

Here's What You'll Get with the Because of Mr. Terupt Book Club

Making Inferences Lesson Plans for 7 Book Club Meetings

4 Part Lesson Plans

Book Club		Because of Mr. Terupt By: Rob Buyea Grade Level: 6 / Guided Reading Level: Y
Discussion Questions and New Vocabulary	Meeting #4 A Note About the Discussion Questions and Vocabulary Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer. New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find it necessary to add the discussion of the meaning of other words within each of the chapters.	Guided Reading Level ←
	January Discussion Questions: 1. What do Jessica's and Anna's mothers have in common? Answer: Neither of them have husbands and both mothers are very close to their daughters. (page 104) 2. What happened at the class meeting? Answer: The class discussed what they wanted for their reward and they agreed on going outside in the snow. (page 108) 3. What does Jeffrey think is his fault? Answer: Jeffrey feels responsible for the death of his brother, Michael. (page 117)	
Key Vocabulary by Chapter	January New Vocabulary: 1. Respite (page 116) – to give a person a shot to prevent a worse 2. Colleagues (page 115) – fellow workers 3. Adjourned (page 109) – ended	Specific Instructional Focus →
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Because of Mr. Terupt By: Rob Buyea Grade Level: 6 / Guided Reading Level: Y
Inferring How Characters Change	Meeting #5 Continued Kick-off the Book Club Meeting (5-7 minutes) <ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). Review the conversation prompts on the Book Club Calendar. Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. 	Step by Step Guided Mini Lesson →
	Time to Teach: Inferring How Characters Change <ul style="list-style-type: none"> Gather students to discuss what they know about each of the characters in the story. Remind them that they have established character traits for each of the characters and looked at the relationships between the characters and Mr. Terupt at the beginning of the story. Explain that often times, characters change throughout the story. Reading closely will allow readers to see the changes in a character. <ul style="list-style-type: none"> Readers ask important questions like: <ul style="list-style-type: none"> What is the character saying? What is the character doing? What does this tell me about the character at different points in the story? Ask students to turn to page 169 and read Jessica's description of the hug that Alexia gives her. <ul style="list-style-type: none"> "a big hug", "squeezed me tight", and "not with lazy arms, with strong arms" Compare this to the hug that she gives Danielle on page 46. "Lexie hugged me for a second, but it didn't make me feel any better." 	
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Book Club

Inferring How Characters Change

Meeting #5 Continued

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Inferring How Characters Change

- Gather students to discuss what they know about each of the characters in the story. Remind them that they have established character traits for each of the characters and looked at the relationships between the characters and Mr. Terupt at the beginning of the story. Explain that often times, characters change throughout the story.
- Reading closely will allow readers to see the changes in a character.
 - Readers ask important questions like:
 - What is the character saying?
 - What is the character doing?
 - What does this tell me about the character at different points in the story?
- Ask students to turn to page 169 and read Jessica's description of the hug that Alexia gives her.
 - "a big hug", "squeezed me tight", and "not with lazy arms, with strong arms"
 - Compare this to the hug that she gives Danielle on page 46. "Lexie hugged me for a second, but it didn't make me feel any better."

