Seventh Grade Common Core Language Arts Reading Session One

*Sample mentor comments are presented in italics throughout the lesson plan.*

Focus: Good readers have a collection of Proficient Reader Strategies to draw from as they interact with texts.

Materials: composition or spiral notebook, pen/pencil, reading textbook and novel, glue stick

Genre: Active Reading Strategies

 Before Reading

1. *Hi, I’m (name). We’ll be working together once a week, practicing skills good readers use. I’m*

*thinking you might want to know a little bit about me, and I definitely want to know about you, so I’m going to give you a one-minute introduction to me, then I’ll ask you to give me a one-minute introduction to you.* Establish rapport.

Ideas: what your profession is; your connection with the school; something about your family;

what activities you enjoy; what personal achievement makes you most proud; a goal you have yet to achieve; a person you would like to spend a day with, living or dead, real or fictitious; where you’d like to be ten years from now; what you did this summer; what music you like; and/or your favorite movie; etc. Next, ask the student to do the same.

1. *We’re ready to begin our work together! Each week when we read, please bring your*

 *reading/writing journal, a copy of your LA reading textbook, and copy of the book you are reading* *in LA class or by yourself outside of class. I’m glad you brought those today.*

If the student does not have a composition book or spiral notebook to use, talk with a school employee to obtain one. The student will be writing each time you meet.

1. *Today we are going to talk about what good readers do. Later we will use these strategies as*

*we read together.*

Begin with mentor and student free writing for three minutes in the journal. Fold a blank page the long way, hotdog style. On one side of the page, write to these prompts:

*What is reading? What makes a good reader? What makes reading easy? What makes reading fun?*

After the student has filled the column, introduce the next set of prompts. Write on the blank side of the page.

*What makes reading hard/difficult? What makes reading no fun at all? What makes someone a poor reader?*

1. After the student has finished writing a column, the mentor and student rate themselves as

readers.

A ONE loves to read, reads whenever he/she gets a chance, even reads cereal boxes.

A TWO likes to read if he/she gets to pick what they read. He/she may read magazines, newspapers, comic books, but he/she reads by choice and doesn’t mind reading what is assigned in class.

A THREE never reads. He/she doesn’t like to read. He/she avoids reading social studies and science assignments. If a book is assigned for class, a THREE will not read it.

Share. *Are you a ONE, a TWO, or a THREE?* Refer to the earlier prompts used for free writing during your discussion.

1. *Reading is thinking. When we read we have to figure out how the letters sound to determine*

*what words we are reading. At the same time, we have to think about the meanings of those words to find out what the text, story, article, or chart, means.*

*Many people think someone is a good reader if they read quickly, can pronounce all of the words, or use expression when they read. That is not always true. Some readers read fast, so fast that we almost can’t follow them when they read out loud, but they don’t remember or understand what they read. They may be able to pronounce a word, but they don’t know what it means. Good readers have a set of strategies, reading tools, which they use to help them understand what they read. They might not even realize they are using these tools, but they are using their reading tools without even thinking about it. When we work together, we are going to practice using some of these tools. As we practice using the tools, you will begin to use them without even realizing that is what you are doing. You will be a proficient reader.*

*When it comes to reading, understanding what you read is probably the most important thing of all. What does it mean, to understand?*

Solicit student response.

*Understanding is being able to explain information, connect it to previous knowledge, and use information. Specific strategies help readers understand what they read. Let’s list those strategies in our journals.*

The student writes the strategies below in the journal. All of these strategies work together to make meaning.

 During Reading

1. Read over the strategies together, and talk about them.

What do good readers do to help them understand what they read? They use Active Reading Strategies.

Make connections Ask questions Visualize Draw inferences

Determine important details Synthesize information Predict Fix misunderstandings

Mark the text

Mentor notes for the discussion:

\*Readers think about making connections with the text, their lives, and the larger world; text to self, text to text, and text to world connections.

\*Asking questions keeps readers engaged and helps them clarify understanding.

\*Visualizing is when active readers create images in their minds based on what they read.

\*Drawing inferences involves taking what is known, gathering clues while reading, forming conclusions.

\*Good readers differentiate between less important and key ideas central to a text’s meaning.

\*Good readers combine new information and existing knowledge and form new ideas or interpretations.

\*When confusion interrupts making meaning, readers need to stop and use a “fix up” strategy.

\*Good readers mark the text with pen, pencil, highlighter, and or post-it notes.

1. Choose a short selection from the reading textbook, from the student’s novel, or from a

piece of text you have brought with you. The mentor stops and thinks orally while reading to model using Proficient Reader Strategies.

Closing

1. *I enjoyed our time together today, and I am proud of what we accomplished. Thank you for*

*sharing information about yourself. I will be back next week on \_\_\_\_\_. We’ll begin practicing the Good Reader Strategies. What comments and questions do you have for me?* Answer questions if you are able. If not, find out the answers for next week. Shake hands.

1. Before you leave please fill out the Teacher/Mentor Communication Log, check the school

calendar for potential conflicting and upcoming events, check your personal calendar to make sure you will be able to return when you told the student you would as the student will be looking forward to seeing you, and share any questions or concerns with a school employee—teacher, counselor, principal, etc.—before leaving the building. Thank you for sharing your time and talent.