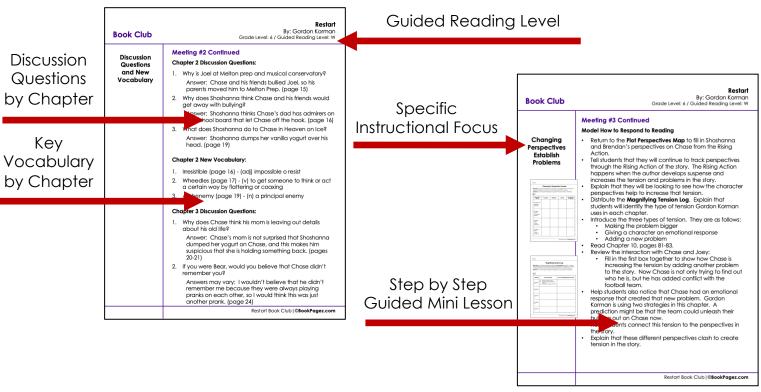
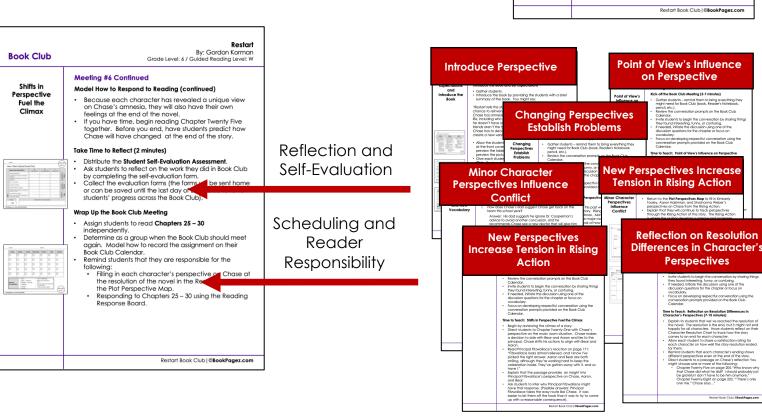
Here's What You'll Get with the Restart Book Club

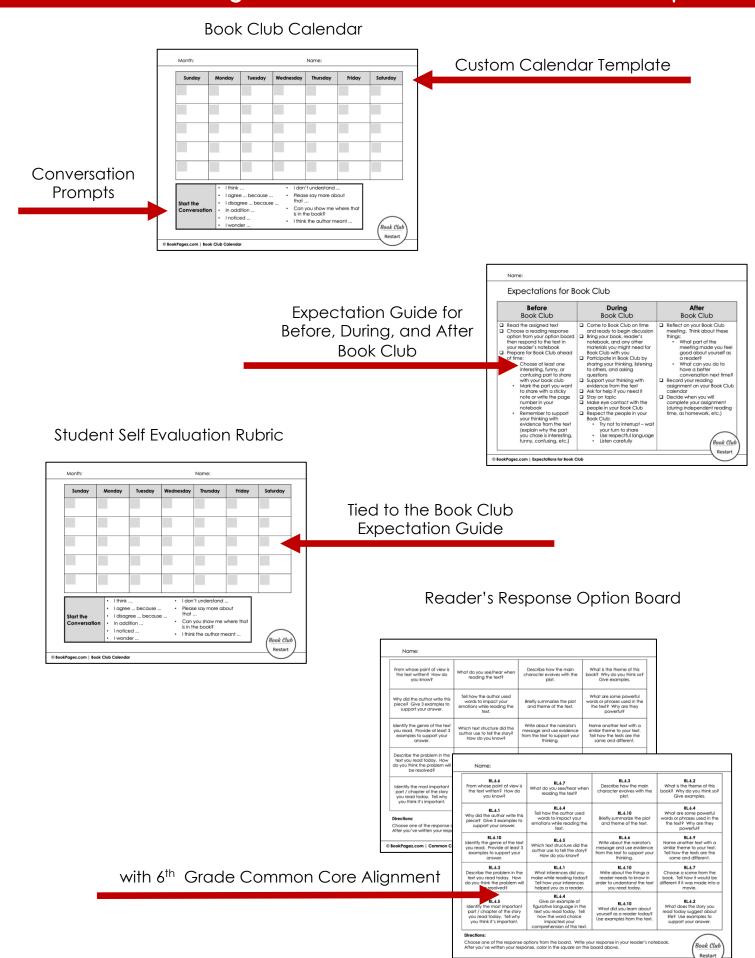
Perspective Lesson Plans for 7 Book Club Meetings

