

# Here's What You'll Get with the Out of My Mind Book Club

## Determining Theme Lesson Plans for 8 Book Club Meetings

### 4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

<b>Book Club</b> Out of My Mind By: Sharon Draper Grade Level: 4 / Guided Reading Level: 5	<b>Meeting #2 Continued</b> <b>Chapter 4 Discussion Questions:</b> 1. Melody says that she usually ignores doctors and "acts like the retarded person they think I am." Why do you think Melody lets the doctors think she doesn't know anything? Answer: Melody acts like she doesn't know anything because it is easier than trying to find a way to communicate with someone who doesn't know her. (page 18) 2. Dr. Hugely doesn't think Melody is very smart. He misunderstands her answers to several questions. Why do you think he is not able to see that Melody is smarter than he thinks? Answer: Dr. Hugely is assuming that Melody is not smart because of the way she looks. He assumes that she is unable to think because she is unable to move. (pages 21 & 22) 3. Describe Melody's parents. What have we learned about them so far? Answer: Melody's parents love her very much. They understand that her life is going to be harder than a typical child's but they are willing to help her in any way they can. They believe in her and know she is smart and has more ability than it seems to other people. (pages 25 & 26) <b>Chapter 4 New Vocabulary:</b> 1. Limitation(s) (page 23) – something (such as a lack of ability or strength) that controls what a person is able to do. 2. Diagnosis (page 23) – a statement or conclusion that describes the reason for a disease, illness, or problem. 3. Faculties (page 26) – one of the powers of your mind or body
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<b>Book Club</b> Out of My Mind By: Sharon Draper Grade Level: 4 / Guided Reading Level: 5	<b>Meeting #2 Continued</b> <b>Kick-off the Book Club Meeting (5-7 minutes)</b> <ul style="list-style-type: none"><li>Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li><li>Review the conversation prompts on the Book Club Calendar.</li><li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li><li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li><li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li></ul> <b>Time to Teach: Summarizing the Text (7-10 minutes)</b> <ul style="list-style-type: none"><li>Invite volunteers to share clues that support the theme from their <b>Theme Detective</b> graphic organizers.</li><li>Tell students that an important first step in determining a story's theme is being able to summarize the text.</li><li>Guide students in understanding that a good summary is a brief description, in the reader's own words, of the main points of a piece of writing. It should not include every small detail, but instead should give someone who has not read the book a big idea of what the story is about.</li><li>Display the <b>Somebody Wanted But So Then</b> anchor chart. Tell students that this is one way to develop a strong summary as they read.</li><li>Discuss each piece of the summarization strategy. Be sure to include the following points:<ul style="list-style-type: none"><li>"Somebody" – Who is the main character in the story?</li><li>"Wanted" – What is the most important thing that the character wants?</li></ul></li></ul>
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Supporting Theme with the Main Character's Actions

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

<b>Book Club</b> Out of My Mind By: Sharon Draper Grade Level: 4 / Guided Reading Level: 5	<b>Meeting #3 Continued</b> <b>Model How to Respond to Reading (continued)</b> <ul style="list-style-type: none"><li>After a few minutes, encourage students to share what they added to their charts. (See sample graphic organizer.)</li><li>Correct any misconceptions as needed.</li><li>Assign students to read Chapters 10 – 13 independently. While reading, students are responsible for adding at least one action to their <b>Theme Detective</b> graphic organizer and continue noting details in the brainstorming boxes of their on their <b>Out of My Mind Summary Chart</b>.</li></ul> <b>Take Time to Reflect (2 minutes)</b> <ul style="list-style-type: none"><li>Distribute the <b>Student Self-Evaluation Assessment</b>.</li><li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li><li>Collect the evaluation forms (the forms on the last day of Book Club along with any notes from the teacher).</li></ul> <b>Wrap Up the Book Club Meeting</b> <ul style="list-style-type: none"><li>Assign students to read <b>Chapters 10 – 13</b> independently.</li><li>Remind students that they are responsible for the following:<ul style="list-style-type: none"><li>Identify one of Melody's actions that you think supports the theme statement. Add her action and how you think it shows the theme to your <b>Theme Detective</b> graphic organizer.</li><li>Continue noting details in the brainstorming boxes of the <b>Out of My Mind Summary Chart</b>.</li></ul></li><li>Determine as a group when the Book Club should meet again.</li><li>Model how to record the assignment on their Book Club Calendar.</li></ul>
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<b>Introduce Theme</b>	<b>Summarizing the Text</b>
<b>Supporting Theme with the Main Character's Actions</b>	<b>Identifying Additional Themes</b>
<b>Determining Theme Using the Main Character's Dialogue</b>	<b>Reviewing Theme and Character Dialogue and Thoughts</b>
<b>Revisiting Theme and Character Actions</b>	<b>Reflecting on Theme</b>

