

Here's What You'll Get with the The Invention of Hugo Cabret Book Club

Analyze Text Structure Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Book Club	
The Invention of Hugo Cabret By: Brian Selznick Grade Level: 6 / Guided Reading Level: W	
Discussion Questions and New Vocabulary	<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 either instance, 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 THE THIEF Discussion Questions:</p> <ol style="list-style-type: none">1. Why do you think Hugo is stealing a wind-up toy? Answers will vary. It has something to do with the mechanical man drawings in the notebook. He says he needs the toys. (page 47)2. Describe the page that catches the old man's eye. Answer: It is a drawing of a mechanical man. (page 52)3. What does Hugo lose? Answer: He lost the notebook. The old man keeps it. (page 60) <p>Chapter 1 THE THIEF New Vocabulary:</p> <ul style="list-style-type: none">Agitated (page 47) – disturbed, excited, or angeredWorn (page 51) – damaged by being used too much or in a careless way <p>The Invention of Hugo Cabret Book Club @BookPagez.com</p>

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
The Invention of Hugo Cabret By: Brian Selznick Grade Level: 6 / Guided Reading Level: W	
How Setting is Developed through Illustrations	<p>Meeting #2 Continued</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 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.• Ask students to share and discuss the drawings they wrote about in their notebooks. Focus on the information asked for on the chart (how the illustration makes them think/feel and what the author is trying to communicate with the illustration). <p>Time to Teach: How Setting is Developed through Illustrations (7-10 minutes)</p> <ul style="list-style-type: none">• Review story elements with students. (Plot, Setting, Characterization, and Theme).• Confirm with students that when they talk about the setting, it includes all of the following:<ul style="list-style-type: none">• Geographic location• Historical period• What sets the stage and the mood for the novel• Explain to students that this story uses both written words and drawings to help the reader visualize the setting of the story.<ul style="list-style-type: none">• We will look at how the drawings enhance the text to help us further understand the setting. <p>The Invention of Hugo Cabret Book Club @BookPagez.com</p>

Book Club

The Invention of Hugo Cabret

By: Brian Selznick

Grade Level: 6 / Guided Reading Level: W

How Theme is Developed through Illustrations

Meeting #4 Continued

- Distribute copies of the **Analyzing a Visual Text – Theme** chart or have students draw it in their Reader's Notebook.
- Show students how to complete the chart using the information discussed above. (See sample).
- Prompt students to keep these ideas in mind when reading Part II of the story.

Sample Reader's Notebook Entry (Analyzing a Visual Text – Theme Chart)

Description of the Illustration (Page):	What this illustration tells me:	Possible theme this illustration is communicating
Hugo is watching the movie and his eyes are glowing. He seems to be really enjoying it. (200-1)	Hugo is mesmerized by the movie.	Movies transport us to another place entirely.

Take Time to Reflect (2 minutes)

- Distribute the Student Self-Evaluation Assessments.
- 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 seen on the last day of Book Club along with any notes from the teacher).

Wrap Up the Book Club Meeting

- Assign students to independently read **Part II, Chapters 1 – 6**.
- While independently reading, ask students to look for illustrations that help them understand the theme. Complete the Analyzing a Visual Text – Theme chart for each theme related illustration they find.
- 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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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduction to Understanding and Evaluating Text with Illustrations	How Theme is Developed through Illustrations
How Setting is Developed through Illustrations	Comparing and Contrasting Written and Visual Texts
How Plot is Developed through Illustrations	Analyzing Text Structure and the Author's Purpose
Assessment	Wrap Up

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 The Invention of Hugo Cabret

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I read and 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: _____

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?			
Identify the most important part / chapter of the story you read today. Tell why you think it's important.			

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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Name: _____

RL.4.4	RL.6.7	RL.6.3	RL.4.2
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? Tell how your inferences helped you as a reader.	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.
Identify the most important part / chapter of the story you read today. Tell why you think it's important.	Give an example of figurative language in the text you read today. Tell how the word choice impacted your comprehension of the text.	What did you learn about yourself as a reader today? Use examples from the text.	What does the story you read today suggest about life? Use examples to support your answer.

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

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: _____ Score: _____

The Invention of Hugo Cabret
CCSS Assessment

Directions: Use what you know about *The Invention of Hugo Cabret* to answer each of the following questions.

