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
Preferred Citation


© 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.
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.