Seventh Grade Common Core Standards for Literature (Fiction)Session 2

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

Focus: Good readers use Strategic Reading Strategies. Readers read for varied reasons; authors write for varied reasons. There are many genres of fiction and of non-fiction. Information from the text helps to identify main ideas, some of which are stated directly and some of which are suggested.

Materials: Reading textbook or a novel; journal; pencil/pen; post-it notes

Genre: Types of text, reading and writing purposes, elements of literature

Before Reading

1. *Hi! What’s happening? How was your week? How about those Panthers?* Break the ice, catch

up, share something about your week. Bring up something that happened at school or in the news. Build rapport.

1. *Today we’ll be exploring the main idea of what we read. We’ll use the active reading strategies*

*we talked about last week as we do that.* Refer to the strategies written in the student’s journal. Reread them together and talk about them using the Session One Lesson Plan information.

*When we read, we read for different reasons or purposes. Sometimes we read to learn more about a subject as we do in science or social studies or just because we’re interested in it, \_\_\_\_\_\_ for example. Sometimes we read for fun, just to be entertained. Some people like to read \_\_\_\_\_ just for fun. Sometimes we read to find out what other people think about varied topics, \_\_\_\_\_ for example.*

*Authors write for different purposes just as we read for different purposes. Authors write to inform, entertain, and persuade, which is where the main idea fits. The main idea is what the writing, the text, is all about. It is the point of the text. Sometimes the main idea is in the title of the writing. Sometimes it is in a sentence at the beginning or end of the writing. Sometimes we have to look at details in the writing to determine what the main idea of the piece of writing is. We are talking about main idea and supporting details today. Let’s do some note-making in our journals.*

1. Fold a blank journal page in half the long way, hot dog style. On one side write *Authors’*

*Reasons for Writing. O*n the other side of the page, write *to inform, entertain, and persuade.* Skip a line. Under *Author’s …* write *Main Idea*. Across from that, write *the point of the text, what the writing is all about, the big idea.* Below add *often the beginning or ending* sentence, beneath write *use details for proof/evidence.* Title and date the page.

1. *While we are discussing main idea, it makes sense to talk about genres. What is a* genre? *It’s*

*the type of writing or text we are reading. When asked what a* genre *is, many people answer* fiction *or* non-fiction. *Just what is fiction or nonfiction?* Fiction is writing which is made up, which is not true,although it might be realistic or seem to be true. Non-fiction is writing which is true. *What are the different types of fiction and non-fiction we might read?*

Use a 7th grade reading textbook to flip through and identify genres together. Use the word *genre* instead of *type*. Use the word *text* to mean the material you are reading and even a movie or song. Fiction includes mystery, horror/ghost stories, science fiction, fantasy, realistic fiction, myths, etc. Non-fiction includes biographies, autobiographies, factual writings, etc. *A poem could be fiction or non-fiction, correct? Sometimes you will hear writing in sentences and paragraphs called prose to distinguish it from poetry.* Add information to the *Reading Notes* page in the student’s journal.

 During reading;

1. Select a short piece of fiction to read orally. The more time remaining in the session, the

longer the reading selection could be, but still limit length to a few pages, because it would be best if the student also has an opportunity to select, read, and use the Active Reading Strategies.

1. The mentor models using Active Reader Strategies as noted in the student’s journal:

preview, question, make connections, look for main idea and supporting details, etc. Don’t use the post-it notes. Talk about what the main idea might be and how you could prove your hypothesis is correct.

1. If time permits, chose a second short piece of fiction for the student to read orally using

Active Reader Strategies, etc. as in 6, above.

 After reading:

1. Evaluate the oral reading.

*How do we feel about the reading we did? Was it easy to figure out the main idea? Was it*

*easy to prove that our hypothesis was correct? What could we have done to make it easier to discuss what we read and what was important about it?*

1. Draw out suggestions about note-making and marking the text. Next session you will use a

graphic organizer, the K-W-L chart, and post-it notes to mark the text.

 Closing:

1. *Super! We took some important notes about our purposes for reading and authors’ purposes*

*for writing. We identified genres of fiction and non-fiction. We began using good reader* *strategies of previewing, making connections, predicting, questioning, determining important details, fixing misunderstandings, etc. We experimented with identifying the main idea by using supporting details. We accomplished everything we set out to do in today’s session! We made some suggestion about how we could improve our efforts during our next session together. I’m proud of our work together. We achieved quite a bit.*

1. Use the additional closing activities outlined in Session One. Thank you for your time and

talent.