4 Part Lesson Plans



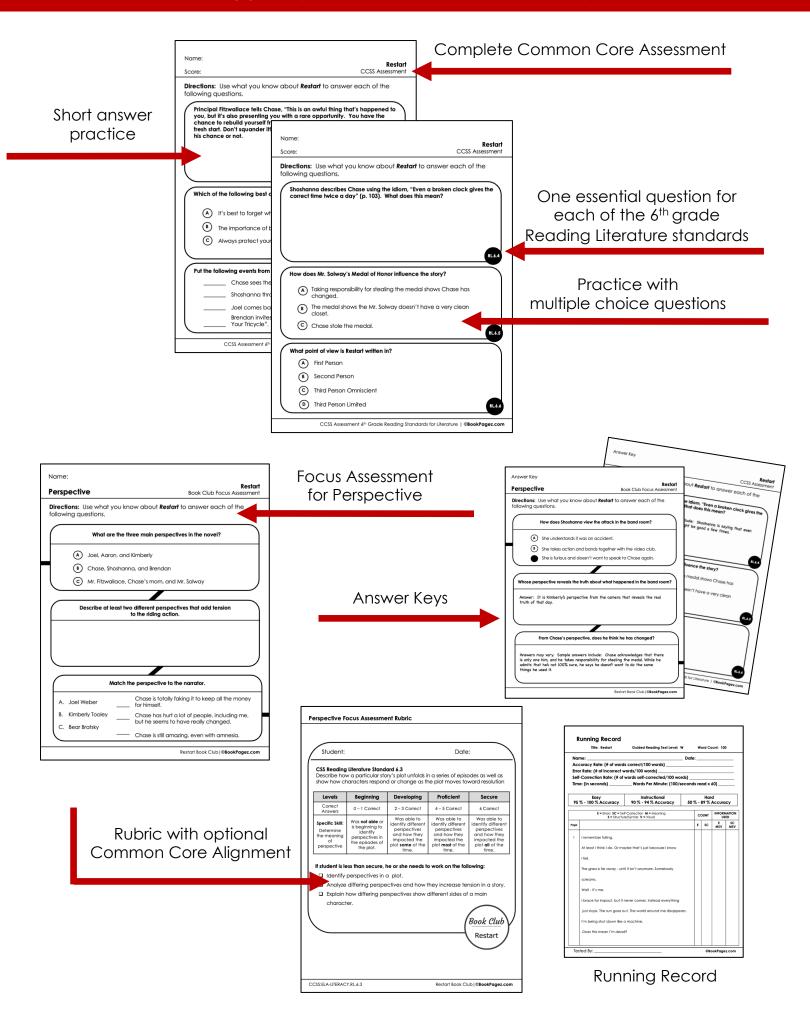


Book Club Management Materials (also available in Spanish)

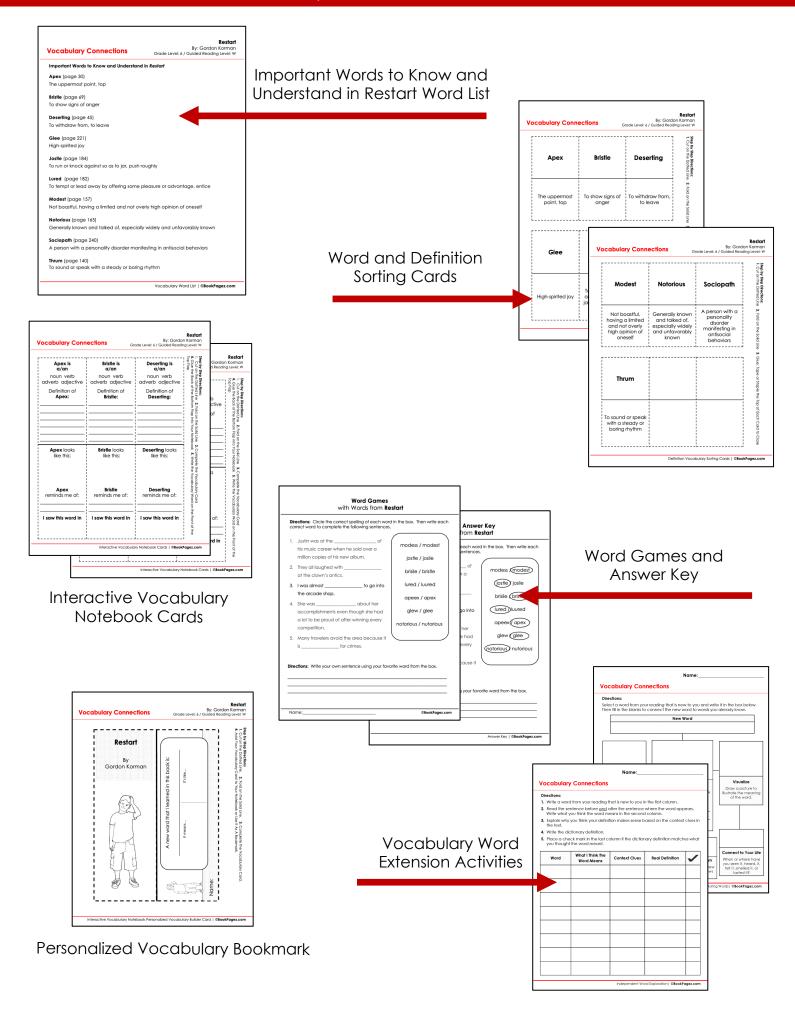


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Book Club Assessment Materials



