



Effective Instruction for Middle School Students with Reading Difficulties:

The Reading Teacher's Sourcebook

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THE UNIVERSITY OF TEXAS AT AUSTIN

Appendix, Part 1

Previewing Planning Sheet

PLANNING SHEET PREVIEWING

1. Preteach Proper Nouns or Critical Concept Nouns

Introduce, read, and define. Students write brief definition in learning log.

Who:

Where:

What:

2. Preview Text

Introduce the big idea of the text selection.

What is the most important idea that you want all students to understand and remember from this reading?

Important key concepts, subheadings, bolded print, etc.

Connections to prior learning:

Adapted with permission from materials developed by the Teacher Quality Research Project through funding from the U.S. Department of Education's Institute of Educational Sciences, grant contract number R305M050121A (Enhancing the Quality of Expository Text Instruction and Comprehension Through Content and Case-situated Professional Development; D. Simmons, S. Vaughn, & M. Edmonds).

Level 1 "Right There" Questions Planning Sheet

PLANNING SHEET LEVEL 1 QUESTIONS

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Introduce the big idea of the text selection.

What is the most important idea that you want all students to understand and remember from this reading?

Important key concepts, subheadings, bolded print, etc.

Connections to prior learning:

3. Model Level 1 Questions

Questions to use as examples:

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Level 2 "Putting It Together" Questions Planning Sheet

PLANNING SHEET LEVEL 2 QUESTIONS

1. Preteach Proper Nouns or Critical Concept Nouns

Introduce, read, and define. Students write brief definition in learning log.

Who:

Where:

What:

2. Preview Text

Introduce the big idea of the text selection.

What is the most important idea that you want all students to understand and remember from this reading?

Important key concepts, subheadings, bolded print, etc.

Connections to prior learning:

3. Model Level 2 Questions

Questions to use as examples:

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Level 3 “Making Connections” Questions Planning Sheet

PLANNING SHEET LEVEL 3 QUESTIONS

1. Preteach Proper Nouns or Critical Concept Nouns

Introduce, read, and define. Students write brief definition in learning log.

Who:

Where:

What:

2. Preview Text

Introduce the big idea of the text selection.

What is the most important idea that you want all students to understand and remember from this reading?

Important key concepts, subheadings, bolded print, etc.

Connections to prior learning:

3. Model Level 3 Questions

Questions to use as examples:

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Previewing and Questioning Learning Log

Name: _____ Partner's Name: _____ Date: _____

Chapter or Selection Name: _____

Unfamiliar Proper Nouns or Big Idea Words

1. _____ Person Place Thing/Event

2. _____ Person Place Thing/Event

3. _____ Person Place Thing/Event

4. _____ Person Place Thing/Event

What is the topic (or "big idea") of the selection?

What do you already know about the topic?

Make a prediction: What will you learn about the topic?

Why do you think you will learn that?

Generate three questions about the important ideas (use who, what, when, where, why, and how).

LEVEL ____

1.

Answer:

Provide the evidence! How do you know that?

LEVEL ____

2.

Answer:

Provide the evidence! How do you know that?

LEVEL ____

3.

Answer:

Provide the evidence! How do you know that?

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Level 1—Right There

- Questions can be answered in one word or one sentence
- Answers can be found word-for-word in the text
 - Who? ➤ Where?
 - What? ➤ Why?
 - When? ➤ How?

Level 1—Right There

- Questions can be answered in one word or one sentence
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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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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?
- What?
- When?
- Where?
- Why?
- How?

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- Answers require one or more sentences
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Level 2—Examples

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

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Level 3—Making Connections

- Questions cannot be answered by using text alone
- Answers require you to think about what you just read, what you already know, and how it fits together
- How is ___ like (similar to) ___ ?
- How is ___ different from ___ ?
- How is ___ related to ___ ?

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Level 3—Social Studies Examples

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

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MENTAL IMAGERY LOG

Title:

Paragraph 1

Paragraph 5

Paragraph 2

Paragraph 6

Paragraph 3

Paragraph 7

Paragraph 4

Paragraph 8

Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). Meeting the needs of struggling readers: A resource for secondary English language arts teachers. Austin, TX: Author; based on McNeil, J. D. (1992). Reading comprehension: New directions for classroom practice (3rd ed.). New York: Harper Collins; Wood, K. D., & Harmon, J. M. (2001). Strategies for integrating reading and writing in middle and high school classrooms. Westerville, OH: National Middle School Association; and Gambrell, L. B., & Bales, R. J. (1986). Mental imagery and the comprehension-monitoring of fourth- and fifth-grade poor readers. Reading Research Quarterly, 21, 454–464.

MAIN IDEA FORM

Name(s) _____ Date _____

Title or Topic of the Selection _____

Paragraph	Who or What is the Paragraph About?	Most Important Information About the "Who" or "What"	Key Details

Note: The complete main idea statement is formed by combining the "Who or What" column with the "Most Important Information" column.

Adapted with permission from Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D. (2001). Collaborative strategic reading: Strategies for improving comprehension. Longmont, CO: Sopris West.

MAIN IDEA LOG

Title of passage: _____

Identify three or four important ideas from the passage:

1. _____

2. _____

3. _____

4. _____

Write the main idea of the entire passage (10 words or less):

Generate three questions about the important ideas:
(Who? What? When? Where? Why? How?)

1. _____

2. _____

3. _____

Create one question about the passage that might be on a test:

Reprinted with permission from University of Texas Center for Reading and Language Arts. (2003). Special education reading project secondary institute — Effective instruction for secondary struggling readers: Research-based practices. Austin, TX: Author.

