Teacher Guide and Student Log

Teacher Guide

Chapter 9: Christmas Presents

pp. 116–125

Suggested Time: 1 Day

Day 1: 50 Minutes

Materials Needed

- Novel for each student
- Chapter 9 Student Log for each student
- Display of Chapter 9 Student Log (transparency, projected image, etc.)
- Student Study Teams Rules poster
- Level 1, Right There and Level 2, Putting It Together Question Cards
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.

Introduce Vocabulary

(10 minutes)

1.	bustles	v.	moves rapidly and energetically
2.	swoop	v.	to sweep down suddenly from or as if from above in attack
3.	aghast	adj.	shocked
4.	ode	n.	a long, elaborate poem, often in praise or celebration of something or someone and usually in enthusiastic style
5.	exuberance	n.	vigorous or enthusiastic happiness
6.	bellowing	v.	shouting loudly and with a deep tone

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students’ prior knowledge as well as to the context of the passage.

1. *The first word is BUSTLES. What word? BUSTLES. Read the definition with me: “moves rapidly and energetically.”*
2. *The next word is SWOOP. What word? SWOOP. Read the definition with me: “to sweep down suddenly from or as if from above in attack.”*
3. *The next word is AGHAST. What word? AGHAST. Read the definition with me: “shocked.”*
4. *The next word is ODE. What word? ODE. Read the definition with me: “a long, elaborate poem, often in praise or celebration of something or someone and usually in enthusiastic style.”*
5. *The next word is EXUBERANCE. What word? EXUBERANCE. Read the definition with me: “vigorous or enthusiastic happiness.”*
6. *The next word is BELLOWING. What word? BELLOWING. Read the definition with me: “shouting loudly and with a deep tone.”*

Prediction

(2–3 minutes)

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 116.*
3. *Let's read the title together: "Christmas Presents."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When the timer goes off, say:
Partner 1, turn to Partner 2 and tell him or her what you think the chapter will be about.
7. Monitor discussion and share ideas with the entire class as appropriate.

Access Background Knowledge

(3–5 minutes)

Preread this chapter before class and write at least two questions to activate 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.

Question	Active Participation Strategy
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Active Participation Ideas for Different Types of Questions

Type of Question	Active Participation Response
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Why do you think this chapter is...	Discuss with a partner.
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Reading the Chapter and Generating Level 1 and Level 2 Questions

(20–25 minutes)

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

1. *Today, we will use our student study teams to read the chapter and come up with Right There and Putting It Together questions.*
2. *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, work for 5 minutes to generate one Right There question and one Putting It Together question.*
 - *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.*
3. *Turn to page 116. You will 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.
4. Set the timer for 5 minutes and have students begin reading.
5. After the timer goes off, say:

Now, work together to create one Right There question and one Putting It Together question. I will walk around the room to assist you if needed.
6. Set the timer for 5 minutes and have students begin generating questions.
7. After the timer goes off, say:

Everyone, stop. Who would like to share a Right There question?

Take one or two group contributions.

Who would like to share a Putting It Together question?

Take one or two group contributions.
8. 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 them to begin the chapter again and challenge them to come up with new Right There and Putting It Together questions.

Verifying Predictions

(2–3 minutes)

1. *Let’s go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

Closure

(30 seconds–1 minute)

Today, we used our student study teams to read the chapter “Christmas Presents” and create Right There and Putting It Together questions. We’ve now finished the entire book, “Any Small Goodness.”

Student Log

Chapter 9: Christmas Presents

pp. 116–125

Vocabulary

1.	bustles	<i>v.</i>	moves rapidly and energetically
2.	swoop	<i>v.</i>	to sweep down suddenly from or as if from above in attack
3.	aghast	<i>adj.</i>	shocked
4.	ode	<i>n.</i>	a long, elaborate poem, often in praise or celebration of something or someone and usually in enthusiastic style
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Prediction

Student Study Teams, Round 1

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 2

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 3

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 4

Level 1, Right There question:

Level 2, Putting It Together question:

Supplemental Student Materials

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?

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Level 1—Examples

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

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- Who was Jane Long?
- Where did the Mexican War begin?

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—Putting It Together

- Questions can be answered by looking in the text
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- To answer the questions, you have to look in more than one place and put information together
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 - What? ➤ Why?
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 - What? ➤ Why?
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Level 2—Examples

- How did ranchers get their cattle to the markets?
- What events led 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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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.

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.