

Here's What You'll Get with the When You Reach Me Book Club

Making Inferences Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club	
<p>When You Reach Me By: Rebecca Stead Grade Level: 5 / Guided Reading Level: V</p>	
<p>Discussion Questions and New Vocabulary</p>	<p>Final Meeting Continued Pages 166 – 197 Discussion Questions:</p> <ol style="list-style-type: none"> What made Miranda stop trying to forget about everything that happened and decide to write the letter? Answer: The postcard coming in the mail for the \$20,000 Pyramid. This was another "proof" mentioned in the third note. (page 181) What does Miranda realize when her veil is finally lifted? Answer: She realizes the note-writer is Marcus and he had already read the letter she hadn't written yet. (page 189) The note-writer says he travels in time to save Sal and himself. He is able to save Sal's life, but he ends up dying. What do you think Marcus meant when he said he was also saving himself? Answers will vary. Sample answers include: Marcus's life would have been much different, and worse, if he had ended up being responsible for Sal's death. By saving Sal, Marcus also saved himself from living a life of guilt and regret. (page 193) <p>Pages 166 – 197 New Vocabulary:</p> <ol style="list-style-type: none"> Casualty (page 172) – done without much thought, effort, or concern Minor (page 178) – not yet old enough to have the rights of an adult Allegations (page 178) – a statement saying someone has done something wrong or illegal Artificial (page 183) – not natural or real; made, produced, or done to seem like something natural Remotely (page 185) – to a very small degree Amateur (page 185) – a person who does something poorly; a person who is not skillful at a job or other activity. <p>When You Reach Me Book Club @BookPagez.com</p>

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
<p>When You Reach Me By: Rebecca Stead Grade Level: 5 / Guided Reading Level: V</p>	
<p>Making Inferences Using Evidence from the Text</p>	<p>Meeting #3 Continued 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. <p>Time to Teach: Making Inferences Using Evidence from the Text (7-10 minutes)</p> <ul style="list-style-type: none"> Invite volunteers to share clues that they noted about the mystery while reading independently. Remind students that, at the last meeting, they practiced how to look for evidence in the text that "bridges the lines" by gathering clues that seem to be related and using them to make an inference. Tell students that the characters in the story are an important piece to solving the mystery. For example, look at what we have learned about Marcus: <ul style="list-style-type: none"> Draw attention to the fact that Marcus might be important because he plays a major role in the event that caused Miranda and Sal to stop being friends. Display or otherwise call attention to the following details: <ul style="list-style-type: none"> Marcus is reading a thick textbook called <i>Concepts in Mathematics</i>. (page 48) <p>When You Reach Me Book Club @BookPagez.com</p>

Book Club	
<p>When You Reach Me By: Rebecca Stead Grade Level: 5 / Guided Reading Level: V</p>	
<p>Meeting #3 Continued</p> <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 can be saved until the last day of Book Club to review student progress across the Book Club). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to read pages 88-127 independently. Remind students that they are responsible for the following: <ul style="list-style-type: none"> Continue gathering clues about the mystery and adding them to their Tracking Clues to Solve the Mystery graphic organizer. Respond to pages 88-127 using the Reading Response Board. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar. <p>When You Reach Me Book Club @BookPagez.com</p>	<p>Reflection and Self-Evaluation</p> <p>Scheduling and Reader Responsibility</p>