Signal Words

Cause-Effect		
How or why an event happened; what resulted from an event		
Accordingly	For this reason	Next
As a result of	Hence	Resulting from
Because	How	Since
Begins with	If . . . then	So that
Consequently	In order to	Therefore
Due to	Is caused by	Thus
Effects of	It follows	When . . . then
Finally	Leads/led to	Whether

Chronological Order/Temporal Sequencing		
The order of events/steps in a process		
After	Following	On (date)
Afterward	Formerly	Preceding
Around	Immediately	Previously
As soon as	In front of	Second
At last	In the middle	Shortly
Before	Initially	Soon
Between	Last	Then
During	Later	Third
Eventually	Meanwhile	To begin with
Ever since	Next	Until
Finally	Not long after	When
First	Now	While

Compare/Contrast		
How two or more things are alike/different		
Although	Even though	Nevertheless
And	However	On the contrary
As opposed to	In common	On the other hand
As well as	In comparison	Opposite
Better	In contrast	Otherwise
Both	In the same way	Same
But	Instead of	Similar to
Compared with	Just as/like	Similarly
Despite	Less	Still
Different from	Likewise	Whereas
Either	More than	Yet

(continued on the next page)

Description/Categorization

How something looks, moves, works, etc.; a definition or characterization

Above	Down	Near
Across	For example	On top of
Along	For instance	Onto
Appears to be	Furthermore	Outside
As in	Generally	Over
Behind	Identify	Refers to
Below	In addition	Such as
Beside	In back of	To illustrate
Between	In front of	To the right/left
Consists of	Including	Typically
Describe	Looks like	Under

Problem-Solution

What's wrong and how to fix it

Answer	Problem	The problem facing
Challenge	Puzzle	The task was
Clarification	Question	Theory
Difficulty	Reply	This had to be accomplished
Dilemma	Resolution	To fix the problem
How to resolve the issue	Response	To overcome this
Lies	Riddle	Trouble
Obstacles	Solution	Unknown
One solution was	Solved by	What to do
Overcomes	The challenge was	What was discovered
Predicament		

Position-Reason

Why a point or idea should be supported; what's wrong with an idea

Accordingly	It is contended	Therefore
As illustrated by	It is evident that	Thesis
Because	It will be argued that	This contradicts the fact that
Consequently	Must take into account	This must be counterbalanced by
For instance	Since	This view is supported by
For this reason	The claim is limited due to	Turn more attention to
In conclusion	The implication is	What is critical
In order for	The position is	What is more central is
It can be established	The strengths of	

Identifying Text Structure

If the author wants you to know...	The text structure will be...
How or why an event happened; what resulted from an event	Cause-Effect
The order of events/steps in a process	Chronological Order/Sequencing
How two or more things are alike/different	Compare/Contrast
How something looks, moves, works, etc.;; a definition or characterization	Description/Categorization
What's wrong and how to fix it	Problem-Solution
Why a point or idea should be supported; what's wrong with an idea	Position-Reason

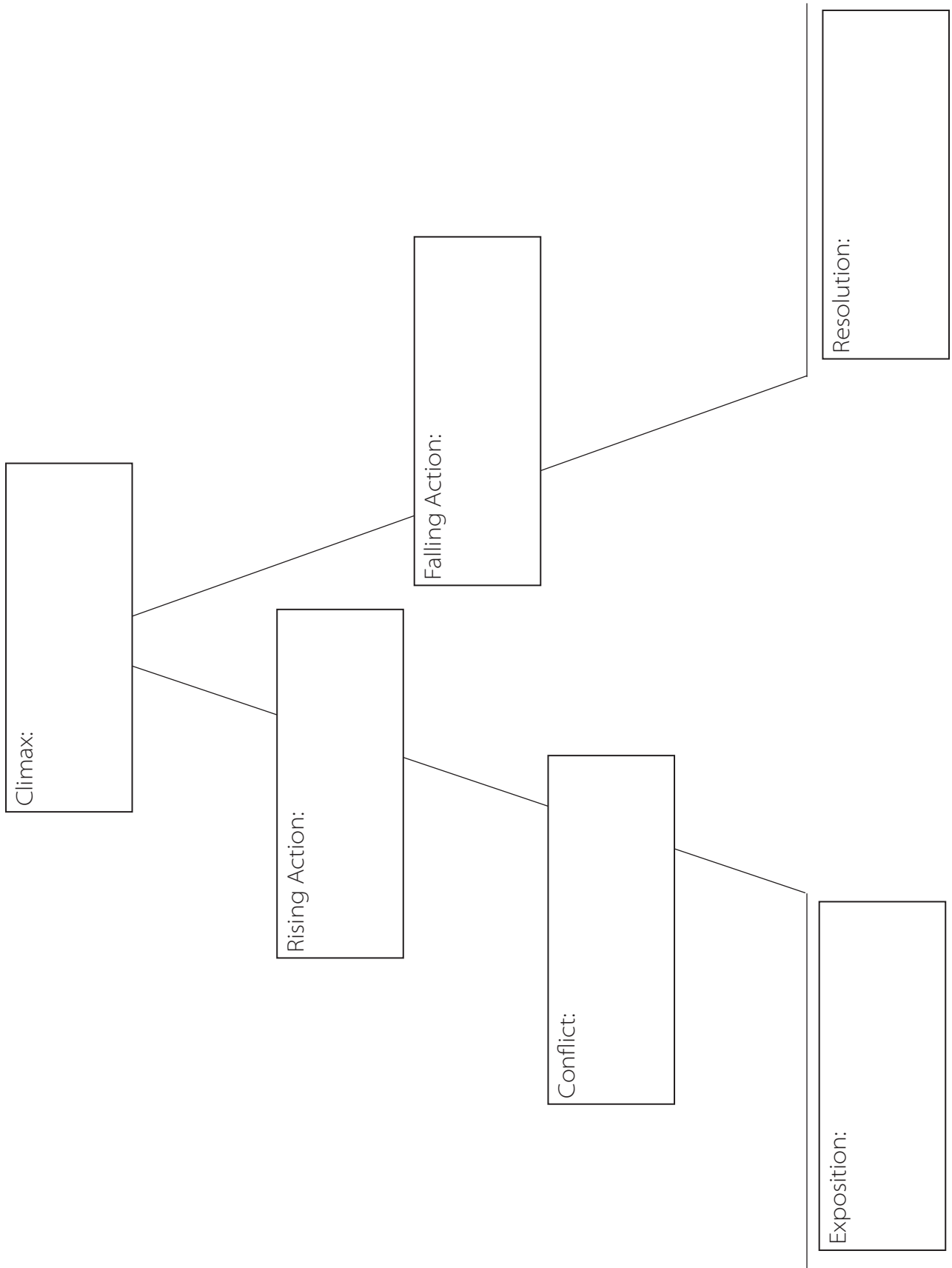
Elements of Narrative Text				
Examples	Fiction Autobiographies Legends	Historical Fiction Biographies Folktales	Science Fiction Fantasies Myths	Plays Mysteries
Purpose	To entertain or inform			
Characteristics	<p>Follow a familiar story structure</p> <p>Beginning: Introduction of setting, characters, and conflict</p> <p>Middle: Progression of plot, which includes rising action, climax, and falling action</p> <p>End: Resolution or solution to the problem</p>			
Narrative Terms (student-friendly definitions)	Exposition	Introduction of setting, characters, background information, and conflict		
	Setting	Time and place		
	Characters	People, animals, or other entities in the text		
	Conflict	Problem		
	Internal Conflict	A character's struggle within himself/herself		
	External Conflict	A character's struggle with another character		
	Rising Action	Events leading up to the climax; trying to solve the problem		
	Climax	Emotional high point of the story; conflict is addressed		
	Falling Action	Consequences or events caused by the climax		
	Resolution	Final outcome		

