Seven Grade Common Core Language Arts Reading Session 29

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

Focus: Good readers don’t quit when they become confused. They target the point of confusion and use fix-it strategies. They know that if they do not do anything, the confusion will get worse. If one Fix-it strategy doesn’t work this time, good readers try a different strategy.

Materials: 7th grade reading textbook, journal, pen/pencil

Genre: Information, Argument, and Persuasion; Fix-it Strategies

 Before reading:

1. Enhance rapport. Maintain a safe learning relationship for the student. Check in on events

since the last session. Share what you are reading.

1. Quick write in response to these questions and share.

How do you know when you are confused while reading a text? What do you do when you

are confused while reading a text?

1. Look back over the notes in the journal to find reading strategies.

W*e have practiced using some strategies good readers use when they are confused while reading: making connections and predictions, asking questions, using a GIST chart, retelling/summarizing, and visualizing. Not every strategy works in every situation. so let’s add to that list.* Note-make in the student’s journal.

Fix-it Strategies

1. Stop and think
2. Reflect in writing
3. Use key words
4. Use bold print
5. Use capital letters
6. Use punctuation
7. Reread
8. Notice how the text is organized
9. Slow down or speed up reading rate
10. Make pictures in the mind
11. Make connections
12. Ask questions
13. Retell
14. Ask a question

*Good readers think about what they have already read. They stop and think as they read to ask themselves questions about the reading, to visualize, and to determine what is important. Good readers reflect by writing down what they think about what they’ve read. They pay attention to words in bold print, italicized words, and to the author’s use of capital letters and punctuation. Good readers reread the portion of the text they don’t “get.” Good readers slow down when something is difficult to understand or confusing. They speed up when what they are reading is familiar.*

1. Share reading material you find challenging or confusing, possibly Chapter 8 of the 7th grade

reading textbook, pages 970-973 and 978-980. Read the piece ”cold” and orally. Stop often to model/demonstrate what to do when you recognize a problem with comprehension; i.e., make a connection, reread, stop and think, write a reflection, visualize, use post-it notes, etc., to mark where understanding breaks down. Ask the student to record in his/her journal the strategies you use.

1. Vocalize or write down the following information as you model.

*I am confused by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (copy lines from text), page \_\_\_\_\_\_.*

*I am confused because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(be specific; try to determine why).*

*I will try \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(strategies).*

*I understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (what you understand after using strategies).*

1. Write about what you read. Write a summary or response.

 After reading:

1. Share your writing. Ask the student to share the strategies he/she observed you use. Ask

the student to record the information in #4, above, in his/her journal.

1. Repeat the session, using the second reading selection. Stop and think after each group of

two paragraphs. Work together to talk through using reading strategies to make meaning of the selection.

1. Write a retelling of the selection and share.

Closing:

1. Complement the student on your work together. Note that skilled readers have questions

about text as they read, you did. But—good readers use strategies to help them make meaning of difficult texts. Next session we will work with a REALLY unusual and challenging but fun text.

1. Complete additional closing activities. Thank you for your time and talent.