

Here's What You'll Get with the Fish in a Tree Book Club

Character Traits Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

<p>Discussion Questions by Chapter</p> <p>Key Vocabulary by Chapter</p>	<p>Book Club</p> <p>Fish in a Tree By: Lynda Mullaly Hunt Grade Level: 6 / Guided Reading Level: X</p> <p>Meeting #2</p> <p>A Note About the Discussion Questions and Vocabulary</p> <p>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.</p> <p>New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In addition, remember to model problem solving strategies (Context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to add the discussion of the meaning of other words within each of the chapters.</p> <p>Chapter 1 Discussion Questions:</p> <ol style="list-style-type: none"> Why does Mrs. Hall tell Ally it's important for her to write about herself? Answer: She says it's important for her new teacher to get to know her. (page 2) Why is Ally doodling in class and how does she feel when caught? Answer: She doodles when she is avoiding her work. She is embarrassed when her teacher catches her. (page 2) Why does Ally watch mind movies? Answer: She says it helps her escape from real life. (page 4) <p>Chapter 1 New Vocabulary:</p> <ol style="list-style-type: none"> Bulky (page 1) – large and bulky Flint (page 2) – a piece of shiny gray or black stone that is like glass Stalling (page 3) – to delay in taking action or avoid giving an answer in order to have more time to make a decision or get an advantage <p>Fish in a Tree Book Club @BookPagez.com</p>	<p>Guided Reading Level</p>
	<p>Book Club</p> <p>Fish in a Tree By: Lynda Mullaly Hunt Grade Level: 6 / Guided Reading Level: X</p> <p>Meeting #3 Continued</p> <p>Time to Teach (continued)</p> <ul style="list-style-type: none"> Ask students to recall what Ally ended up doing for this notebook entry. Possible answers include: she drew a cube, she sketched a three-dimensional cube with dark black sides. Have students direct their attention to page 56, where Mr. Daniels questions Ally about the cube. Remind them that Ally said it was a drawing of a dark room. Have students recall that Ally tells Mr. Daniels she drew a dark room because no one could see her in it. When he questions her, she told him it is easier to be invisible. Point out that this drawing was a way for readers to understand how Ally felt on a deep and personal level. Tell students that Hunt also uses Ally's visualizations, which Ally calls mind movies, to give readers a better understanding of Ally's thoughts and how she saw things. Ask students to turn to page 69 for another example of a powerful visualization that let's readers know how Ally felt. Read the following excerpt aloud to students: <i>When I come back from my mind movie, Albert has already walked away. But I don't care. I can't help thinking about the girl on the train and how she feels - like she wants to do so much but she's held back, and it makes her feel heavy and angry. Like she's dragging a concrete block around all of the time. I'd like to help her break free from that.</i> Point out to students that the description and comparison within this visualization causes readers to imagine how Ally felt and to empathize with her. From this, readers can infer that Ally felt like she has a lot of potential, but she was held back by her challenges. <p>Fish in a Tree Book Club @BookPagez.com</p>	<p>Specific Instructional Focus</p> <p>Examining Author's Tools for Character Development</p>