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Elements of Expository Text		
Examples	Newspapers Textbooks Magazine Articles Brochures Catalogues	
Purpose	To inform	
Characteristics	Titles Headings Subheadings Boldface Words Charts Tables Diagrams Graphics	
Organization	One expository passage may be organized using several different text structures.	
Types of Organization	Cause-Effect	How or why an event happened; what resulted from an event
	Chronology/Sequence	The order of events/steps in a process
	Compare/Contrast	How two or more things are alike/different
	Description/Categorization	How something looks, moves, works, etc.; a definition or characterization
	Problem-Solution	What's wrong and how to fix it
	Position-Reason	Why a point or idea should be supported; what's wrong with an idea

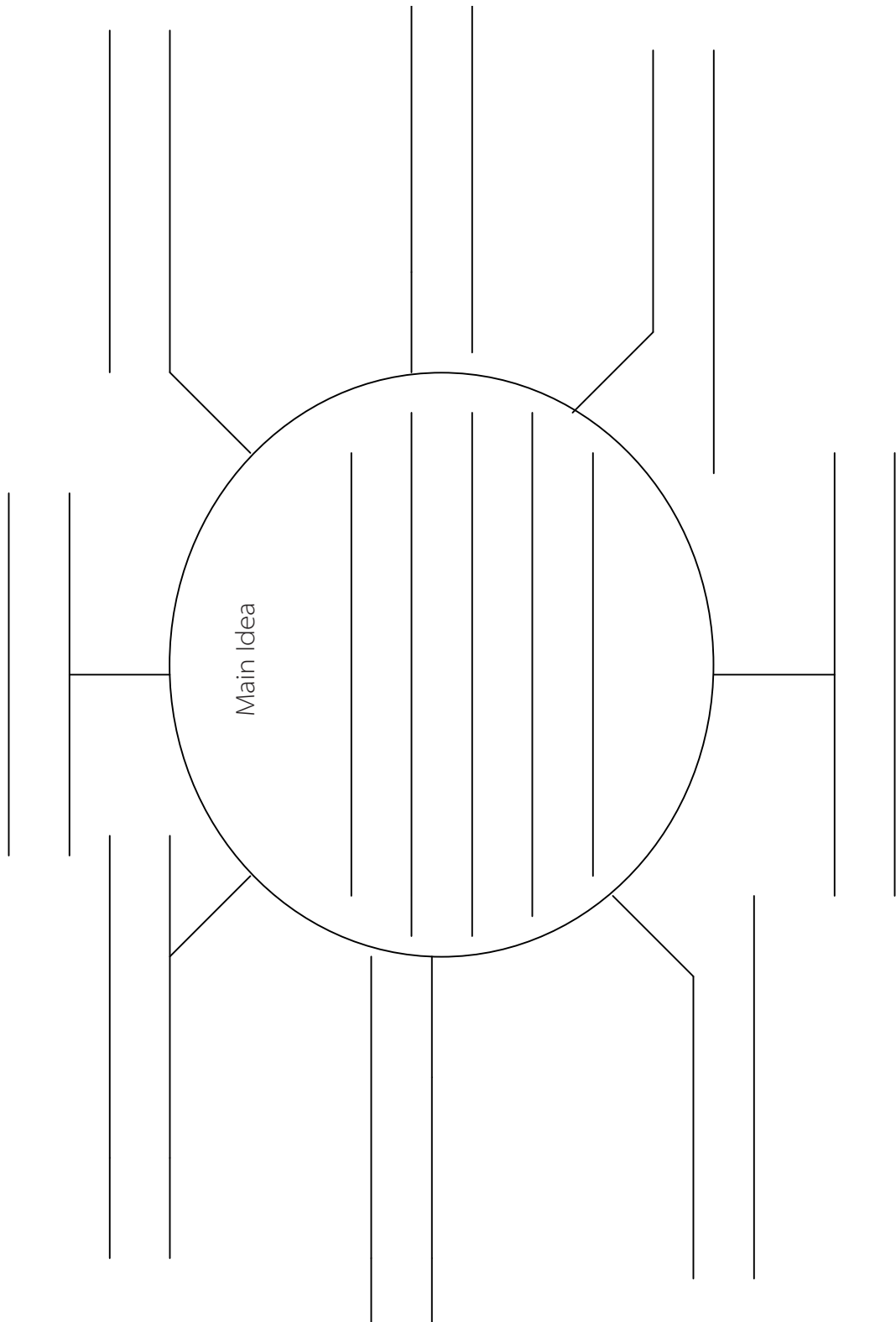
Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). Special education reading project secondary institute — Effective instruction for secondary struggling readers: Research-based practices. Austin, TX: Author.