# 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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Book Club  
Out of My Mind

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

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Book Club  
Out of My Mind

## Student Self-Evaluation Rubric

Name: \_\_\_\_\_

### How I Did in Out of My Mind 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 prepared 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				
I stayed on task, listened, and showed respect to others				After I was responsible
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: \_\_\_\_\_

Write about the way this story was told. Was it told in 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	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.
Compare and contrast two characters. Tell how they are the same and different.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if made it was in a movie.
Write about the main problem and solution unfolded in the text.			

**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.

RL.6	RL.7	RL.3	RL.2
Write about the way this story was told. Was it told in 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
RL.1 What was the main idea of the text you read today? List at least 3 details that support your main idea.	RL.4 Write about the new words you read. What do you think the words mean? Why?	RL.10 How does this text compare to other books you've read? Give examples.	RL.4 What are some powerful words or phrases used in the text? Why are they powerful?
RL.10 Write about the reading strategies you used to help you be a better reader.	RL.5 Which chapter was the most important? Why do you think so?	RL.6 Write about the narrator's message and use evidence from the text to support your thinking.	RL.9 Name another text with a similar theme to your text. Tell how the texts are the same and different.
RL.3 Compare and contrast two characters. Tell how they are the same and different.	RL.1 Make an inference about the main character. What makes the character happy? Give examples.	RL.10 Write about the things a reader needs to know in order to understand the text.	RL.7 Choose a scene from the book. Tell how it would be different if made it was in a movie.
RL.5 Write about the main problem and solution unfolded in the story.	RL.4 Give an example of an interesting phrase you read today. Tell how the author's language affected your comprehension.	RL.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.2 Write a summary of the text that you read today.

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Book Club  
Out of My Mind

with 4<sup>th</sup> Grade Common Core Alignment

# Book Club Assessment Materials

## Focus Assessment for Determining Theme

Name: \_\_\_\_\_

**Out of My Mind**  
Book Club Focus Assessment

**Determining Theme**

Directions: Use what you know about determining theme with *Out of My Mind* to answer each of the following questions.

In the space below, provide a brief summary of *Out of My Mind*.

Name one of the themes presented in *Out of My Mind*.

How do the actions of Melody's classmates help determine and support the theme?

Out of My Mind Book Club | ©BookPagez.com

Short answer practice

## Complete Common Core Assessment

Name: \_\_\_\_\_

**Out of My Mind**  
CCSS Assessment

Score: \_\_\_\_\_

Directions: Use what you know about *Out of My Mind* to answer each of the following questions.

What was the author's purpose in writing *Out of My Mind*? RL.4.1

Briefly describe how Melody's actions support the theme of not judging a person by their appearance. RL.4.2

Describe Melody using specific details. RL.4.3

CCSS Assessment 4<sup>th</sup> Grade Reading Standards for Literature | ©BookPagez.com

Answer Keys

Answer Key

**Out of My Mind**  
CCSS Assessment

Directions: Use what you know about *Out of My Mind* to answer each of the following questions.

What was the author's purpose in writing *Out of My Mind*? RL.4.1  
Answers will vary. Sample answers include: The author's purpose in writing this text was to provide an entertaining and engaging story about a fifth grade with a very unique set of circumstances.

Briefly describe how Melody's actions support the theme of not judging a person by their appearance. RL.4.2  
Answers will vary. Sample answers include: Melody shows everyone around her just how smart and capable she is. On the outside, people see a girl confined to a wheelchair that does not communicate very well, so they assume she is not very smart. On the inside, she is a "regular girl" with the same thoughts, feelings and intelligence as everyone else (even smarter).

Describe Melody using specific details. RL.4.3  
Answers will vary. Sample answers include: Melody is a fifth grade girl who moves around in a wheelchair. She is not able to see. She has a hard time holding her body up. She is very smart and has a photographic memory. Melody is also funny and witty. She likes to make jokes and learn new things.

