



# **Reading Instruction for Middle School Students**

**Lessons for Improving Comprehension  
Through “Iqbal”  
by Francesco D’Adamo**

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
- Silent reading with frequent checks for understanding

### 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 and 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 and 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.

## **Silent Reading with Frequent Checks for Understanding**

The teacher assigns a specified number of pages to read. Instruct students to read the section again if they get to the end before you stop the class. Students read silently as the teacher also reads and walks around the room to monitor student engagement. Stop periodically to check for understanding through questioning.

### **Modification**

Have students provide some type of cue when they reach a certain point in the text. For example, “When you read to the bottom of page 45, flip over your green card.” When all the green cards are up, the teacher monitors understanding through questioning.