



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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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 (Use different question stems: “who,” “what,” “when,” “where,” “why,” and “how.”)

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. _____