Story Map



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Main Idea Web

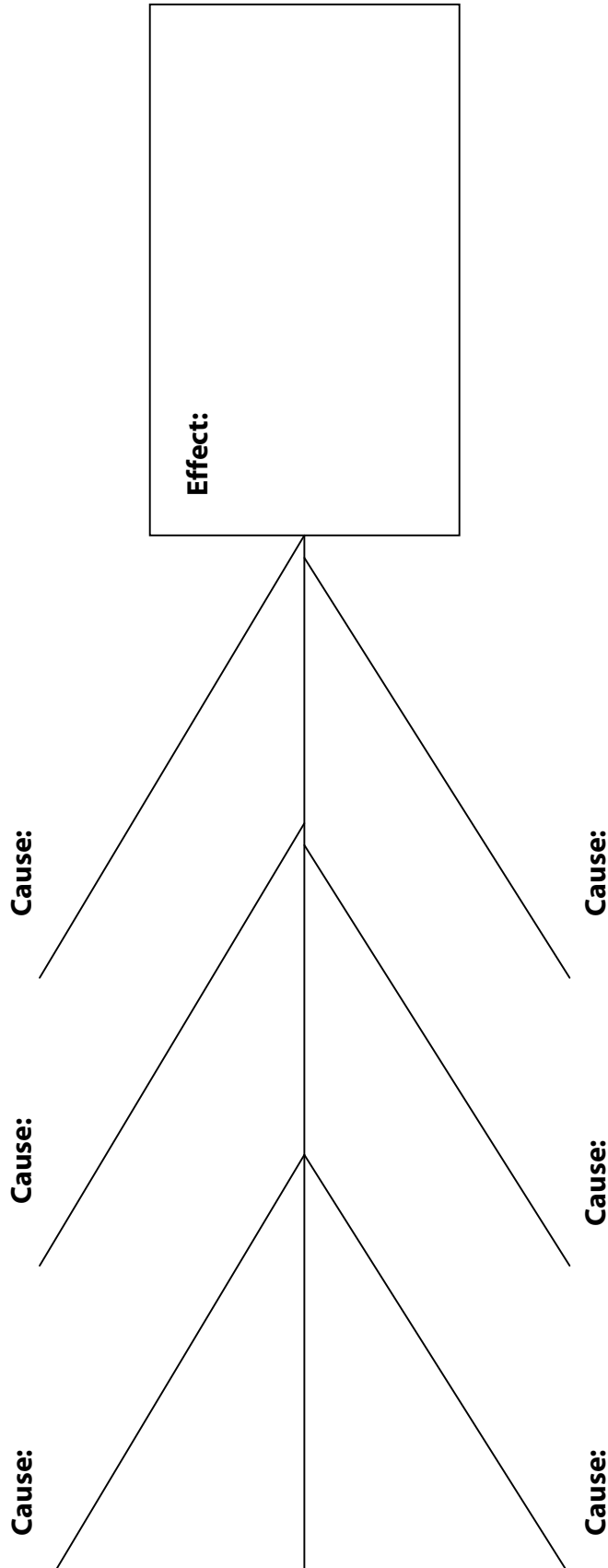


K-L Chart

K now What do I already know?	L earn What did I learn?

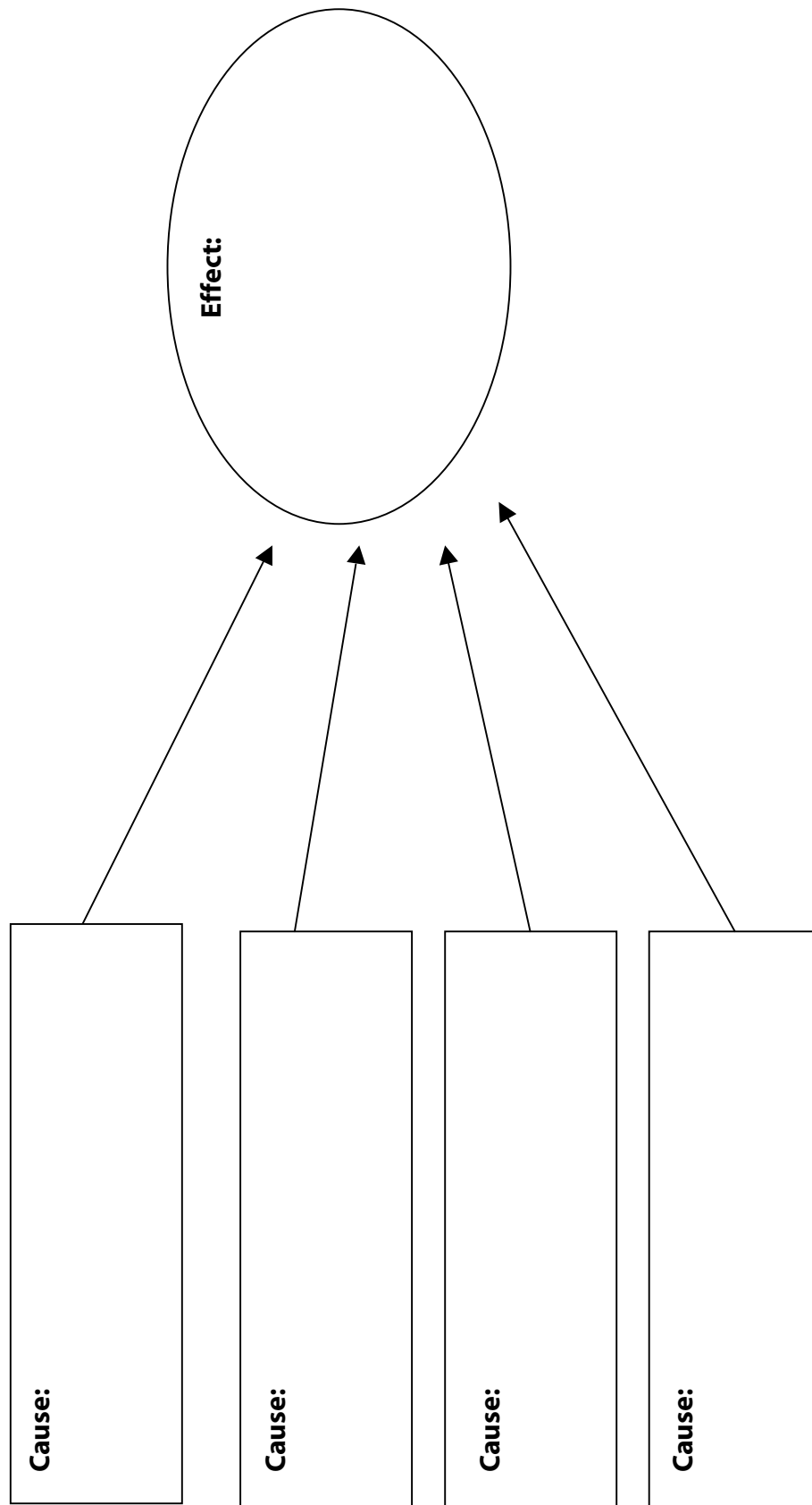
Adapted with permission from Ogle, D. M. (1986). K-W-L: A teaching model that develops active reading of expository text. The Reading Teacher, 39, 564–570.