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Book Club		Because of Mr. Terupt By: Rob Buyea Grade Level: 6 / Guided Reading Level: Y
Making Inferences About Author's Message	Meeting #6 Continued Time to Teach (continued) <ul style="list-style-type: none"> One of the pieces of information from the text that we can use to infer the author's message is the structure of the text. Explain that the structure of this novel's problem/solution. Share with students that, while there are many problems in this text, one of the problems that all of the students have in common is dealing with a new teacher. When we look at how each of the students solved the problem, we can see the lessons that he/she learned. We can then use that information to infer what the author might want the reader to learn as well. 	Sample Reader's Notebook Entries ←
	Model How to Respond to Reading <ul style="list-style-type: none"> Remind students of the discussion about how each student changed from the beginning of this meeting. (Luke works hard; Anna starts to speak up; Alexia quits being mean; Jeffrey opens up; Peter stops misbehaving, etc.) Tell students that this is how the characters solved their problem of dealing with a new teacher. Mr. Terupt was not going to let the students get away with not being their best, so they had to change. This change happens when the characters learn a lesson. Focus student attention on page 197 and reread the portion of text where Ms. Kelsey is inviting Mr. Terupt's "to James" going away party. The protagonist "reader answer: reading closely other with kindness and compassion is important.) Instruct students to draw a T-chart in their Reader's Notebook. Label the left side "Author's Message" and the right side "Evidence from the Text". Record the example of inferred author's message discussed above. (See sample chart). 	
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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club		Because of Mr. Terupt By: Rob Buyea Grade Level: 6 / Guided Reading Level: Y
Reflection and Self-Evaluation	Meeting #2 Continued Take Time to Reflect (2 minutes) <ul style="list-style-type: none"> Distribute the student Self-Evaluation Assessment. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student's progress across the Book Club). 	Scheduling and Reader Responsibility →
	Wrap Up the Book Club Meeting <ul style="list-style-type: none"> Assign students to independently read pages 51 – 100: November and December. While reading independently, students are responsible for adding inferences about each of the characters to their Making Inferences Log in their Reader's Notebook. Students are also responsible for using their Reading Response Cards. Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar. 	
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Book Club		Because of Mr. Terupt By: Rob Buyea Grade Level: 6 / Guided Reading Level: Y
Introduction and Making Inferences	Meeting #1 Introduce the Book and Set Expectations	Citing the Text to Support Inferences →
	Meeting #2 Continued <ul style="list-style-type: none"> Draw students' attention to page 16. Ask the students what they can infer about Papa from the following passage: 	
Inferring Character Traits	Meeting #3 Inferring Character Traits	Making Inferences About Character Relationships →
	Meeting #4 Making Inferences About Author's Message	
Inferring How Characters Change	Meeting #5 Inferring How Characters Change	Making Inferences About Author's Message →
	Meeting #6 Making Inferences About Author's Message	
Putting It All Together	Meeting #7 Putting It All Together	Putting It All Together →
	Meeting #8 Putting It All Together	
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7 Making Inferences Lesson Plans

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because...
- In addition ...
- I noticed ...
- I wonder ...

- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> Read the assigned text Choose a reading response option from your option board then respond to the text in your reader's notebook Prepare for Book Club ahead of time: <ul style="list-style-type: none"> Choose at least one interesting, funny, or confusing part to share with your book club Mark the part you want to share with a sticky note or write the page number in your notebook Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> Come to Book Club on time and ready to begin discussion Bring your book, reader's notebook, and any other materials you might need for Book Club with you Participate in Book Club by sharing your thinking, listening to others, and asking questions Support your thinking with evidence from the text Ask for help if you need it Stay on topic Make eye contact with the people in your Book Club Respect the people in your Book Club: <ul style="list-style-type: none"> Try not to interrupt - wait your turn to share Use respectful language Listen carefully 	<ul style="list-style-type: none"> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> What part of the meeting made you feel good about yourself as a reader? What can you do to have a better conversation next time? Record your reading assignment on your Book Club calendar Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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Student Self-Evaluation Rubric

Name: _____

How I Did in Because of Mr. Terupt Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was responsible for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in Book Club
I shared my thinking				
I asked someone a question				After I was responsible
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: _____ / 27

A Note from Your Teacher: _____

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

From whose point of view is the text written? How do you know?	What do you see/hear when reading the text?	Describe how the main character evolves with the plot.	What is the theme of this book? Why do you think so? Give examples.
Why did the author write this piece? Give 3 examples to support your answer.	Tell how the author used words to impact your emotions while reading the text.	Briefly summarize the plot and theme of the text.	What are some powerful words or phrases used in the text? Why are they powerful?
Identify the genre of the text you read. Provide at least 3 examples to support your answer.	Which text structure did the author use to tell the story? How do you know?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Describe the problem in the text you read today. How do you think the problem will be resolved?	What inferences did you make while reading today?	Write about the things a reader needs to know in order to understand the text you read today.	Choose a scene from the book. Tell how it would be different if it was made into a movie.

