Seventh Grade Common Core Standards for Literature Session Four

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

Focus: Good readers study the different parts of a text and how they affect its meaning. They gather and use important information from the text to support the author’s main ideas and to briefly summarize a piece of writing.

Materials: 7th grade reading textbook/novel, journal, pen/pencil, colored pencils, post-it notes

Genre: Fiction

Before reading:

1. Establish rapport.
2. *Remember last week when we made that super K-W-L Chart? We didn’t write a summary.*

*Today we’re going to explore parts of what we read, such as characters and setting, and we’re going to write a r-e-a-l-l-y short summary! Let’s start by setting up the graphic organizer we will use.*

1. Turn to the next blank page in the student’s journal. Use colored pencils to draw the graphic

organizer as described. On the front, across the top third of the page, draw three squares of equal size. Label one *Characters,* one *Setting,* and one *Problem.* Repeat the process on the bottom of the page. Label the boxes *Outcomes, Unknown Words,* and *Main Idea.*  Label the center section of the page *Gist Statement.* Divide the back of the page into two sections, hamburger style. Label one *Questions* and one *Summary.* The mentor will also need to create a graphic organizer for today’s lesson.

1. Mentor and student each choose a short fictional reading selection from the reading textbook

or the student’s novel. Write the name of the selection at the top of the graphic organizer.

1. *As we read today, we are going to collect key words which are important to understanding the*

*main ideas of the reading. We* *will choose words for each of the boxes on the front of the organizer, but* *before we begin reading, let’s talk about what these categories—character, setting, problem, outcomes--mean to us. We can use the glossary at the back of the textbook to help us.*

Discuss the terms on the graphic organizer. Definitions for these terms may be found in the reading text at the back in the “Glossary of Literary and Nonfiction Terms.” Refer to this section during this discussion. For *problem*, link it with *conflict*, *outcomes*are *resolutions*, *unknown words* are *vocabulary.* Include *theme* when you talk about *main idea*.

Take turns reading the explanations of the chart terms from the glossary.

1. *Before we begin reading, we are going to preview the text.* Point out and comment upon titles,

pictures, captions, information in sidebars. Predict. Connect. Question.

*Now we can write a* Gist Statement*. What do we think the piece will be about? That’s the main idea or the gist of the text. Do we have questions or information we want to find out? Let’s add our ideas to the graphic organizer in the Gist Statement and Questions* sections.

During Reading:

1. Mentor models, reading his/her selection orally, carrying on a think aloud, and using active

reading strategies. Mentor reads the selection a second time, choosing key words. Good readers often reread. Words may come from the text or they might be a combination of the text and mentor reaction. Use the categories on the organizer to guide word choices. Limit the number of key words. The idea is to pick only the most important/significant words which are important to the meaning of the text.

Then use the words from the categories to summarize the selection read in exactly twenty-five words, no more, no less. Revising in front of the student to limit or get to twenty-five and using your key words in the summary are desirable. Ask the student to evaluate your summary, asking if you included the most important facts and kept the summary short enough. Note that you chose words other than names for the character section.

*Did I get the main idea of the writing? Do I have supporting details in my summary?*

1. The student completes the same process the mentor just modeled. The student reads his/her

selection orally, thinking out loud and using Proficient/Active Reader Strategies. Turn to the page in the journal where the strategies are written for easy reference by the student while reading.

1. After reading the selection once, the student reads the selection a second time, choosing

key words and marking them or note-making with post-it notes. The student uses the graphic organizer to help him/her select key words for each category. After reading a second time, the student records the chosen words on the graphic organizer. The student may read a third time, if needed. If the student is “stumped,” the mentor may make suggestions.

1. If questions arise during reading, encourage the student to add them to the questions on the

back of the graphic organizer.

After Reading:

1. To student: *You are going to use as many of these words as you can to write a twenty-five*

*word summary of your reading on the back of your graphic organizer.*

Student writes a twenty-five word retelling of the story using the key words he/she chose during reading. After the student drafts the summary, work together as needed to revise. It can take several revisions to get the short summary “just right.” Revision is key to good writing.

1. Evaluate word choice. Evaluation may take the form of discussion or quick write in journal.

*Now that you’ve written this summary, how do you feel about how well you did choosing the key words that you did? How difficult was it to use them to summarize? Would someone who had never read the story get a good idea of that it is about by reading over the key words you chose? If they read over your key words before they read, could they make an accurate prediction of story details in their Gist Statement? Is the main idea of the selection in your summary? Are there supporting details?*

1. Evaluate the predictions you and the student made before reading in the *Gist Statement*

portions of your graphic organizers.

*How close were we when we wrote our Gist Statements after we previewed the stories? Did we come close in meaning to what we wrote in our summaries?*

1. Wrap up. Answer any questions which arose before or during reading. Point to the text as in

Session One. Go over unknown words to determine meaning using textual clues.

*Now that we finished reading, can we explain the meanings of any of the* Unknown Words*?*

Point to the text for clues the author gives to help us figure out meanings.

Closing:

1. *How did this activity help us understand what we read today? Good reading is not about*

*reading fast or with expression and knowing all the words. It is also about making predictions, changing predictions as you read, stopping and thinking, making connections to what you already know, and rereading when you have a problem. After reading you can prove you “get it” by pointing to important information in the text. Thank you for reading and writing with me today. I’m proud of your work.*

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