<p>Introduce Making Inferences</p> <p>Reading Inferences</p> <ul style="list-style-type: none"> Repeat for remaining cards: <ul style="list-style-type: none"> Makes "Cops" if you add dropped on egg (clues, "gaps", making predictions, boxed in the text) 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: Making Inferences Using Evidence from the Text (7-10 minutes)</p>	<p>Supporting Inferences With Details from the Text</p> <p>Inferences with Details from the Text</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. <p>Time to Teach: Making Inferences Using Evidence from the Text (7-10 minutes)</p>
<p>Making Inferences Using Evidence from the Text</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. <p>Time to Teach: Making Inferences Using Evidence from the Text (7-10 minutes)</p>	<p>Supporting Inferences</p> <p>From Inferences</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. <p>Time to Teach: Making Inferences Using Evidence from the Text (7-10 minutes)</p>
<p>Solving the Mystery With Logical Inferences</p> <ul style="list-style-type: none"> 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: Solving the Mystery with Logical Inferences (7-10 minutes)</p> <ul style="list-style-type: none"> Invite students to give a "thumbs up" if they read the way that the story unfolded/show the mystery was solved. Ask students to raise their hands if they correctly predicted who the laughing man was! (Answer: Marcus) Ask students to give themselves a pat on the back if they correctly predicted why the letter was so important for Miranda to write! (Answer: Marcus needed the information in the letter to be able to travel in time and save Sal's life.) Tell students that we now know that Marcus was the laughing man/note-writer. He traveled in time to save Sal, and when he appeared in the time period, he was the laughing man. He needed Miranda to write the letter so he could read it before he traveled in time, and he would know all of the details he needed to save Sal. Allow students some time to talk and share whether their predictions were correct or incorrect. <p>When You Reach Me Book Club @BookPagez.com</p>	<p>Using Inferences To Inform Predictions</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. <p>Time to Teach: Using Inferences to Inform Predictions (7-10 minutes)</p> <ul style="list-style-type: none"> Invite students to share items that they added to their Mystery Solved! graphic organizer. Discuss if the item was an inference or a prediction. Remind students that we have been focusing on making inferences throughout the story to better understand the characters and try to help us solve the mystery. We have also discussed the fact that an inference and a prediction are related. Explain that we will now take the next step and use our inferences and predictions to make an informed prediction. Inferences and predictions are related to understanding what's happening in the story while a prediction is a guess about what will happen next. <p>When You Reach Me Book Club @BookPagez.com</p>

6 Making Inferences Lesson Plans

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
When You Reach Me

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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
When You Reach Me

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Student Self-Evaluation Rubric

Name: _____

How I Did in When You Reach Me 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 have prepared for the Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in the Book Club
I had my materials				
I shared my thinking				After I used my reading response
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: / 27

A Note from Your Teacher

Book Club
When You Reach Me

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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 st , 2 nd , or 3 rd 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.			

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
When You Reach Me

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with 5th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Score: _____

When You Reach Me
CCSS Assessment

Directions: Use what you know about **When You Reach Me** to answer each of the following questions.

What clues from **When You Reach Me** support the inference that the laughing man is crazy?

In some ways, this is a coming-of-age story. In what ways are Miranda and Sal different from typical coming-of-age characters?

In what ways are Miranda and Sal similar to typical coming-of-age characters?

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPagez.com

Complete Common Core Assessment

Name: _____

Score: _____

When You Reach Me
CCSS Assessment

Directions: Use what you know about **When You Reach Me** to answer each of the following questions.

What setting elements would be important to include if you were making a movie version of **When You Reach Me**?

A. A busy city that is a little run down.
B. A small town where everyone knows everyone.
C. A modern city with lots of green spaces and restaurants.
D. A neighborhood with kids playing on the playground.

What genre would you use to describe **When You Reach Me**? Explain your thinking.

Do you enjoy reading books from the mystery genre? Tell why or why not.

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPagez.com

Practice with multiple choice questions

One essential question for each of the 5th grade Reading Literature standards

Short answer practice

Answer Key

When You Reach Me
CCSS Assessment

Directions: Use what you know about **When You Reach Me** to answer each of the following questions.

What setting elements would be important to include if you were making a movie version of **When You Reach Me**?

A. A busy city that is a little run down.
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C. A modern city with lots of green spaces and restaurants.
D. A neighborhood with kids playing on the playground.

What genre would you use to describe **When You Reach Me**? Explain your thinking.

Do you enjoy reading books from the mystery genre? Tell why or why not.

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPagez.com

Focus Assessment for Making Inferences

Answer Keys

Name: _____

Score: _____

When You Reach Me
Book Club Focus Assessment

Directions: Use what you know about making inferences with **When You Reach Me** to answer each of the following questions.

Why did the author include the passages about Mom, Miranda, and Richard practicing for *The \$20,000 Pyramid*?

What inference can you make about why Mom won't give Richard a key?

Provide an example from the text that supports the fact that Miranda is a strong female character.

