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

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

Focus: Good readers use information from the text to support main ideas, some of which are stated directly and some of which are suggested. Good readers mark the text and use graphic organizers to manage the information they are collecting.

Materials: Reading text, novel, or short story; journal; pencil/pen, post-it notes

Genre: Fiction

Before Reading:

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

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

1. *Today we are going to review some of the ideas we’ve talked about in our two previous*

*sessions: Good Reader Strategies, identifying the author’s main idea and supporting details, and marking the text. We will also use a K-W-L chart to organize our thoughts before, during, and after reading.*

1. Review Proficient Reader Strategies and notes on Main Idea and Supporting Details

written in the journal.

1. Together select a short fiction piece from the textbook or work with a short chapter or

a few pages in the book the student is reading. The chapter does not need to be in sequence. The selection you make may be read later in class. Good readers read their texts more than once. Re-reading is another strategy we will encourage.

1. Preview/survey the reading selection with the student: pictures, captions, information in

sidebars, first sentences of paragraphs, graphics, etc.

*Reading actually starts before we even read a first sentence, doesn’t it?*

1. Explain the K-W-L chart. Divide a blank page in the journal into three equal sections using

Two vertical lines. Label the three sections: *What I Know, What I Want to Know, What I Learned (in the future, K-W-L). What I Know* will contain background information known previously about the topic by the reader and information gathered during previewing the selection. *What I Want to Know* will contain questions the reader has before reading and will include questions. *What is the author’s main idea in this selection? How can I prove that? What details prove I am right about the main idea?* The W section will also include unknown words. *What I Learned* will include the main idea and details, answers to the questions in the W section, and corrections of information written in the K section.

During Reading:

1. Preview the reading selection. During previewing, make connections with what you know about

the topic of the selection. Ask questions. Make predictions. Read first sentences and words in bold print. Read questions and information in sidebars. The mentor and student work together. If the student is not forthcoming with ideas, the mentor’s role becomes more one of modeling. This activity is a team effort between the mentor and student.

1. After previewing, fill in the K portion of your chart with what you know now. The mentor takes

a leading role as needed, encouraging the student to participate with ideas.

1. Fill in the W portion of the chart with what you want to know. This will include questions about

the main idea of the selection and supporting information. The mentor is encouraging and takes a leadership role as needed.

1. Read the selection orally. Take turns reading. The mentor reads one sentence, then the

student reads one sentence, or increase the reading to alternating paragraphs if the student is comfortable reading orally. Use the stop and think method, thinking out loud, making

connections, questioning, rereading, marking the text with post-it notes, etc. Refer to the Active Reader Strategies written in the journal. As you come across unknown words, mark the spots with post-it notes. The mentor is modeling during his/her reading and encourages the student to follow his/her lead using strategies.

After Reading:

1. Go back to the K-W-L chart in the student’s journal. Complete the L section.

*Were we right about our predictions in the K section of the chart?* Can we say *what some of these unknown words mean?* *Can we answer the questions we had while reading?* *Do we know what the author’s purpose was in writing this story? Do we know what the main idea was?* *What in the story makes us think the way we do? How do we know our ideas are right? Can we prove it? How? Can we point to the text, put our finger on the part that makes us think as we do? What did we learn?*

During discussion, point to the text, have the student put his/her finger on the page to show where the evidence is which proves the conclusions you are drawing about the main ideas and word meanings are correct. If the conclusions are not correct, share your thinking orally.

*I don’t think so. I think …. Because right here it says…What do you think? You know, the writing doesn’t really say that, does it? But we know it. That’s using what we know and what the author says to figure something out, another good reader strategy.* Use the post-it notes. Go back to the text.

1. Complete the K-W-L chart. The K is already complete. The W contains the questions you

had prior to reading and what you added as you read. Complete the L section with all that you learned.

Closing:

1. *We accomplished so much today! We used the K-W-L chart to organize our learning before,*

*after, and during reading. We practiced Proficient Reader Strategies. We determined the main idea of the selection and found proof in supporting details, determining the main idea We worked together collaboratively, not just cooperating, but creating. That’s impressive. I’m proud of us and how much we achieved toady.*

1. Refer to Session One for additional closing activities. Thank you for your time and talent.