



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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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.