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Answer Key

When You Reach Me
Book Club Focus Assessment

Directions: Use what you know about making inferences with **When You Reach Me** to answer each of the following questions.

What inference can you make about why Marcus said he was saving both Sal and himself?

Answers will vary. Sample answers include: Marcus was saving Sal literally and saving himself from living with the weight of being responsible for Sal's death.

What clues does the author include that help you infer that Marcus is the note-writer?

Answers will vary. Sample answers include: The laughing man runs away from Marcus. Marcus and the laughing man both call Miranda "smart girl". One of the notes refers to why people yawn which was on Miranda's science poster.

What details support the inference that Julia really cares about Annemarie?

Answers will vary. Sample answers include: Julia helps Annemarie when she notices she is having a seizure. She leaves the rose for Annemarie. She accepts the truth with Miranda and helps make Annemarie a cake for her birthday.

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Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Making Inferences	Was not able or is beginning to support a given inference with evidence from the text.	Was able to make an inference using evidence from the text some of the time.	Was able to make an inference using evidence from the text most of the time.	Was able to make an inference using evidence from the text all of the time.

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

- Identify details and examples from the text.
- Support a given inference with evidence from the text.
- Make an inference that is supported by specific examples and details from the text.
- Use repetitive inferences to draw a conclusion.
- Use inferences to inform predictions.

Book Club
When You Reach Me

CCSS:ELA-LITERACY:RL.5.1 | When You Reach Me Book Club | @BookPagez.com

Running Record

Title: **When You Reach Me** Guided Reading Text Level: V 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 70% - 94% Accuracy	Hard 50% - 69% Accuracy
E = Error SC = Self-Correction MI = Misreading S = Structure/Syntax V = Visual			
Page	E SC MI V	E SC MI V	SC MI V
1			

Tested By: _____ @BookPagez.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
When You Reach Me Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with When You Reach Me correlate with the following English Language Arts Common Core State Standards for 8th grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 – Cite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.2 – Determine a theme or a topic, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphor and simile.
RL.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) or that approaches to genre, themes and topics.
RL.9 – Compare and contrast stories in the same genre (e.g., myths and adventure stories) or that approaches to genre, themes and topics.
RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4–6 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.3.3 – Show and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.3.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.3.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.3.9 – 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.
SL.3.10 – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.3.11 – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Book Club Common Core Alignment

Common Core State Standards Correlation
When You Reach Me Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with When You Reach Me correlate with the following English Language Arts Common Core State Standards for 8th grade.
Book Club Lesson Plan and Resources
Speaking & Listening
SL.8.1a – Review the key ideas, expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.8.2 – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.8.3 – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Language
L.8.4 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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 ...
- Por favor, dígame 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"> Lee el texto asignado. Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<ul style="list-style-type: none"> Venga al Club de Libro a tiempo y listo para comenzar la discusión. Trabaja su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Píde ayuda si la necesitas. Permanecer en el tema. Haz contacto visual con las personas en tu Club de Libro. 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 	<ul style="list-style-type: none"> 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? Registre su tarea de lectura en su calendario del Club de Libro. 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 When You Reach Me 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.				Durante la reunión del Club de Libro
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				Después de la reunión del Club de Libro
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Se cuándo y dónde me prepararé para la próxima reunión.				
Nota		Una nota de tu maestro		
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>EScribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p> <p>¿Cuál fue la idea principal del texto que leste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p> <p>EScribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p> <p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p> <p>EScribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p> <p>Direcciones: Elija una de las opciones de respuesta. Después de que hayas escrito tu respuesta, colorea en el recuadro de la Tabla de Embudo.</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p>EScribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p> <p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p> <p>EScribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p> <p>Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p> <p>Da un ejemplo de una frase interesante que leas hoy. Indique cómo el lenguaje del autor afecta su comprensión.</p>	<p>Elija dos configuraciones del texto. Explica por qué cada uno es importante para la historia.</p> <p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p> <p>EScribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p> <p>EScribe sobre las cosas que un lector necesita saber para entender el texto.</p> <p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p> <p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> <p>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> <p>EScribe una escena del libro. Dica cómo sería diferente si se convirtiera en una película.</p> <p>EScribe un resumen del texto que leste hoy.</p>
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with 5th Grade Common Core Alignment