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

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with 6th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Because of Mr. Terupt
CCSS Assessment

Directions: Use what you know about *Because of Mr. Terupt* to answer each of the following questions.

Why did the author write this novel?

Which of the following best captures the theme of the story?

A We need to quit throwing snowballs.

B We need to accept principals even if they wear funny underwear.

C We need to forgive each other.

D All of the above

Describe how Alexia changes over the story.

Complete Common Core Assessment

Short answer practice

One essential question for each of the 6th grade Reading Literature standards

Practice with multiple choice questions

Name: _____

Because of Mr. Terupt
CCSS Assessment

Directions: Use what you know about *Because of Mr. Terupt* to answer each of the following questions.

Why did the author write this novel?

Which of the following best captures the theme of the story?

A We need to quit throwing snowballs.

B We need to accept principals even if they wear funny underwear.

C We need to forgive each other.

D All of the above

Describe how Alexia changes over the story.

Answer Key

Because of Mr. Terupt
CCSS Assessment

Directions: Use what you know about *Because of Mr. Terupt* to answer each of the following questions.

Compare and contrast Luke and Peter.

Answers will vary. Sample answers include: Luke and Peter are both smart, but Peter is more of a prankster and Luke is very serious.

Who is the narrator of the story?

A Mr. Terupt

B Jessica

C Luke

D All of the students

your own classroom? Will there be an answer to this question?

Name: _____

Because of Mr. Terupt
Book Club Focus Assessment

Making Inferences

Directions: Use what you know about *Because of Mr. Terupt* to answer each of the following questions.

What inference did you make about Lexie?

What was the author's purpose in writing this text?

A To show readers how different each of our lives are.

B To show that we don't know what our teachers have been through.

C To show how mean principals can be.

D To help us be more forgiving to one another and ourselves.

E A and D

F None of the above

What do we combine with textual evidence to create our inferences?

A Quotes

B Events

C Schema

D All of the above

E None of the above

Focus Assessment for Making Inferences

Answer Keys

Answer Key

Because of Mr. Terupt
Book Club Focus Assessment

Making Inferences

Directions: Use what you know about *Because of Mr. Terupt* to answer each of the following questions.

What inference did you make about Lexie?

Answers will vary. Sample answers include: She is mean because she is dealing with troubles at home.

What was the author's purpose in writing this text?

A To show readers how different each of our lives are.

B To show that we don't know what our teachers have been through.

C To show how mean principals can be.

D To help us be more forgiving to one another and ourselves.

E A and D

F None of the above

What do we combine with textual evidence to create our inferences?

A Quotes

B Events

C Schema

D All of the above

E None of the above

Rubric with optional Common Core Alignment

Making Inference Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Inference	Was not able or is beginning to analyze the text and make inferences.	Is able to analyze the text and make inferences with supporting evidence some of the time.	Is able to analyze the text and make inferences with supporting evidence most of the time.	Is able to analyze the text and make inferences with supporting evidence all of the time.

If student is less than secure, he or she needs to work on the following:

- Reading selections and making inferences.
- Identifying details in the text to support inferences.
- Analyzing the text.

Book Club
Because of Mr. Terupt

Running Record

Title: *Because of Mr. Terupt* Guided Reading Test Level: Y Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Focus	Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
	E	SC	E	SC	E	SC
1						

Analysis and Comments:

Tested By: _____ ©BookPages.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
Because of <i>Mr. Tenzel</i> Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Because of <i>Mr. Tenzel</i> " correlate with the following English Language Arts Common Core State Standards for sixth grade.
Book Club Lesson Plan and Resources
Reading Literature
RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferential (drawn from the text).
RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3 - Describe how a particular story or drama plot unfolds in a series of episodes as well as how the character responds or changes as the plot moves toward a resolution.
RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem (listening to or viewing an audio, video, or live version of the text, including comparing what they "see" and "hear" when reading the text to what they perceive when they listen or watch).
RL.6.8 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-6 text complexity band proficiently, with supporting as needed at the high end of the range.
Writing
W.6.4 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.7 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.6.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on issues under discussion.
SL.6.1b - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c - Pose and respond to specific questions with elaboration and detail; making comments that contribute to the topic, text, or issue under discussion.