Step by Step Guided Mini Lesson

<p>Book Club</p> <p>Fish in a Tree By: Lynda Mullaly Hunt Grade Level: 6 / Guided Reading Level: X</p> <p>Meeting #5 Continued</p> <p>Model How to Respond to Reading</p> <ul style="list-style-type: none"> Direct students to their Character Traits Tracking Page (Ending Chapters) Tell them that they are nearing the end of the book and they will fill in External and Internal Traits for Ally one last time. Guide students in recalling how Ally behaved or acted when she worked with Miss Kessler and Mr. Daniels. Possible answers include: she accepted help in reading, and she saw the game of chess well. Prompt students to think about Ally's thoughts and feelings in this portion of the reading. Possible additions to the chart include: gaining confidence, relieved that she's getting help. <p>Take Time to Reflect (2 minutes)</p> <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). <p>Wrap up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to read Chapters 43-51. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar. <p>Fish in a Tree Book Club @BookPagez.com</p>	<p>Reflection and Self-Evaluation</p> <p>Scheduling and Reader Responsibility</p>
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<p>Introduce Character Traits</p> <p>Character Traits</p> <ul style="list-style-type: none"> Ask students what character traits refer to in a story. Capable, kind, curious, brave, etc. Possible answer: how they feel, personality, etc. Tell students to be specific and to use the text to support their answers. Direct students to fill out the chart. Explain that the chart is a tool to help them understand the character and what they are like. Prompt students to think about the character's traits from the outside (color, skin color, height, etc.) and what they are like (personality, etc.). 	<p>Observing How Experiences Shape Characters</p> <p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none"> Gather students – remind them to bring everything they 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. <p>Time to Teach: Observing How Experiences Shape Characters</p>
<p>Examining Author's Tools for Character Development</p> <p>Author's Tools for Character Development</p> <ul style="list-style-type: none"> Control: Author's method of writing that gives a story its direction (e.g., plot, point of view, etc.) Review the conversation prompts on the Book Club Calendar. 	<p>Understanding How Characters Impact Other Characters</p> <p>Character Traits</p> <ul style="list-style-type: none"> Ask students what character traits refer to in a story. Capable, kind, curious, brave, etc. Possible answer: how they feel, personality, etc. Tell students to be specific and to use the text to support their answers. Direct students to fill out the chart. Explain that the chart is a tool to help them understand the character and what they are like. Prompt students to think about the character's traits from the outside (color, skin color, height, etc.) and what they are like (personality, etc.).
<p>Noticing that Characters Have Different Perspectives</p> <p>Characters Have Different Perspectives</p> <ul style="list-style-type: none"> Control: Author's method of writing that gives a story its direction (e.g., plot, point of view, 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. <p>Time to Teach: Noticing Perspectives (7-10 minutes)</p>	<p>Reflecting on the Ways Characters Change</p> <p>The Ways Characters Change</p> <ul style="list-style-type: none"> Control: Author's method of writing that gives a story its direction (e.g., plot, point of view, 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. <p>Time to Teach: Reflecting on the Ways Characters Change (7-10 minutes)</p> <ul style="list-style-type: none"> Revised students that it is important for readers to monitor how characters change throughout stories. Point out that Ally went through a major transformation, both internally and externally, throughout the story. Explain that you will work together to build a chart paragraph about Ally's transformation throughout the story. Ask students how to begin with an introductory sentence. Write the sentence on the graphic organizer. Possible answers include: Ally's character, inside and out, has changed significantly throughout the story. Direct students to page 22 and read the following excerpt: <i>Without thinking, I let to Shay open the room. "Hey! You hear one of us, you hear all of us!"</i> Explain that standing up to Shay was never something Ally dared to do. Point out that the confidence she felt came from her connections to Albert and Keshia.

Book Club Management Materials (also available in Spanish)

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 ...

Book Club
Fish in a Tree

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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"> <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> 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"> <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> 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"> <input type="checkbox"/> 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? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
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Student Self Evaluation Rubric

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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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

<p>RL.6.4 From whose point of view is the text written? How do you know?</p>	<p>RL.6.7 What do you see/hear when reading the text?</p>	<p>RL.6.3 Describe how the main character evolves with the plot.</p>	<p>RL.6.2 What is the theme of this book? Why do you think so? Give examples.</p>
<p>RL.6.1 Why did the author write this piece? Give 3 examples to support your answer.</p>	<p>RL.6.4 Tell how the author used words to impact your emotions while reading the text.</p>	<p>RL.6.10 Briefly summarize the plot and theme of the text.</p>	<p>RL.6.4 What are some powerful words or phrases used in the text? Why are they powerful?</p>
<p>RL.6.10 Identify the genre of the text you read. Provide at least 3 examples to support your answer.</p>	<p>RL.6.5 Which text structure did the author use to tell the story? How do you know?</p>	<p>RL.6.4 Write about the narrator's message and use evidence from the text to support your thinking.</p>	<p>RL.6.9 Name another text with a similar theme to your text. Tell how the texts are the same and different.</p>
<p>RL.6.3 Describe the problem in the text you read today. How do you think the problem will be resolved?</p>	<p>RL.6.1</p>	<p>RL.6.10</p>	<p>RL.6.7</p>

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.

Book Club
Fish in a Tree

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with 6th Grade Common Core Alignment

Book Club Assessment Materials

Answer Key

Character Traits **Fish in a Tree**
Book Club Focus Assessment

Directions: Use what you know about **Fish in a Tree** to answer each of the following questions.

Describe Ally's problem and how it was resolved.

Ally struggled in school and lost confidence. It began to resolve when Mr. Daniels supported her and appreciated her talents.

Name: _____ Score: _____

Directions: Use what you know about **Fish in a Tree** to answer each of the following questions.

Mr. Daniels tells Ally, "If you judge a fish on its ability to climb a tree, it will spend its whole life thinking that it's stupid." What does he mean by this?

