# 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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# Chapter 14
# Teacher Guide and Student Log

# Chapter 14 Teacher Guide

## pp. 107–115

# Day 1 at a Glance

## (50 Minutes)

## Materials Needed Throughout Lesson

- Novel for each student
- Chapter 14 Student Log for each student
- Display of Chapter 14 Student Log (transparency, projected image, etc.)
- Timer

| Activity | Time | Materials | Preparation |
|---|---|---|---|
| **Introduce Vocabulary** | 15 minutes | Yes/No Response Cards (one set per pair of students) | • Prepare Yes/No Response Cards (or use sets from previous instruction).<br><br>• Prepare vocabulary instruction. |
| **Prediction** | 5 minutes | Running list of Get the Gist statements in classroom | |
| **Read the Chapter: Generate Level 1, 2, and 3 Questions** | 30 minutes | Level 1, 2, and 3 Questions Cards | Choose a reading format. |

# Introduce Vocabulary

## (15 minutes)

| | Word | Part of speech | Definition | Reference the book |
|---|---|---|---|---|
| 1. | whitewashed | *adj.* | covered with a thin white paint typically used on walls | We entered the small, whitewashed room, which was almost empty and very neat. (page 107) |
| 2. | international | *adj.* | of or having to do with what happens between two or more countries | There's going to be an international conference on labor problems. (page 109) |
| 3. | conference | *n.* | a meeting to discuss a particular matter | There's going to be an international conference on labor problems. (page 109) |
| 4. | deprived | *v.* | to take a way from; not allow to have | So long as there's a child in this world who is deprived of his childhood, a child who is beaten, violated, or exploited, nobody can say: "It's not my business." (page 111) |
| 5. | distribute | *v.* | to divide into parts and give out to several people | The lame man who came to distribute and collect mail every ten days wasn't to be seen. (page 114) |
| 6. | cowardice | *n.* | a lack of bravery to work through danger, pain, or other difficult things | Forgive my cowardice, Fatima. (page 116) |
| 7. | murmured | *v.* | made a low, unclear sound; whispered | A man has murmured that through the curtain of falling rain he saw Iqbal pass close to the car. (page 118) |

Display the Chapter 14 Student Log so students can follow along as you read. After introducing each word, connect the word to context of the passage and, for at least 3–4 words (depending on time), provide some examples and nonexamples. Use the Vocabulary Template on the following pages to plan this instruction. The procedure is as follows:

**Step 1:** Say the word. Have students repeat the word.

**Step 2:** Tell the students what the word means.

**Step 3:** Tell students how the word is used in the story and explain.

**Step 4:** Give students three to five examples of the word being used in other contexts.

**Step 5:** Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.

**Vocabulary Word:**

**Step 1: Say the word. Have students repeat the word.**

**Step 2: Tell students what the word means. (Write the definition.)**

**Step 3: Tell students how the word is used in the story and explain.**

**Step 4: Give students three to five examples of the word being used in other contexts.**

**Step 5: Ask students to determine whether questions or scenarios are examples or nonexamples of the vocabulary word.**

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# Prediction

## (5 minutes)

1. Have students look at the running list of Get the Gist statements.

2. Say, *Read the gist statement for Chapter 13 to yourself.*

3. *Now follow along as I read the statement.*

   Read the statement with the class.

4. *Now, think about what we have learned so far. In 1 minute I want you to write down a sentence in your Chapter 14 Student Log that tells what you think is going to happen in Chapter 14.*

   Set the timer for 1 minute.

5. When the timer goes off, say, *Partner 1 tell Partner 2 what you think this chapter is going to be about.*

   Monitor discussions and share ideas with the entire class as appropriate.

# Read the Chapter: Generate Level 1, 2, and 3 Questions

## (30 minutes)

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

Choose a format for reading, based on the amount of text, and circle the reading format you plan to use. Remember to choose a variety of reading formats throughout the novel. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format.

| Reading format options | |
|---|---|
| Cloze read | Choral read (repeated) |
| Partner read | Choral read (alternating) |
| Silent reading with frequent checks for understanding | |

Stop at the following places to have students generate Level 1, 2, and 3 questions.

- End of page 76: Level 3 question
- End of page 79: Level 1 question
- End of page 81: Level 2 question

If time remains, students can generate additional questions.

# Day 2 at a Glance

## (45 Minutes)

## Materials Needed Throughout Lesson

- Novel for each student
- Chapter 14 Student Log for each student
- Display of Chapter 14 Student Log (transparency, projected image, etc.)
- Timer

| Activity | Time | Materials | Preparation |
|---|---|---|---|
| **Summarize Narrative Text** | 40 minutes | | Plan modeling of the summarization strategy using the planning box and rubric. |
| **Closure: Verify Predictions and Get the Gist** | 5 minutes | Running list of Get the Gist statements in classroom | |

# Summarize Narrative Text

## (40 minutes)

The purpose of this activity is to help students summarize text across the entire novel. Your students may or may not be familiar with strategies that help them summarize text, so if this is their first exposure you will need to provide explicit instruction, model the process, and provide guided practice.

