Seventh Grade Common Core Reading Language Arts Session 8

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

Focus: Good readers ask questions before, during and after reading. Good readers know that sometimes the answers to the questions are not in the text. Sometimes good readers still have questions after reading. Good readers decide what the text means in their lives.

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

Genre: Poetry

Before reading:

1. Enhance rapport. It is important to maintain that positive relationship with the student.
2. Set purpose for today’s session. *Today we are going to be asking questions as we read challenging poetry together. We will be asking questions before, during, and after the reading.*

*We’ll use a graphic organizer to organize our questions and post-it notes to mark the spots in the poem where our questions occur. Why don’t you look through the textbook to find a poem for us to work with? Remember, it should be challenging. There is no point in asking questions if we already know all of the answers.*

1. The student selects a lengthy poem which appears challenging. Choice is important in creating motivation for the student to read the poem.
2. The student draws a graphic organizer in the journal by folding three pages in half vertically, hotdog style. Title one side of the page “Direct quote and line number.” Title the other side of the page “I wonder…? Why…? How Come …?” Student also labels the three pages “Before Reading,” “During Reading,” or “After Reading.”
3. Preview the poem. Make predictions. Activate prior knowledge about poems and the subject of the poem. Think of three ways to complete “I wonder…” with a question. The student writes the questions on post-it notes and sticks them in the “Before” section of that page.

During reading;

1. The mentor lap reads the selection orally to the student as he/she follows in the text. Remind the student that he/she selected a poem that was supposed to be challenging so that when it is challenging he/she doesn’t give up easily.
2. As the mentor reads, the student marks lines where he/she is thinking “Huh?” where he/she is confused, has a question, or wonders about something, with a post-it note. That is all he/she does at this point, marks the lines with a post-it note. Don’t try to answer the questions at this point. Mark at least three spots on the poem.
3. Reread the poem with the student pausing at each post-it note to write a question or comment about confusion he/she feels or the questions he/she has at that point. The questions begin with “I wonder…,” “How come,” or “Why…” Write at least three questions. Also write the line number on the sticky note.

After reading:

1. Collect, on the graphic organizer in the journal, the questions that were generated. Stick the post-its on the “During Reading” page. Include line numbers from the poem.
2. Take time to reflect and consider adding questions that might reflect the content or the author’s style of writing. These will go on the “After Reading” page. Include line numbers from the poem.
3. Mentor and student look at the questions the student had before, during, and after reading and talk about them, with the student making notes about their thoughts on the appropriate page in the journal.

*Which questions are answered in the poem? Which questions can be answered from our background knowledge? Which questions are not answered in the text but we can figure out their answers by making connections? Which questions will we have to research? Which questions are about being confused? How can we clear the confusion up?*

Closing:

1. Next, students will jot down some ideas in their journals in response to the following questions concerning your work together. Quick write.

*What do you notice about your strategy list’s growing? What do you notice about the reading strategies you are using? Look at the list of strategies we wrote in your journal when we first started meeting. Are there strategies we haven’t used at all or others you could use more often when you read for class? What are some clues that tell you when you understand or comprehend? Tell about at least two specific times you used a strategy in LA class or during your own independent reading—be specific about the book or story, the part of the book or story, and the strategy you used.*

1. Share the quick writing.

*Remember that good readers use many strategies, not just one, to help themselves comprehend.*

1. Congratulate the student on the strategies he/she is using. Make suggestions about other strategies the student might use and additional strategies you will explore together.
2. Refer to earlier sessions for additional activities to complete before you leave the building. Thank you for your time and talent.