Cause-Effect Chart (Herringbone)

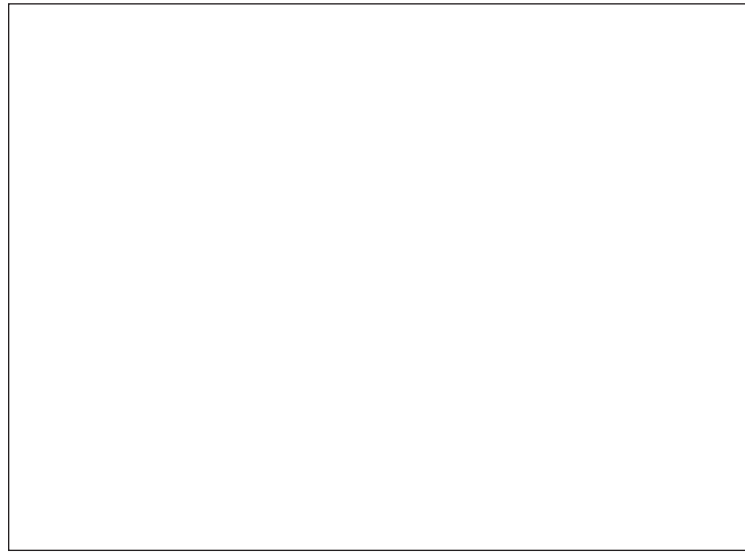


Based on Jones, B. F., Pierce, J., & Hunter, B. (1989). *Teaching students to construct graphic representations*. Educational Leadership, 46(4), 20–25.

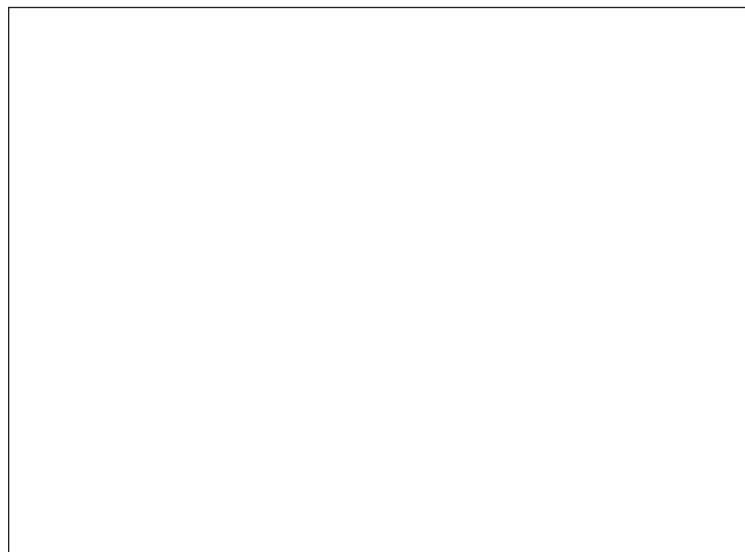
Cause-Effect Chart (Semantic Map)



Cause-Effect Chart (Basic)



A large, empty rectangular box with a thin black border, intended for writing the cause of an event.