1. Say: *Today, you will be summarizing Chapter 14. A summary is different from a gist statement. A gist statement is a one-sentence reflection of the most important "who" or "what" of a paragraph or chapter. A summary is still brief, but it can be several sentences long. Like a gist statement, it still provides the most important information, but it can provide more detail than what a gist statement provides. For example, turn to the back of your Iqbal novel. There is a summary of the entire novel. It tells us what the story is about and why it is important.*

2. Model or provide guided practice of the summarization strategy for your students. (If your students are familiar with the process, you may only need to model a few steps.)

3. Finally, have students read the summary (generated during teacher modeling) and rate it according to the rubric. (If students are familiar with the process, they may work in pairs to generate a summary and fill out the rubric.) Students have copies of the planning box and rubric in their Chapter 14 Student Log.

Use the following steps to summarize text with your class:

**Step 1:** Identify the three most important events that occurred in the chapter. List them, in sequential order, in the planning box.

**Step 2:** Identify several important details about each event. List them, in sequential order, in the planning box.

**Step 3:** Develop introductory and closing sentences.

**Step 4:** Write the summary using the information in the planning box.

**Step 5:** Edit.

| Planning |
|---|
| **Introductory sentence** |
| Important event |
|     Detail |
|     Detail |
|     Detail |
|     Detail |
| Important event |
|     Detail |
|     Detail |
|     Detail |
|     Detail |
| Important event |
|     Detail |
|     Detail |
|     Detail |
|     Detail |
| **Closing sentence** |

| Rubric: Summarizing Narrative Text | | | | |
|---|---|---|---|---|
| **Question** | **Student or partner rating** | | **Teacher rating** | |
| 1. Did the author include an introductory sentence? | Yes | Fix up | Yes | No |
| 2. Did the author focus on important events? | Yes | Fix up | Yes | No |
| 3. Did the author include important details? | Yes | Fix up | Yes | No |
| 4. Did the author combine details in some of the sentences? | Yes | Fix up | Yes | No |
| 5. Is the summary easy to understand? | Yes | Fix up | Yes | No |
| 6. Did the author correctly spell words, particularly the words found in the article? | Yes | Fix up | Yes | No |
| 7. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things? | Yes | Fix up | Yes | No |
| 8. Did the author use correct punctuation, including a period at the end of each sentence? | Yes | Fix up | Yes | No |

# Closure: Verify Predictions and Get the Gist

**(5 minutes)**

## Verify Predictions

*Let's look back at our predictions and see if we were correct. First 1s then 2s: Share your prediction with your partner. Were you correct?*

Give partners a minute to discuss and then have a few students share with the group.

## Get the Gist

*(Klingner et al., 2001)*

By now, your students are familiar with the process for creating a gist statement. Have students create a Get the Gist statement for the entire chapter and write it in their student logs. Students may then share their statements. Remember to vary the ways in which you have students respond:

- Partner work
- Individual work
- Discussion as a class

Record the statement on the daily Get the Gist chart in your classroom; you will refer to it during the next chapter lesson.

# Chapter 14 Student Log

**pp. 107–115**

# Vocabulary

|  | Word | Part of speech | Definition | Reference the book |
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# Prediction

_____

_____

_____

# Generate Level 1, 2, and 3 Questions

_____  **Level 1 Level 2 Level 3**

             ☐   ☐   ☐

_____

_____

_____  **Level 1 Level 2 Level 3**

             ☐   ☐   ☐

_____

_____

|  | **Level 1** | **Level 2** | **Level 3** |
|---|---|---|---|
| _____ | ☐ | ☐ | ☐ |

_____

_____

|  | **Level 1** | **Level 2** | **Level 3** |
|---|---|---|---|
| _____ | ☐ | ☐ | ☐ |

_____

_____

|  | **Level 1** | **Level 2** | **Level 3** |
|---|---|---|---|
| _____ | ☐ | ☐ | ☐ |

_____

_____

# Summarization Procedure

**Step 1:** Identify the three most important events that occurred in the chapter. List them, in sequential order, in the planning box.

**Step 2:** Identify several important details about each event. List them, in sequential order, in the planning box.

**Step 3:** Develop introductory and closing sentences.

**Step 4:** Write the summary using the information in the planning box.

**Step 5:** Edit.

| Planning |
|---|
| **Introductory sentence** |
| Important event |
| Detail |
| Detail |
| Detail |
| Detail |
| Important event |
| Detail |
| Detail |
| Detail |
| Detail |
| Important event |
| Detail |
| Detail |
| Detail |
| Detail |
| **Closing sentence** |

| Rubric: Summarizing Narrative Text | | | | |
|---|---|---|---|---|
| **Question** | **Student or partner rating** | | **Teacher rating** | |
| 1. Did the author include an introductory sentence? | Yes | Fix up | Yes | No |
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# Get the Gist

Who or what was the chapter about?

_____

_____

What was the most important thing about the "who" or the "what"?

_____

_____

Write your gist statement in 10 or fewer words.

_____    _____    _____    _____    _____

_____    _____    _____    _____    _____