Book Club Common Core Alignment

Common Core State Standards Correlation
Because of <i>Mr. Tenzel</i> Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Because of <i>Mr. Tenzel</i> " correlate with the following English Language Arts Common Core State Standards for sixth grade.
Vocabulary Lesson Plan and Resources
Language
LA.6.6 - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.6.7 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.6.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club del Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanezca en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? <input type="checkbox"/> Registre su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Because of Mr. Terupt Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Pude hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión del Club de Libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión del Club de Libro
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				
Nota		Una nota de tu maestro		
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

¿Desde qué punto de vista está escrito el texto? ¿Cómo lo sabes?	¿Qué ves / escuchas al leer el texto?	Describe cómo evoluciona el personaje principal con la trama.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Por qué el autor escribió esta pieza? Da 3 ejemplos para apoyar tu respuesta.	¿Dígale a la autora cómo usó las palabras para impactar sus emociones mientras lee el texto?	Resume brevemente la trama y el tema del texto.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Identifica el género del texto que lees. Proporciona al menos 3 ejemplos para respaldar su respuesta.	¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Describe el problema en el texto que lees hoy. ¿Cómo crees que se resolverá el problema?	¿Qué inferencias hiciste al leer hoy? Cuéntales cómo lo sabes.	Escribe sobre las cosas que un lector necesita saber para comprender el texto que lee hoy.	Elige una escena del libro. Di cómo sería diferente si se hiciera en una película.
Identifica la parte / capítulo más importante de la historia que leste hoy. Dile por qué crees que es importante.			

Direcciones: Elija uno de las opciones de resp. Después de que hayas escrito tu respuesta, cólora en el recuadro de la tabla de arriba.

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Nombre: _____

RL.6.6 ¿Desde qué punto de vista está escrito el texto? ¿Cómo lo sabes?	RL.6.7 ¿Qué ves / escuchas al leer el texto?	RL.6.3 Describe cómo evoluciona el personaje principal con la trama.	RL.6.2 ¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
RL.6.1 ¿Por qué el autor escribió esta pieza? Da 3 ejemplos para apoyar tu respuesta.	RL.6.4 ¿Dígale a la autora cómo usó las palabras para impactar sus emociones mientras lee el texto?	RL.6.10 Resume brevemente la trama y el tema del texto.	RL.6.4 ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
RL.6.10 Identifica el género del texto que lees. Proporciona al menos 3 ejemplos para respaldar su respuesta.	RL.6.5 ¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	RL.6.6 Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	RL.6.9 Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
RL.6.3 Describe el problema en el texto que lees hoy. ¿Cómo crees que se resolverá el problema?	RL.6.1 ¿Qué inferencias hiciste al leer hoy? Cuéntales cómo lo sabes.	RL.6.10 Escribe sobre las cosas que un lector necesita saber para comprender el texto que lee hoy.	RL.6.7 Elige una escena del libro. Di cómo sería diferente si se hiciera en una película.
RL.6.5 Identifica la parte / capítulo más importante de la historia que leste hoy. Dile por qué crees que es importante.	RL.6.4 Da un ejemplo de lenguaje figurativo en el texto que lees hoy. Cuéntales cómo la elección de palabras impactó su comprensión del texto.	RL.6.10 ¿Qué aprendiste sobre ti como lector hoy? Usa ejemplos del texto.	RL.6.2 ¿Qué sugiere la historia que lees hoy sobre la vida? Usa ejemplos para respaldar su respuesta.

Direcciones: Elija uno de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, cólora en el recuadro de la tabla de arriba.

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with 6th Grade Common Core Alignment