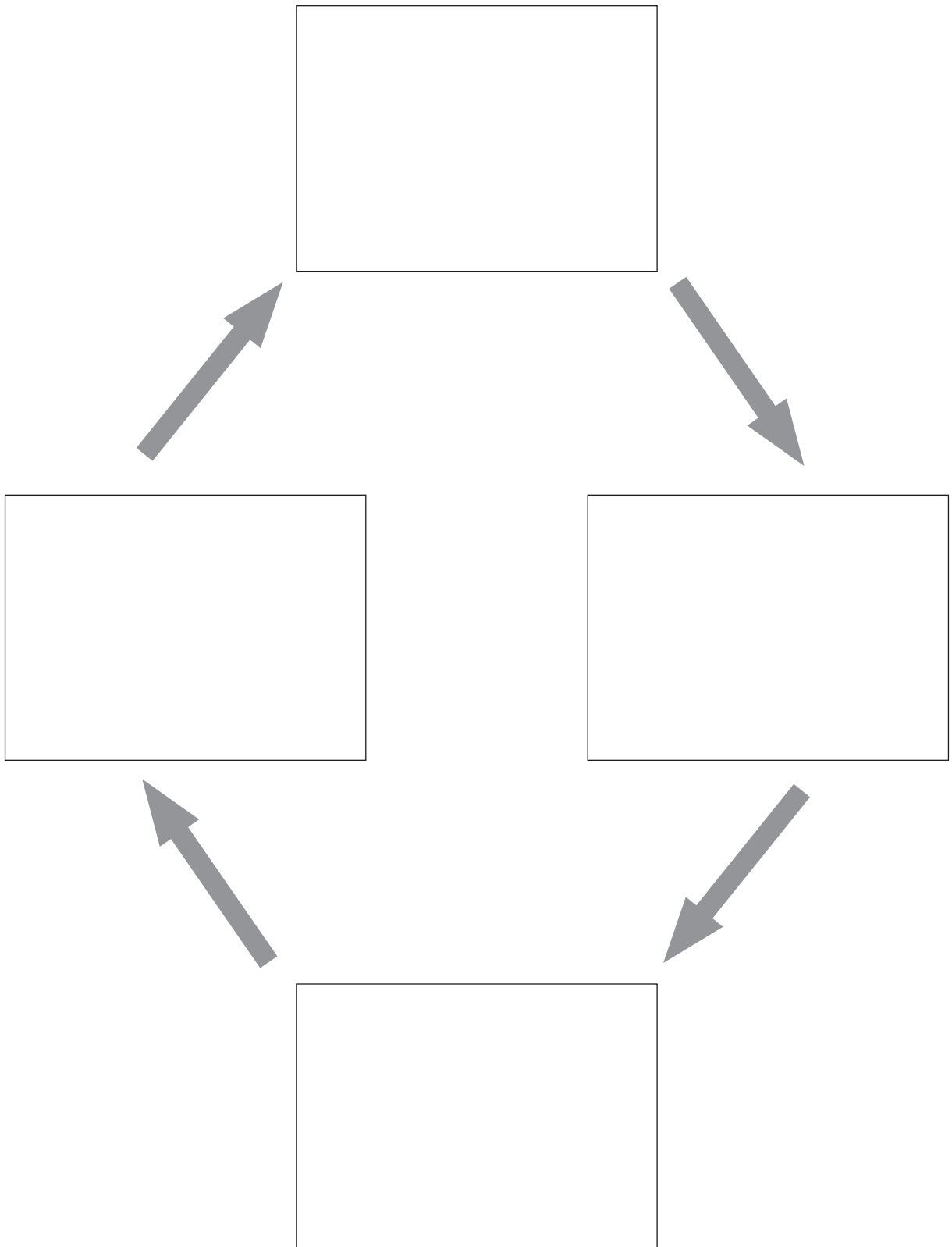


A large, empty rectangular box with a thin black border, intended for writing the effect of the cause.

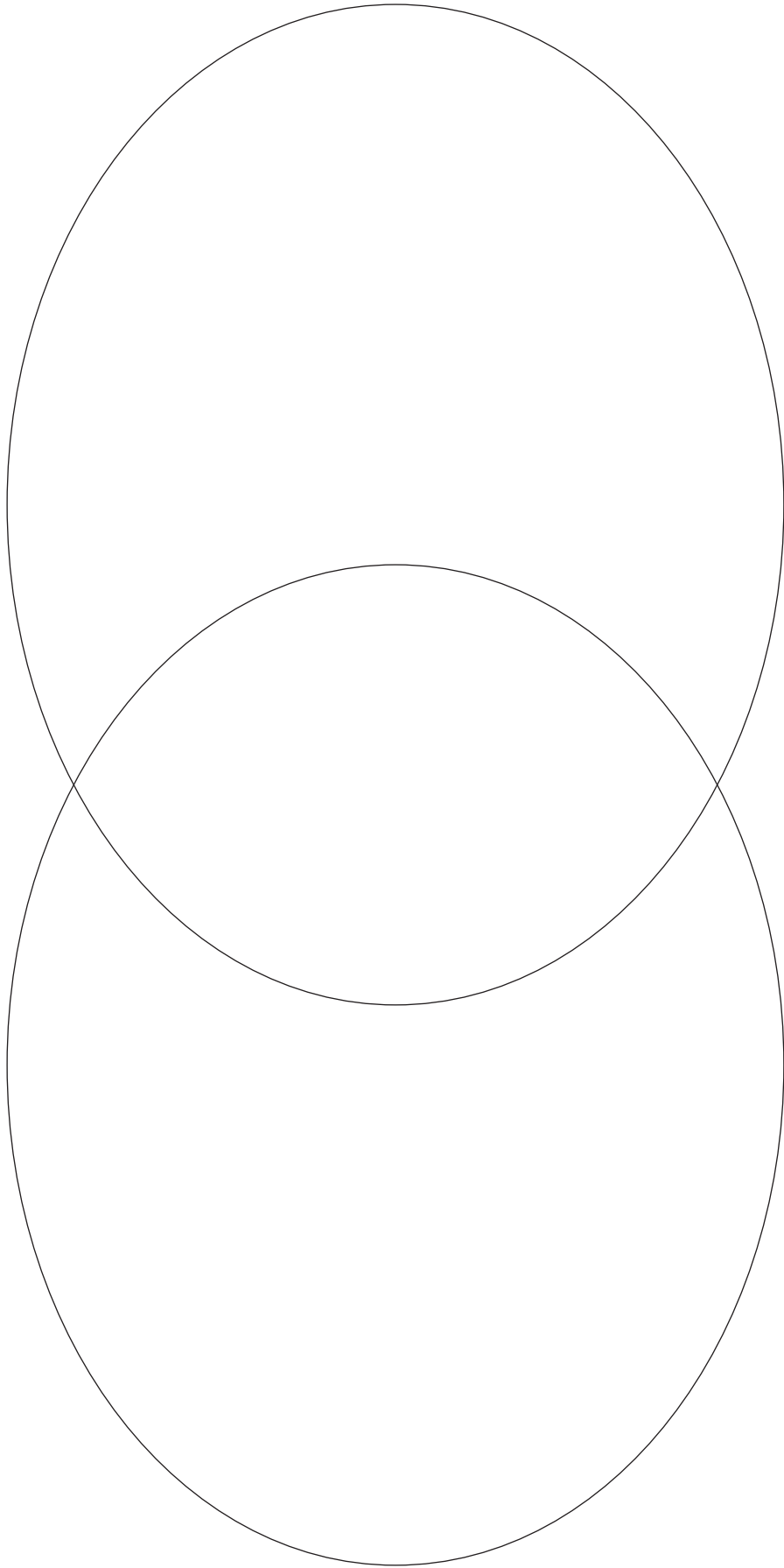
Chronological Ordering/Sequencing

A vertical timeline graphic consisting of a thick grey arrow pointing downwards on the left side. To the right of the arrow are 13 horizontal lines, each extending across the page, providing space for writing or drawing.