CCSS Assessment 4<sup>th</sup> Grade Reading Standards for Literature | ©BookPagez.com

One essential question for each of the 4<sup>th</sup> grade Reading Literature standards

Rubric with optional Common Core Alignment

**Focus Assessment Rubric**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**CCSS Reading Literature Standard 4.2**  
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Determining Theme	Was not able or is beginning to support a pre-determined theme using character actions, thoughts, and dialogue.	Was able to support a pre-determined theme using character actions, thoughts, and dialogue.	Was able to determine a theme of the text that is loosely connected to character actions, thoughts, and dialogue.	Was able to determine a theme of the text that is fully supported by character actions, thoughts, and dialogue.

☐ Summarizing the text  
☐ Supporting a pre-determined theme using character actions, thoughts, and dialogue  
☐ Identifying a relevant theme  
☐ Using character actions, thoughts, and dialogue in a story to determine a theme

Book Club  
Out of My Mind

CCSS ELA LITERACY RL.4.2 Out of My Mind Book Club | ©BookPagez.com

**Running Record**

Title: *Out of My Mind* Guided Reading Text Level: 1 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 80% - 89% Accuracy
Page			
1	Words: I'm surrounded by thousands of words. Maybe millions. Cathedral. Mayonnade. Pommegranate. Mississippi. Neapolitan. Haplophragma. Silly. Terrific. Indecent. Tickle. Sneeze. With. Worry. Words have always swirled around me like snow- flakes- each one delicate and different, each one melt- ing untouched in my hands. Deep within me, words pile up in huge drifts.		

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Running Record

## Vocabulary Connections Resources

## Important Words to Know and Understand in *Out of My Mind* Word List

	<p><b>Out of My Mind</b>          By: Sharon Draper          Grade Level: 4 / Guided Reading Level: S</p>
<p><b>Vocabulary Connections</b></p>	
<p><b>Important Words to Know and Understand in Out of My Mind</b></p>	
<p><b>Ballistic</b> (page 292)          To become very angry</p>	
<p><b>Clammy</b> (page 240)          Unpleasantly wet and cold</p>	
<p><b>Disabled</b> (page 41)          Unable to perform one or more natural activities because</p>	
<p><b>Gossip</b> (page 146)          To talk about the personal lives of other people</p>	
<p><b>Insisted</b> (page 279)          To demand that something happen or that someone do something</p>	
<p><b>Manual</b> (page 177)          Operated or controlled with the hands or by a person</p>	
<p><b>Promptly</b> (page 115)          Without delay</p>	
<p><b>Recreational</b> (page 179)          Done for enjoyment</p>	
<p><b>Represent</b> (page 222)          To act or speak officially for someone</p>	
<p><b>Sedative</b> (page 17)          A drug that calms or relaxes someone</p>	

<b>Vocabulary Connections</b> Grade Level: 4 / Guided Reading Level: 5			<b>Out of My Mind</b> By: Sharon Draper Read Aloud Book
<b>Ballistic</b>	<b>Clammy</b>	<b>Disbled</b>	<b>3rd Step Question:</b> 1. What are the main themes?
To become very angry	Unpleasantly wet and cold	Unable to perform one or more natural activities because of illness, injury, etc.	<b>2nd Step Question:</b> 2. What are the main themes?
<b>Gossip</b>	<b>Insisted</b>	<b>Manual</b>	<b>3rd Step Question:</b> 3. What are the main themes?
To talk about the personal lives of other people	To demand that something happen or that someone do something	Operated or controlled with the hands or by a person	<b>4th Step Question:</b> 4. What are the main themes?

Vocabulary Connections			Out of My Mind By: Sharon Draper Grade Level: 4 / Guided Reading Level: 5
<b>Step by Step Directions:</b> 1. Cut on the dashed line    2. Fold on the solid line    3. Glue, tape or staple the top of each card to a book			
<b>Promptly</b>		<b>Recreational</b>	
Without delay		Done for enjoyment	
		To act or speak officially for someone	
<b>Sedative</b>			
A drug that calms or relaxes someone			