A Fish aren't smart enough to climb trees.
 B Don't try to survive in an environment you aren't meant to be in.
 C Just because you can't do one thing, doesn't mean you don't have strengths.
 D Anybody can do anything if they try hard enough. **RL.4.4**

Mr. Daniels tells Ally to tear the paper that says IMPOSSIBLE so that only POSSIBLE is left. He says, "There is no impossible anymore, okay?" influence the story?

A Shay decides to befriend Ally.
 B Mr. Daniels tells Ally to practice her reading and writing on her own when he is not able to tutor her.
 C Albert and Keisha say it's impossible not to want Ally as a friend.
 D Ally begins to believe she can be successful even though she learns differently. **RL.4.5**

How does author Lynda Mullaly Hunt develop Ally's character throughout the story?

A She has Ally share all her thoughts and feelings with Keisha.
 B She includes sketches of Ally in each chapter.
 C She uses Ally's Sketchbook of Impossible Things to show Ally's inner thoughts and feelings.
 D She begins each chapter with figurative language. **RL.4.6**

CCSS Assessment 6th Grade Reading Standards for Literature | ©BookPagez.com

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: _____

Character Traits **Fish in a Tree**
Book Club Focus Assessment

Directions: Use what you know about **Fish in a Tree** to answer each of the following questions.

Describe Ally's problem and how it was resolved.

What can readers infer about Ally from her disruptive behaviors at the beginning of the story? Check all that apply.

A She had given up on school.
 B She just wanted to make people laugh.
 C She had never had a supportive teacher.
 D She tried to get her classmates' attention with her sketches.
 E She was disruptive because she wanted to avoid reading and writing.

What is one change Ally undergoes as a result of her interactions with Mr. Daniels?

A She avoided reading unless he was helping her.
 B She started to gain confidence in her abilities.
 C She started to make friends.
 D She spent more time in Mrs. Silver, the principal's office.

Fish in a Tree Book Club | ©BookPagez.com

Focus Assessment for Character Traits

Answer Keys

Answer Key

Character Traits **Fish in a Tree**
Book Club Focus Assessment

Directions: Use what you know about **Fish in a Tree** to answer each of the following questions.

Describe Ally's problem and how it was resolved.

Ally struggled in school and felt like she didn't fit in, so she lost confidence. It began to resolve when Mr. Daniels, Keisha, and Albert supported her and appreciated her gifts and talents.

What can readers infer about Ally from her disruptive behaviors at the beginning of the story? Check all that apply.

A She had given up on school.
 B She just wanted to make people laugh.
 C She had never had a supportive teacher.
 D She tried to get her classmates' attention with her sketches.
 E She was disruptive because she wanted to avoid reading and writing.

What is one change Ally undergoes as a result of her interactions with Mr. Daniels?

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Rubric with optional Common Core Alignment

Character Traits Focus Assessment Rubric

Student: _____ Date: _____

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Character Traits	Was not able to or is beginning to show how events and character interactions lead to character change.	Is able to show how events and character interactions lead to character change some of the time.	Is able to show how events and character interactions lead to character change most of the time.	Is able to show how events and character interactions lead to character change all of the time.

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

- Build awareness of characters' internal and external traits.
- Monitor the characters' responses to the challenges in the story.
- Compare different characters' reactions and perspectives in the story.
- Track how the character reflects on the events and their response to challenges.
- Monitor their feelings, thoughts, and reactions.
- Determine the resolution of the story.

Book Club
Fish in a Tree

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Running Record

Title: Fish in a Tree Guided Reading Test Level: X 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) _____

	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy
	E	I	H
	SC	SC	SC
	MSV	MSV	MSV

Page: 1

It's always there. Like the ground underneath my feet.

"Well, Ally? Are you going to write or aren't you?"

Mrs. Hall asks,

If my teacher were mean it would be easier.

"C'mon," she says. "I know you can do it."

"What if I told you that I was going to climb a tree using only my teeth? Would you say I could do it then?"

Tested By: _____ ©BookPagez.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in Fish in a Tree Word List

Vocabulary Connections
 Fish in a Tree
 By: Lynda Mullaly Hunt
 Grade Level: 6 / Guided Reading Level: X

Important Words to Know and Understand in Fish in a Tree

Ally (page 202)
 Someone who helps and supports someone else

Analogy (page 233)
 A comparison between things that have similar features, often used to help explain a principle or idea

Deployed (page 24)
 To move soldiers or equipment to a place where they can be used when they are needed

Dyslexia (page 164)
 A condition affecting the brain that makes it difficult for someone to read and write

Injustice (page 58)
 A situation in which there is no fairness and justice

Invincible (page 192)
 Impossible to defeat or prevent from doing what is intended