Analyze this passage; what inference can you make?
"As I look out on all of you gathered here, I want to say that I don't see a room full of Parisians in top hats, bankers and housewives and you truly are: wizards, mermages, are the true dreamers."

What does this story suggest?

How does Hugo change as the story develops?

(A) He becomes better at making things.
(B) He learns to open up to others.
(C) He becomes bitter.

Underline the simile in this sentence and explain its meaning.
The station inspector burst in like a hurricane, followed immediately by Madame Emile and Monsieur Fick.

How did the plot of the story develop?

(A) Through 12 chapters in both Part I and Part II.
(B) Through drawings that showed the events.
(C) Through textual explanation of the sequence of events.
(D) None of the above.
(E) All of the above.

From whose point of view is the story written?

(A) Hugo's
(B) A third person narrator
(C) The author's
(D) Both b and c
(E) None of the above

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

Name: _____

Analyze Text Structure
The Invention of Hugo Cabret
Book Club Focus Assessment

Directions: Use what you know about *The Invention of Hugo Cabret* to answer each of the following questions.

Why did the author choose to structure the story in two parts?

If you were to create an outline of this text, where would this particular sentence be placed?
"But another story begins, because stories lead to other stories, and this one leads all the way to the moon."

How do the illustrations in the text contribute to the plot?

(A) They show things that the words don't describe.
(B) They support things the words describe.
(C) They are separate from the plot.
(D) All of the above.
(E) Both a and b

The Invention of Hugo Cabret Book Club | ©BookPages.com

Focus Assessment for Analyze Text Structure

Answer Keys

Answer Key

The Invention of Hugo Cabret
CCSS Assessment

Directions: Use what you know about *The Invention of Hugo Cabret* to answer each of the following questions.

Underline the simile in this sentence and explain its meaning.
The station inspector burst in like a hurricane, followed immediately by Madame Emile and Monsieur Fick.
Answer: The simile is "like a hurricane." He came in with large and powerful movements.

How did the plot of the story develop?

(A) Through 12 chapters in both Part I and Part II.
(B) Through drawings that showed the events.
(C) Through textual explanation of the sequence of events.
(D) None of the above.
(E) All of the above.

From whose point of view is the story written?

(A) Hugo's
(B) A third person narrator
(C) The author's
(D) Both b and c
(E) None of the above

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

Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 6.5
Analyze how a particular sentence, chapter, or scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Analyze structure of text	Is not able or beginning to show how a sentence, chapter, or scene fits into the overall structure and contributes to development of theme, setting, or plot.	Is able to show how a sentence, chapter, or scene fits into the overall structure and contributes to development of theme, setting, or plot.	Is able to show how a sentence, chapter, or scene fits into the overall structure and contributes to development of theme, setting, or plot.	Is able to show how a sentence, chapter, or scene fits into the overall structure and contributes to development of theme, setting, or plot.

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

- Explain how the plot develops in the text.
- Explain how illustrations further the plot.
- Compare a specific text and drawing and how they set the scene.
- Write down the theme of the novel and select a passage that reveals that theme.

Book Club
The Invention of Hugo Cabret

CCSS.ELA-LITERACY.RL.6.5 The Invention of Hugo Cabret Book Club | ©BookPages.com

Running Record

Title: *The Invention of Hugo Cabret* Guided Reading Text Level: W 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 = Error SC = Self-Correction M = Misreading S = Structure/Syntax V = Visual			
Page	E	SC	COUNT INFORMATION USED
1			

Analysis and Comments:

Tested By: _____ ©BookPages.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in *The Invention of Hugo Cabret* Word List

Vocabulary Connections	The Invention of Hugo Cabret
	By Brian Selznick Grade Level: 6 / Guided Reading Level: W
Important Words to Know and Understand in "The Invention of Hugo Cabret"	
Apprentice (page 124)	A person who learns a job by working for someone who is good at it
Battered (page 51)	Damaged by being used too much or in a careless way
Brooch (page 264)	A piece of jewelry that is held on clothing by a pin and worn by a woman at or near her neck
Calibrated (page 240)	Measured in an exact and precise way
Captivated (page 166)	Holding someone's attention by being interesting or beautiful
Cluster (page 73)	A group of things or people that are close together
Cresissant (page 152)	A type of roll shaped like a crescent and eaten at breakfast
Disheveled (page 223)	Not neat or tidy
Makeshift (page 302)	A temporary replacement for something
Medium (page 354)	Material or method used by an artist