## Word and Definition Sorting Cards

Vocabulary Connections			Out of My Mind By: Sharon Dropper Grade Level: 4 / Guided Reading Level: 3	Out of My Mind By: Sharon Dropper Guided Reading Level: 3
<b>Promptly</b> is a/an noun verb adverb adjective  <b>Definition of Promptly:</b>      	<b>Recreational</b> is a/an noun verb adverb adjective  <b>Definition of Recreational:</b>       	<b>Represent</b> is a/an noun verb adverb adjective  <b>Definition of Represent:</b>       	<b>Step by Step Directions:</b> <b>Step 1:</b> Read the book. <b>Step 2:</b> Hold on to the book line. <b>Step 3:</b> Complete the Vocabulary Card on the front of the book. <b>Step 4:</b> Write the Vocabulary Word on the front of the book.	<b>Step by Step Directions:</b> <b>Step 1:</b> Read the book. <b>Step 2:</b> Hold on to the book line. <b>Step 3:</b> Complete the Vocabulary Card on the front of the book. <b>Step 4:</b> Write the Vocabulary Word on the front of the book.
<b>Promptly</b> looks like this:       	<b>Recreational</b> looks like this:       	<b>Represent</b> looks like this:       	<b>Step by Step Directions:</b> <b>Step 1:</b> Read the book. <b>Step 2:</b> Hold on to the book line. <b>Step 3:</b> Complete the Vocabulary Card on the front of the book. <b>Step 4:</b> Write the Vocabulary Word on the front of the book.	<b>Step by Step Directions:</b> <b>Step 1:</b> Read the book. <b>Step 2:</b> Hold on to the book line. <b>Step 3:</b> Complete the Vocabulary Card on the front of the book. <b>Step 4:</b> Write the Vocabulary Word on the front of the book.
<b>Promptly</b> reminds me of:       	<b>Recreational</b> reminds me of:       	<b>Represent</b> reminds me of:       	<b>Step by Step Directions:</b> <b>Step 1:</b> Read the book. <b>Step 2:</b> Hold on to the book line. <b>Step 3:</b> Complete the Vocabulary Card on the front of the book. <b>Step 4:</b> Write the Vocabulary Word on the front of the book.	<b>Step by Step Directions:</b> <b>Step 1:</b> Read the book. <b>Step 2:</b> Hold on to the book line. <b>Step 3:</b> Complete the Vocabulary Card on the front of the book. <b>Step 4:</b> Write the Vocabulary Word on the front of the book.
<b>I saw this word in</b>       	<b>I saw this word in</b>       	<b>I saw this word in</b>       	<b>Step by Step Directions:</b> <b>Step 1:</b> Read the book. <b>Step 2:</b> Hold on to the book line. <b>Step 3:</b> Complete the Vocabulary Card on the front of the book. <b>Step 4:</b> Write the Vocabulary Word on the front of the book.	<b>Step by Step Directions:</b> <b>Step 1:</b> Read the book. <b>Step 2:</b> Hold on to the book line. <b>Step 3:</b> Complete the Vocabulary Card on the front of the book. <b>Step 4:</b> Write the Vocabulary Word on the front of the book.

<b>Word Games</b> with Words from <b>Out of My Mind</b>		
<b>Directions:</b> Complete the sentences using the correct vocabulary words from the Word Bank.		<b>Answer Key</b> <b>Out of My Mind</b>  the correct vocabulary words from  <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px auto; width: 150px;"> <b>promptly</b>  <b>recreational</b> </div> <b>recreational</b> activities like hiking  when he found out that his  <b>promptly</b>  <b>sedative</b> to be able to  and <b>clammy</b>
1. Our family loves outdoor _____ activities like hiking and camping.  2. The little boy went _____ when he found out that his pet dog is missing.  3. Good students attend their classes _____.  4. The patient needs to take a _____ to be able to sleep.  5. Due to anxiety, her hands felt cold and _____.	6. _____ activities like hiking  _____ when he found out that his  #5 _____  _____ to be able to  id and _____  each vocabulary word below. each word.	
<b>Word Bank:</b> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">clammy</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">ballistic</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">promptly</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">represent</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">sedative</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">recreational</div> </div>	7. _____  8. _____  9. _____  10. _____  11. _____  12. _____	
<b>Directions:</b> Identify the correct spelling of each vocabulary word below. Then circle the synonym that best matches each word.		13. _____  14. _____  15. _____  16. _____  17. _____  18. _____  19. _____  20. _____
<b>Synonym:</b> tattle / talk / joke  _____ A. Gossip      B. GOSSIP      C. GOSSIP  _____ A. REPRESENT      B. REAPRESENT      C. REPRESENT  <b>Synonym:</b> express / substitute / mimic  _____ A. EXPRESS      B. REAPRESENT      C. REPRESENT		21. _____  22. _____  23. _____  24. _____  25. _____  26. _____  27. _____  28. _____  29. _____  30. _____
Name: _____ <div style="text-align: right; margin-top: 5px;">             ©BookPages.com           </div>		31. _____  32. _____  33. _____  34. _____  35. _____  36. _____  37. _____  38. _____  39. _____  40. _____
<b>Synonym:</b> express / <u>substitute</u> / mimic		41. _____  42. _____  43. _____  44. _____  45. _____  46. _____  47. _____  48. _____  49. _____  50. _____