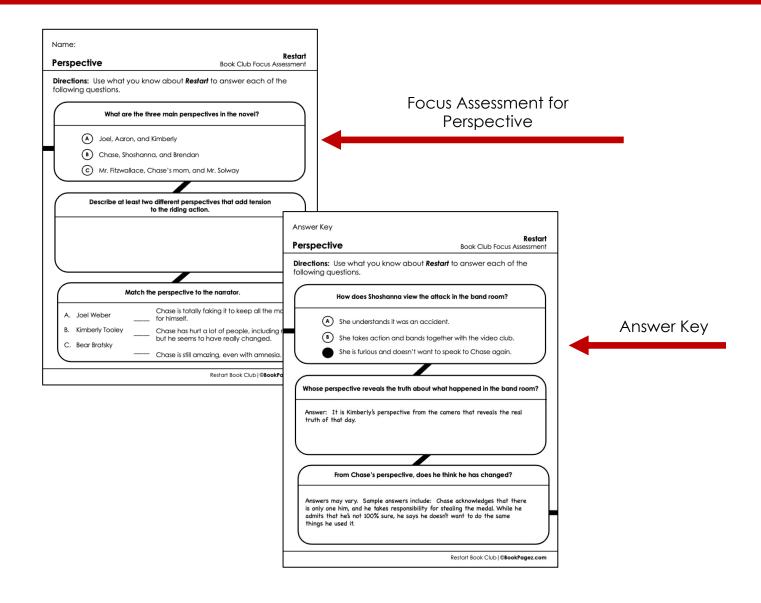
Vocabulary Connections Resources

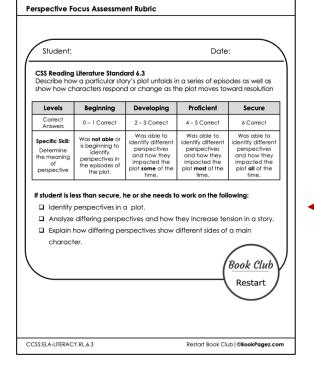


Common Core Aligned Comprehension Assessment

Name:	Restart		
Score:	CCSS Assessment	_	
Directions: Use what you following questions.	u know about Restart to answer each of the		
you, but it's also present chance to rebuild your	Is Chase, "This is an awful thing that's happened to thing you with a rare opportunity. You have the self from the ground up, to make a completely ser it!" (p. 26). Explain whether Chase squandered	One qu	mon Core Assessment: vestion for each Reading onal OR Reading Literature standard (1-9)
A It's best to forg B The importance	et who your friends are. e of being kind and generous every day. ryourself, no matter the harm to others.		
Chase see	from the story in numerical order. set the girl in the blue dress in a painting. a throws frozen yogurt on Chase.		
Joel come Brendan i Your Tricy	Answer Key	Restart CCSS Assessment	
CCSS Assessme	Directions: Use what you know about *Restart* to answer each of the following questions. Shoshanna describes Chase using the idiom, "Even a broken clock gives the correct time twice a day" (p. 103). What does this mean? Answers may vary. Sample answers include: Shoshanna is saying that even Chase with his bad record of events might be good a few times. How does Mr. Solway's Medal of Honor influence the story? Taking responsibility for stealing the medal shows Chase has changed. B The medal shows the Mr. Solway doesn't have a very clean closet. C Chase stole the medal.		Answer Key
	What point of view is Restart written in? First Person B Second Person C Third Person Omniscient D Third Person Limited	RL6.6	
	CCSS Assessment 6th Grade Reading Standards	for Literature @BookPagez.com	

Book Club Focus Assessment and Rubric





Rubric with Optional Common Core Alignment

Complete Common Core Alignment

Common Core State Standards Correlation

Restart Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Restart correlate with the following English Language Arts Common Core State Standards for sixth grade.

Reading: Literature

RL4.1 - Cite textual evidence to support analysis of what the text says explicitly as well as interences acrown from the text.

RL4.2 - 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.

RL4.3 - 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.

RL4.4 - 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

figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

R.L.6.5 - Analyze how a particular sentence, chapter, scene, or starza fits into the overall structure of a text and contitioutes to the development of the theme, setting, or plot.

R.L.6.6 - Explain how an author develops the point of view of the narrator or specker in a text.

R.L.6.7 - Compare and contrast the experience of reading a story, drama, or poem to Istening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hea" when reading the text to what they perceive when they listen or watch.

R.L.6.7 - 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.

R.L.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 plagiatism and providing back bibliographic information for sources.

W.6.9 — Draw evidence from literary or informational texts to support analysis, reflection, and

Speaking & Listening \$1.6.1 a. 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

SL6.1c - Pose on description individual roles as needed.

SL6.1c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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Book Club Common Core Alignment

Common Core State Standards Correlation

Restart Lesson Plans, Resources, and Activities

The Jesson plans, resources, and activities for use with Restart correlate with the following English Language Arts Common Core State Standards for sixth grade

Vocabulary Lesson Plan and Resources

Language L4.4a – 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. L4.5 – Demonstrate understanding of perspective, word relationships, and nuances in word

meanings.

L.A.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

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