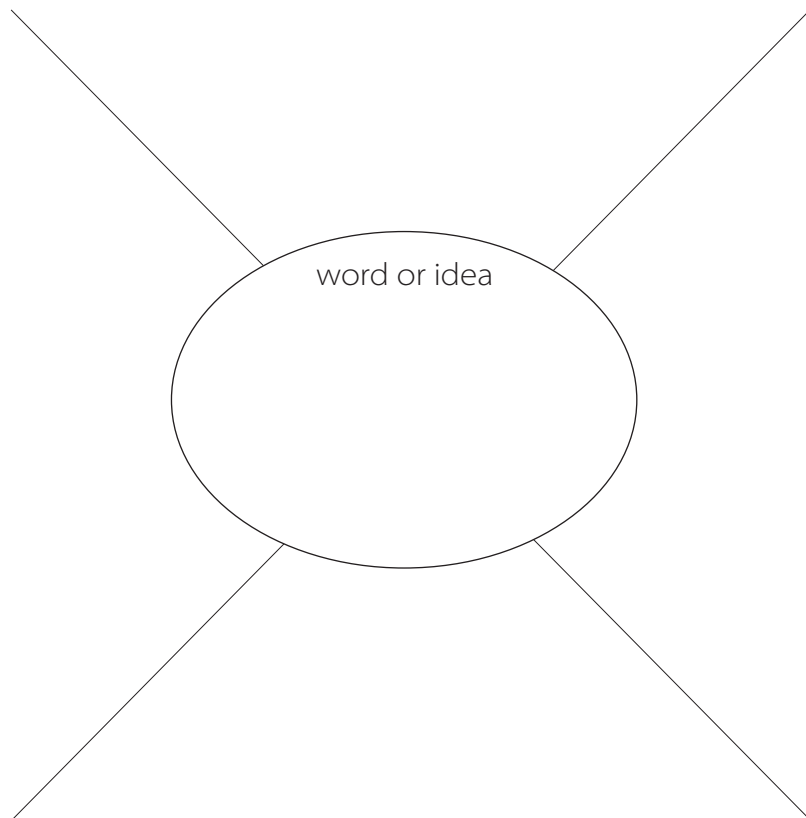
Temporal Sequencing



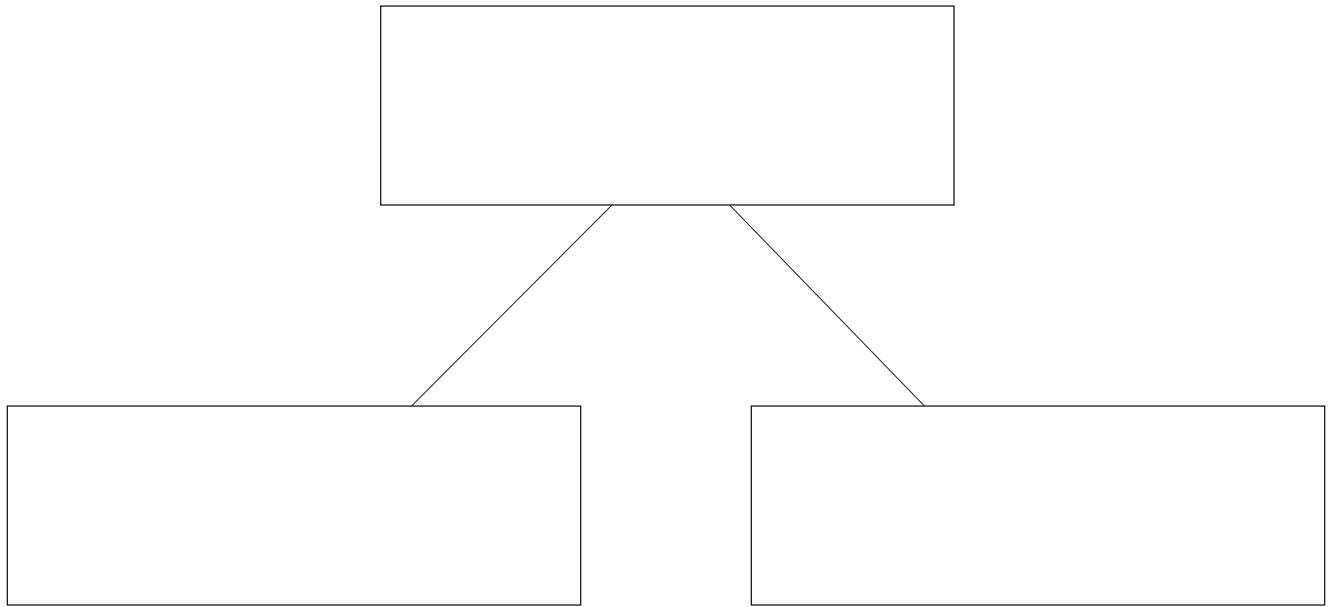
Compare/Contrast



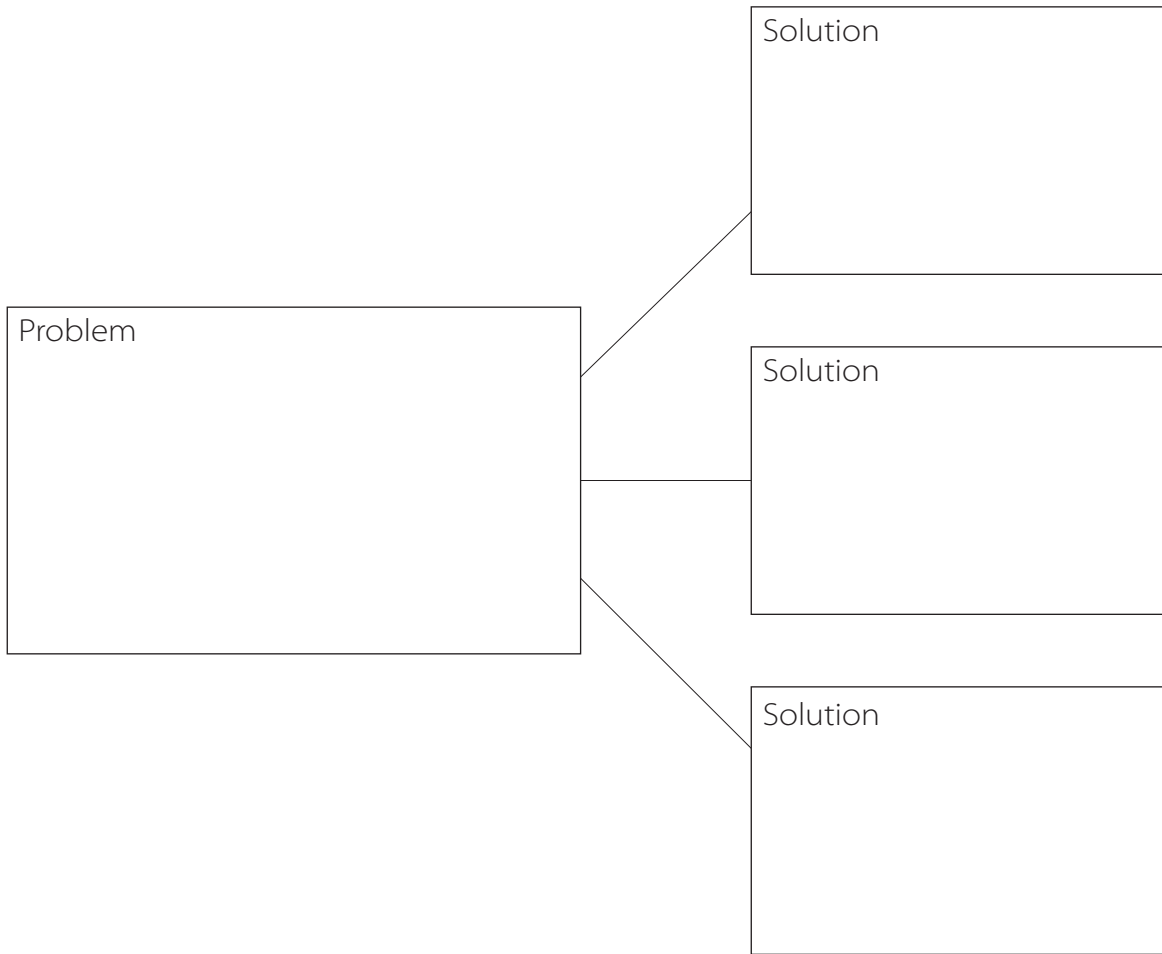