Vocabulary Connections <i>The Invention of Hugo Cabret</i> By: Brian Selznick Grade Level: 4 / Guided Reading Level: W		
Apprentice A person who learns a job by working for someone who is good at it!	Battered Damaged by being used too much or in a careless way	Brooch A piece of jewelry that is held on clothing by a pin and worn by a woman at or near her neck
Calibrated Measured in an exact and precise way	Captivated Holding someone's attention by being interesting or beautiful	Cluster A group of things or people that are close together

Vocabulary Connections		
<p>The Invention of Hugo Cabrel By: Brian Selznick Grade Level: 6 / Guided Reading Level: W</p>		
Croissant	Disheveled	Makeshift
A type of roll shaped like a crescent and eaten at breakfast	Not neat or tidy	A temporary replacement for something
Medium		
Material or method used by an artist		

Word and Definition Sorting Cards

[illegible]

Interactive Vocabulary Notebook Cards

Word Games

with Words from *The Invention of Hugo Cabret*

Directions: Complete the **crossword** by filling in a word that fits each clue.

Down:

- A roll-shaped bread
- A kind of jewelry

Across:

- A synonym of damaged
- It means a temporary substitute
- Another word for a trainee

Answer Key

vention of Hugo Cabret

ing in a word that fits each clue.

C					
O			E	E	D
T					
S		H	I	F	T
S					
A					
N	T	I	C	E	
T					

Word Bank

Apprentice
Battered
Brooch
Calibrated
Capitivated
Cluster
Croissant
Disheveled
Makeshift
Medium

Directions: Complete the following sentences by choosing the correct vocabulary word from the Word Bank.

- Before he became a professional teacher, he worked as an _____.
- The charming baby boy _____ everyone who saw him.
- The mechanic _____ the tire pressure to fix my flat tires.
- All the passengers looked tired and _____ after the twelve-hour bus ride.

Name: _____
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ences by choosing the correct

al teacher, he worked as an

_____ated _____ everyone who saw him.

_____ the tire pressure to fix my flat tires.

_____ and _____ after the

_____ twelve-hour bus ride.

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections


The Invention of Hugo Cabret

By Brian Selznick

Grade Level: 6 | Guided Reading Level: W


The Invention of Hugo Cabret

By Brian Selznick



A new word I read / learned in the book is:

It means...



Name: _____

Step by Step Directions:

1. Read the story of *The Invention of Hugo Cabret* by Brian Selznick.
2. Look up the word in the dictionary.
3. Write the word in the box.
4. Write the meaning of the word in the box.
5. Write the word in the box.
6. Write the meaning of the word in the box.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 80sof4pages.com

Personalized Vocabulary Bookmark

[illegible]

Complete Common Core Alignment

Common Core State Standards Correlation
The invention of Hugo Cabret Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Invention of Hugo Cabret" 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.6.3 – 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.6.5 – Describe how a particular story or drama part unfolds in a series of episodes as well as how the character responds or changes as the plot moves toward a resolution.
RL.6.6 – 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.6.8 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the themes, setting, or plot.
RL.6.9 – 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 following 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.6.7 – 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.
RL.6.10 – 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 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 – Give and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
The Invention of Hugo Cabret CCS Alignment 800thPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
The invention of Hugo Cabret Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Invention of Hugo Cabret" 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 figurative language, 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.
The Invention of Hugo Cabret CCS Alignment 800thPages.com

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
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elige 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"/> Respete 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 The Invention of Hugo Cabret Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del 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.				Durante 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.				
Se cuándo y dónde me preparé para la próxima reunión.				Después de la reunión del Club de Libro
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.	¿Dígame 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. Proporcione al menos 3 ejemplos para respaldar su respuesta.	¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	Escriba 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 tus inferencias te ayudaron como lector.	Escriba 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.	Da un ejemplo de lenguaje figurativo en el texto que lees hoy. Cuéntales cómo la elección de palabras impactó su comprensión del texto.	¿Qué sugiere la historia que lees hoy sobre la vida? Use ejemplos para respaldar su respuesta.	

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, cólela en el recuadro de la tabla de arriba.

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with 6th Grade Common Core Alignment