

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.

"Iqbal": Overview of Daily Activities

INTRODUCTION	CHAPTER 1
Day 1 (60 minutes)	Day 1 (60 minutes)
□ Introduce Vocabulary	□ Introduce Vocabulary
\Box Read the Introduction	
 Build Background Knowledge Preview Elements of the Novel 	Read the Chapter: Generate Level 1 and 2 Questions
	□ After Reading: Does It Make Sense?
	Closure: Verify Predictions and Get the Gist
CHAPTER 2	CHAPTER 3
Day 1 (50 minutes)	Day 1 (60 minutes)
□ Introduce Vocabulary	□ Review Vocabulary
□ Build Background Knowledge	\square Read the Chapter: Generate Level 1 and 2
□ Read the Chapter: Generate Level 1 and	Questions
2 Questions	Extended Reading
Day 2 (50 minutes)	Day 2 (50 minutes)
□ Continue Reading the Chapter: Generate	□ Continue Reading the Chapter: Generate
Level 1 and 2 Questions	Level 1 and 2 Questions
□ After Reading: Does It Make Sense?	□ After Reading: Does It Make Sense?
□ Closure: Verify Predictions and Get the Gist	□ Closure: Verify Predictions and Get the Gist
Extended Reading	Extended Reading

CHAPTER 4	CHAPTER 5
Day 1 (60 minutes)	Day 1 (65 minutes)
□ Introduce Vocabulary	□ Introduce Vocabulary
□ Prediction	□ Prediction
\Box Read the Chapter	\square Read the Chapter: Generate Level 1 and 2
□ After Reading: Introduce the Frayer	Questions
Model	□ After Reading: Use the Frayer Model
Day 2 (45 minutes)	Day 2 (45 minutes)
□ After Reading; Introduce the Frayer	□ After Reading: Use the Frayer Model
Model	□ After Reading; Does It Make Sense?
□ After Reading: Does It Make Sense?	\Box Closure: Verify Predictions and Get the
\Box Closure: Verify Predictions and Get the	Gist
Gist	Extended Reading
Extended Reading	
CHAPTER 6	CHAPTER 7
Day 1 (60 minutes)	Day 1 (50 minutes)
□ Introduce Vocabulary	□ Introduce Vocabulary
□ Build Background Knowledge	□ Read the Chapter: Generate Level 3
\Box Read the Chapter	Questions
Day 2 (50 minutes)	Day 2 (40 minutes)
□ Introduce and Model Level 3 Questions	After Reading: Use the Frayer Model
□ After Reading: Does It Make Sense?	□ After Reading: Does It Make Sense?
□ Closure: Verify Predictions and Get the Gist	□ Closure: Verify Predictions and Get the Gist
Extended Reading	

CHAPTER 8	CHAPTER 9
Day 1 (50 minutes)	Day 1 (55 minutes)
□ Introduce Vocabulary	Extended Reading
Prediction	□ Prediction
□ Build Background Knowledge	\Box Read the Chapter
Day 2 (55 minutes)	Day 2 (60 minutes)
□ Read the Chapter: Generate Level 1, 2 and 3 Questions	After Reading: Semantic Features Analysis of Character Traits
Review Vocabulary: Use the Frayer Model	 After Reading: Does It Make Sense? Closure: Verify Predictions and Get the
□ After Reading: Does It Make Sense?	Gist
Closure: Verify Predictions and Get the Gist	□ Extended Reading
CHAPTER 10	CHAPTER 11
Day 1 (65 minutes)	Day 1 (60 minutes)
□ Introduce Vocabulary	□ Extended Reading
□ Prediction	□ Prediction
Build Background Knowledge	\Box Read the Chapter: Generate Level 1, 2,
 Read the Chapter: Generate Level 1, 2, and 3 Questions 	and 3 Questions
Day 2 (60 minutes)	Day 2 (50 minutes)
Review Vocabulary: Use the Frayer Model and What Word Fits?	Review Vocabulary: Use the Frayer Model
□ After Reading: Does It Make Sense?	□ After Reading: Does It Make Sense?
Closure: Verify Predictions and Get the Gist	Closure: Verify Predictions and Get the Gist
Extended Reading	□ Extended Reading

	CHAPTER 12	CHAPTER 13
Day	1 (50 minutes)	Day 1 (50 minutes)
	Introduce Vocabulary	Build Background Knowledge
	Prediction	
	Build Background Knowledge	□ Review Vocabulary: Semantic Features
	Read the Chapter: Generate Level 1, 2, and 3 Questions	Analysis
Day	/ 2 (55 minutes)	Day 2 (50 minutes)
	Finish Reading the Chapter: Generate Level 1, 2, and 3 Questions	□ Read the Chapter: Generate Level 1, 2, and 3 Questions
	Build Background Knowledge	□ Review Vocabulary: Semantic Features
	Review Vocabulary: What Word Fits?	Analysis
	After Reading: Does It Make Sense?	□ Closure: Verify Predictions and Get the Gist
	Closure: Verify Predictions and Get the Gist	Oist
	CHAPTER 14	CHAPTER 15 AND EPILOGUE
Day	1 (50 minutes)	Day 1 (50 minutes)
	Introduce Vocabulary	
	Prediction Read the Chapter: Generate Level 1, 2,	□ Read the Chapter: Generate Level 1, 2, and 3 Questions
	and 3 Questions	Review Vocabulary: Use the Frayer Model
Day	/ 2 (45 minutes)	Day 2 (45 minutes)
	Summarize Narrative Text	□ Summarize Narrative Text
	Closure: Verify Predictions and Get the Gist	□ Closure: Get the Gist