Misfit (page 91)
 Someone who is not suited to a situation or who is not accepted by other people because their behavior is strange or unusual

Ruthless (page 118)
 Not thinking or worrying about any pain caused to others; cruel

Shrug (page 178)
 To raise your shoulders and then lower them in order to say you do not know or are not interested

Visionary (page 153)
 A person who has the ability to imagine how a country, society, industry, etc. will develop in the future and to plan in a suitable way

Vocabulary Word List | ©BookPages.com

Vocabulary Connections
 Fish in a Tree
 By: Lynda Mullaly Hunt
 Grade Level: 6 / Guided Reading Level: X

Ally	Analogy	Deployed
Someone who helps and supports someone else	A comparison between things that have similar features, often used to help explain a principle or idea	To move soldiers or equipment to a place where they can be used when they are needed

1. Cut on the solid line.
 2. Fold on the solid line.

Word and Definition Sorting Cards

Vocabulary Connections
 Fish in a Tree
 By: Lynda Mullaly Hunt
 Grade Level: 6 / Guided Reading Level: X

Dyslexia	Misfit	Ruthless	Shrug
A condition affecting the brain that makes it difficult for someone to read and write	Someone who is not suited to a situation or who is not accepted by other people because their behavior is strange or unusual	Not thinking or worrying about any pain caused to others; cruel	To raise your shoulders and then lower them in order to say you do not know or are not interested
	Visionary		
	A person who has the ability to imagine how a country, society, industry, etc. will develop in the future and to plan in a suitable way		

1. Cut on the solid line.
 2. Fold on the solid line.
 3. Glue, tape or staple the top of each card to a clean surface.

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
 Fish in a Tree
 By: Lynda Mullaly Hunt
 Grade Level: 6 / Guided Reading Level: X

Ally is a/an noun verb adverb adjective Definition of Ally: I saw this word in	Analogy is a/an noun verb adverb adjective Definition of Analogy: I saw this word in	Deployed is a/an noun verb adverb adjective Definition of Deployed: I saw this word in
Ally looks like this: Ally reminds me of:	Analogy looks like this: Analogy reminds me of:	Deployed looks like this: Deployed reminds me of:

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games with Words from Fish in a Tree

Part 1: Match the vocabulary word to the sentence. Circle the correct answer.

- The general _____ the troops to the front line to prepare for battle.
 (a) Ally
 (b) Deployed
 (c) Ruthless
 (d) Visionary
- Because of his _____, he often struggled with reading assignments.
 (a) Shrug
 (b) Dyslexia
 (c) Misfit
 (d) Invincible
- She always knew she could count on her best friend to be her _____ in tough times.
 (a) Ally
 (b) Visionary
 (c) Injustice
 (d) Analogy
- The king believed his army was _____ and would never be defeated.
 (a) Ruthless
 (b) Deployed
 (c) Invincible
 (d) Misfit
- The _____ businessman did whatever it took to get ahead, no matter who he hurt.
 (a) Ruthless
 (b) Misfit
 (c) Dyslexia
 (d) Shrug

Name: _____ ©BookPages.com

Answer Key for Fish in a Tree

1. The general deployed the troops to the front line to prepare for battle.

2. Because of his dyslexia, he often struggled with reading assignments.

3. She always knew she could count on her best friend to be her ally in tough times.

4. The king believed his army was invincible and would never be defeated.

5. The ruthless businessman did whatever it took to get ahead, no matter who he hurt.

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections

Directions:
 Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Connect to Your Life
 When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Visualize
 Draw a picture to illustrate the meaning of the word.

Name: _____

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Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

Interactive Vocabulary Notebook Cards

Vocabulary Connections
 Fish in a Tree
 By: Lynda Mullaly Hunt
 Grade Level: 6 / Guided Reading Level: X

Fish in a Tree
 By Lynda Mullaly Hunt

A new word that I learned in this book is: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
Fish in a Tree Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with <i>Fish in a Tree</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 inferences 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's or drama's plot unfolds in a series of episodes as well as how the characters respond or change 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 to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9 – 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.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing
W.6.8 – 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.6.9 – 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 ideas 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 by making comments that contribute to the topic, text, or issue under discussion.

Book Club Common Core Alignment



Common Core State Standards Correlation
Fish in a Tree Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with <i>Fish in a Tree</i> correlate with the following English Language Arts Common Core State Standards for sixth grade.
Vocabulary Lesson Plan and Resources
Language
L.6.4a – 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.
L.6.5 – Demonstrate understanding of perspective, word relationships, and nuances in word meanings.
L.6.6 – 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

