



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

Preferred Citation

The Meadows Center for Preventing Educational Risk. (2012). *Reading instruction for middle school students: Lessons for improving comprehension through “Iqbal” by Francesco D’Adamo*. Austin, TX: Author.



© 2012 Texas Education Agency/University of Texas System

These materials are copyrighted © by and are the property of the Texas Education Agency and The University of Texas System and may not be reproduced or distributed without their written permission, except by Texas public school educators under the following conditions:

1. Any portion reproduced or distributed will be used exclusively for nonprofit educational purposes in Texas.
2. No monetary charge is made for the reproduced materials, any document containing them, or any activity at which they are distributed; however, a reasonable charge to cover only the cost of reproduction and distribution is allowed.
3. No modifications or changes can be made to the materials by anyone without the express written permission of the Texas Education Agency and The University of Texas System.

To obtain a license to reprint large quantities, or to use the materials in a manner not specified above, contact licensing@texasreading.org.

Chapter 15 and Epilogue Teacher Guide and Student Log

Chapter 15 and Epilogue Teacher Guide

pp. 116–121

Day 1 at a Glance

(50 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 15 Student Log for each student
- Display of Chapter 15 Student Log (transparency, projected image, etc.)
- Timer

Activity	Time	Materials	Preparation
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.
Review Vocabulary: Use the Frayer Model	15 minutes		

Prediction

(5 minutes)

1. Have students look at the running list of Get the Gist statements.
2. Say, *Read the gist statement for Chapter 14 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 15 Student Log that tells what you think is going to happen in Chapter 15.*

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 strategy for reading, based on the amount of text. Remember to choose a variety of reading strategies throughout the novel. Circle the reading format you plan to use.

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.

Review Vocabulary: Using the Frayer Model

(15 minutes)

(Frayer, Frederick, & Klausmeier, 1969)

	Word	Part of speech	Definition	Reference the book
1.	whitewashed	<i>adj.</i>	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	<i>adj.</i>	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	<i>n.</i>	a meeting to discuss a particular matter	There’s going to be an international conference on labor problems. (page 109)
4.	deprived	<i>v.</i>	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	<i>v.</i>	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	<i>n.</i>	a lack of bravery to work through danger, pain, or other difficult things	Forgive my cowardice, Fatima. (page 116)
7.	murmured	<i>v.</i>	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)

By now, you are aware of your students' ability to use the Frayer Model. You may still need to provide some modeling, and you may only need to provide individual support as you monitor students' work.

Suggestion

Identify 2–3 words from the vocabulary list. Let your students choose 1 vocabulary word to complete the Frayer Model.

Day 2 at a Glance

(45 Minutes)

Materials Needed Throughout Lesson

- Novel for each student
- Chapter 15 Student Log for each student
- Display of Chapter 15 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 15. 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 15 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 15 Student Log

pp. 107–115

Prediction

Generate Level 1, 2, and 3 Questions

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
<hr/>			

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
<hr/>			

Iqbal—Chapter 15 and Epilogue Student Log

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Level 1	Level 2	Level 3
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary

	Word	Part of speech	Definition	Reference the book
1.	whitewashed	<i>adj.</i>	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	<i>adj.</i>	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	<i>n.</i>	a meeting to discuss a particular matter	There's going to be an international conference on labor problems. (page 109)
4.	deprived	<i>v.</i>	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	<i>v.</i>	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	<i>n.</i>	a lack of bravery to work through danger, pain, or other difficult things	Forgive my cowardice, Fatima. (page 116)
7.	murmured	<i>v.</i>	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)

DEFINITION		CHARACTERISTICS	
	WORD		
EXAMPLES		NONEXAMPLES	

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
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

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.