Description (Web)



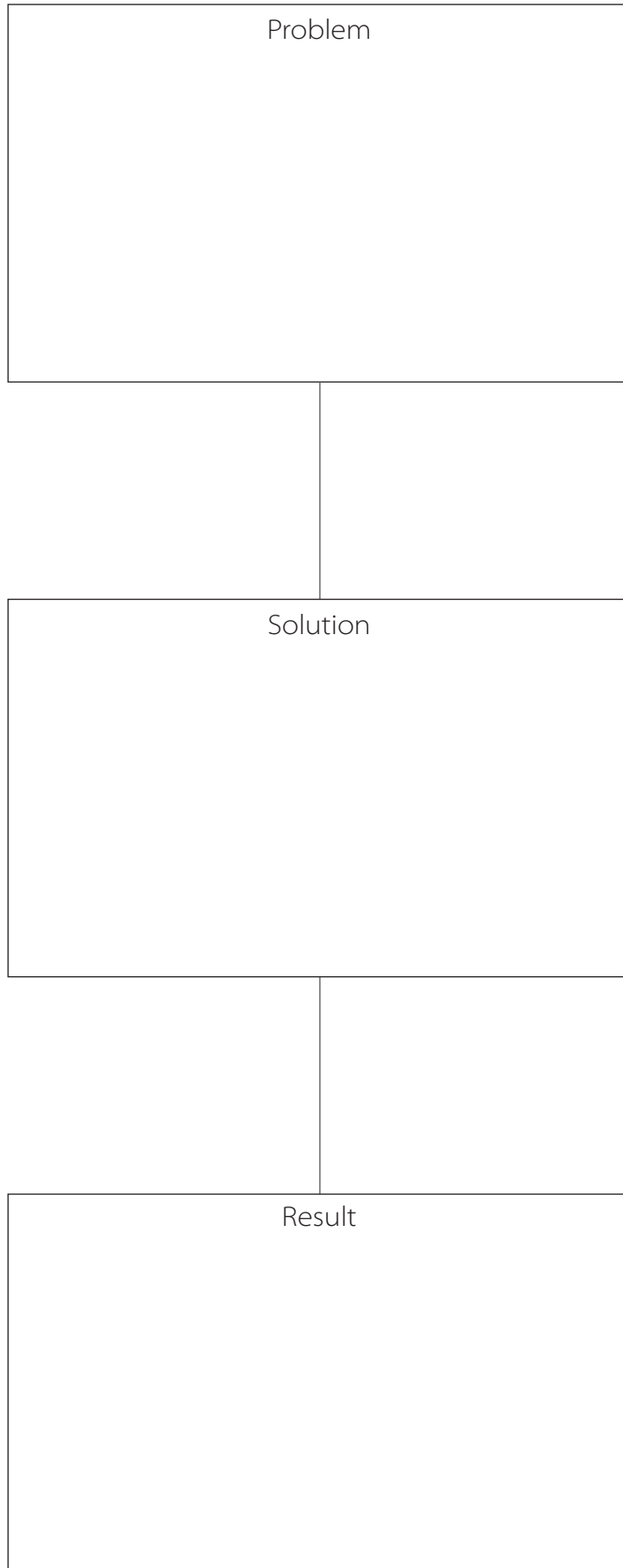
Description (Chart)



Problem-Solution



Problem-Solution-Result



Position-Reason