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

[illegible]

## Vocabulary Connections

**Name:** \_\_\_\_\_

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**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence below each word 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	

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

[Working Words!](#) | [©BookPage.com](#)

## Vocabulary Word Extension Activities

## Personalized Vocabulary Bookmark

Common Core State Standards Correlation
Out of My Mind Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Out of My Mind correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Book Club Lesson Plan and Resources</b>
Reading: Literature
<b>RL.1</b> - Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.
<b>RL.2</b> - Determine a theme or topic of a story, drama, or poem from details in the text; summarize the text.
<b>RL.3</b> - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Hercules).
<b>RL.5</b> - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<b>RL.6</b> - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrators.
<b>RL.7</b> - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<b>RL.8</b> - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<b>RL.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, of the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
<b>RF.1</b> - Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.4</b> - Read with sufficient accuracy and fluency to support comprehension.
Writing
<b>W.8</b> - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
<b>SL.1a</b> - Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>SL.1b</b> - Follow agreed-upon rules for discussion and carry out assigned roles.
<b>SL.1c</b> - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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Book Club

Common Core Alignment

Common Core State Standards Correlation
Out of My Mind Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Out of My Mind correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language
<b>L.4a</b> - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>L.4b</b> - Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>L.4c</b> - Acquire and use accurately general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.
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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 di 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
<ul style="list-style-type: none"><li>Lee el texto asignado.</li><li>Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector.</li><li>Prepárese para el Club de Libro antes de tiempo:<ul style="list-style-type: none"><li>Elige al menos una parte interesante, divertida o confusa para compartir con su club de lectura.</li><li>Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno.</li><li>Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.).</li></ul></li></ul>	<ul style="list-style-type: none"><li>Ven al Club de Libro a tiempo y listo para comenzar la discusión.</li><li>Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted.</li><li>Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas.</li><li>Apoye su pensamiento con evidencia del texto.</li><li>Píde ayuda si la necesitas.</li><li>Permanece en el tema. Haz contacto visual con las personas en tu Club de Libro.</li><li>Respete a las personas en tu Club de libro:<ul style="list-style-type: none"><li>Intenta no interrumpir: espera tu turno para compartir</li><li>Use lenguaje respetuoso</li><li>Escucha cuidadosamente</li></ul></li></ul>	<ul style="list-style-type: none"><li>Reflexiona sobre tu reunión del Club de libro. Pienso en estas cosas:<ul style="list-style-type: none"><li>¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector?</li><li>¿Qué puedes hacer para tener una mejor conversación la próxima vez?</li></ul></li><li>Registre su tarea de lectura en su calendario del Club de Libro.</li><li>Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).</li></ul>

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## Student Self-Evaluation Rubric

Nombre: \_\_\_\_\_

Cómo lo hice en el Out of My Mind Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				<b>Antes</b> ¿Cómo se preparó el Club de Libro?
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				<b>Durante</b> ¿Cómo se comportó el 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.				<b>Después</b> ¿Cómo se comportó el Club de Libro?
Me cuándo y dónde me preparé para la próxima reunión.				
Nota	Una nota de tu maestro			

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## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

Nombre: \_\_\_\_\_

Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?	Elige dos configuraciones del texto. Explica por qué cada uno es importante para la historia.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Cuál fue la idea principal del texto que leíste hoy? Enumera al menos 3 detalles que respalden su idea principal.	Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Escribe sobre las estrategias de lectura que usó para ayudarte a ser un mejor lector.	¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	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 las historias son iguales y diferentes.
Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.	Escribe sobre las cosas que un lector necesita saber para entender el texto.	Elige una escena del libro. Dica cómo sería diferente si se convirtiera en una película.
Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	Da un ejemplo de una frase interesante que leíste hoy. Indique cómo el lenguaje del autor afectó su comprensión.	¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	Escribe un resumen del texto que leíste hoy.

**Direcciones:**  
Elige una de las opciones de respuesta de la pizarra. Escribe tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, colorea en el cuaderno de la pizarra de arriba.

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with 4<sup>th</sup> Grade Common Core Alignment