

# Here's What You'll Get with the A Wrinkle in Time Book Club

## Story Elements Lesson Plans for 6 Book Club Meetings

### 4 Part Lesson Plans

**Book Club**  
A Wrinkle in Time  
By: Madeleine L'Engle  
Grade Level: 6 / Guided Reading Level: W

**Discussion Questions and New Vocabulary**

**Final Meeting**  
**A Note About the Discussion Questions and Vocabulary**  
The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.  
You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them 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 discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

**Chapter 12 Discussion Questions:**

1. Why does Meg have to go save Charles Wallace? Answers will vary: Her father and Calvin cannot go. (page 214)
2. How does IT try to trick Meg? Answers will vary: IT says Mrs. Whatsit is his friend. (page 227)
3. How does Meg defeat IT? Answers will vary: She loves Charles Wallace. (page 230)

**Chapter 12 New Vocabulary:**

1. Despairingly (pg. 215) – feeling sad and without hope
2. Prevail (pg. 222) – to defeat an opponent especially in a difficult contest
3. Humbling (pg. 227) – very bad in a way that causes fear, shock or disgust

A Wrinkle in Time Book Club | ©BookPages.com

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

**Book Club**  
A Wrinkle in Time  
By: Madeleine L'Engle  
Grade Level: 6 / Guided Reading Level: W

**Find the Problem in the Story**

**Model How to Respond to Reading**

- Distribute copies of the plot diagram.
- Review what each letter on the diagram represents.
- Remind students what they read at the beginning of the story.
- Ask students to define the exposition of the story. (Remind students that the exposition introduces the character and the setting.)
- Have students fill in the following for A (exposition):
  - Meg is thinking on a dark and stormy night.
- Remind students of the problem: Good v. Evil (the Ws and children v. the Dark Thing)
- Discuss where this problem is revealed in the text to complete the plot diagram for B (conflict) (you can use the following script):
  - Consider how the children felt after they experienced the Dark Thing. How did it impact them? (They felt physically ill and upset, pgs. 66-67)
  - After Mrs. Whatsit revealed herself, how did the children's attitude toward her change? (They were more respectful and Calvin even tried to worship her, pg. 75)
  - What does Mrs. Whatsit show them about the shadow while they are on Uriel? (It is covering the stars, pgs. 81-82)
  - What does the Happy Medium show the children about Earth? (It's covered by the Dark Thing, which has been there for a long time, pg. 99)
- Help students fill in a plot diagram with information about the problem.
- Have students add one observation each about three different characters on their Tracking Characters Sheet.

A Wrinkle in Time Book Club | ©BookPages.com

Discussion Questions by Chapter

Key Vocabulary by Chapter

**Book Club**  
A Wrinkle in Time  
By: Madeleine L'Engle  
Grade Level: 6 / Guided Reading Level: W

**Summarize Characters**

**Meeting #3 Continued**  
**Model How to Respond to Reading**

- Use the questions above to discuss weakness as well.
- Have students pick a quote from each character that they feel is important to understanding the character or the story. Samples are on the example but students should be free to pick other quotes as long as they can justify their choices.
- Have students complete the important relationships column.
- For an extension, you may want to have students complete another row of the chart about a supporting character.
  - Mrs. Murray
  - Mr. Murray
  - Mrs. Who
  - Mrs. Whatsit
  - Mrs. Which

**Sample Notebook Entry: Character Analysis Sheet**

Character's Name	Appearance	Strengths	Weaknesses	Key Quotes	Important Relationships
Meg Murray	Sheets Glasses Moose-horn hat	Wise to her feelings and good at math and science protection	She had a bad English and Social Studies	"It's just been an awful week and I'm full of bad feelings" (pg. 32)	Other sister to Charles Wallace Friend to IT
Calvin Wallace	Tall and athletic Confident and a great cyclist English is second	Good at school, good at sports Smart Independent	Lonely Poor family environment	"Things are going to happen. Meg, don't think about it." (pg. 47)	Friend to Meg and Charles Wallace
Charles Wallace Murray	Very tall Balding top				

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Book Club**  
A Wrinkle in Time  
By: Madeleine L'Engle  
Grade Level: 6 / Guided Reading Level: W

**Meeting #4 Continued**  
**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 sent home on the last day of Book Club after the meeting).

**Wrap Up the Book Club Meeting**

- Assign students to independently read chapter 12.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.

A Wrinkle in Time Book Club | ©BookPages.com

**Introduce Sequence of Events**

Introduce Sequence of Events

Meeting #1 Continued  
Time to Teach: Introduce Sequence of Events (7-10 minutes)

**Analyze How Characters Respond to Events**

Meeting #2 Continued

**Find the Problem of the Story**

Find the Problem in the Story

**Model How to Respond to Reading**

- Distribute copies of the plot diagram.
- Review what each letter on the diagram represents.
- Remind students what they read at the beginning of the story.
- Ask students to define the exposition of the story.

**Examine How Characters Change Throughout the Story**

Track Effect

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation forms.
- Collect the evaluation forms (the forms will be sent home on the last day of Book Club after the meeting).

**Summarize Characters**

Summarize Characters

**Model How to Respond to Reading**

- Distribute copies of the character analysis sheet.
- Tell students that today, they are going to work on examining what the characters were like at the beginning of the story.
- Work with students to complete the character analysis sheet. A suggested order is below.
  - Who are the main characters in the story?
    - Mrs. Murray, Calvin, Mrs. Whatsit, Charles Wallace, Meg
  - Place the main characters in the first column (see completed example).
  - Ask students to find evidence in the book about each main character's appearance. If they are having trouble, direct them to the page numbers listed below.
    - Meg: page 10
    - Calvin: page 12
    - Charles Wallace: pages 37-38
- After students have completed the appearance based on the page numbers, ask them to consider each character's strengths. If they have trouble, some discussion questions are below.
  - Meg: How does Meg feel when someone threatens her family?
    - What is she good at in school?
    - Does she care about the WW although they know of her?
    - How does she react when the Dark Thing tries to conquer and Charles Wallace?
  - Calvin: What is he good at in school?
    - What is his family situation like? How does that impact his behavior?
  - Charles Wallace: How does the town regard Charles Wallace? How is that different from his family's knowledge of him?
    - How does Charles Wallace treat Meg?

A Wrinkle in Time Book Club | ©BookPages.com

**Find the Resolution and Its Impact on Characters**

Predict Effect

**Wrap Up the Book Club Meeting**

- Assign students to independently read Chapters 24 - 29.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.
- Remind students that they are responsible for the following:
  1. Use the illustrations to predict, reflect,
  2. Responding to chapters 24 - 29 using the Reading Response Board.
  3. To find an interesting, funny, or confusing part to share with the group.

The Book Club | ©BookPages.com

6 Story Elements 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  
A Wrinkle in Time

© BookPages.com | Book Club Calendar

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

Book Club  
A Wrinkle in Time

© BookPages.com | Expectations for Book Club

## Student Self-Evaluation Rubric

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

### How I Did in A Wrinkle in Time 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 responsible 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

Book Club  
A Wrinkle in Time

© BookPages.com | Book Club Self Evaluation

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 text you read today. How do you think the problem 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. After you've written your response, color in the square on the board above.

Book Club  
A Wrinkle in Time

© BookPages.com | Common Core Aligned Book Club Reading Response Option Board

with 6<sup>th</sup> Grade Common Core Alignment

# Book Club Assessment Materials

Practice with multiple choice questions

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

**A Wrinkle in Time**  
CCSS Assessment

Complete Common Core Assessment

Directions: Use what you know about **A Wrinkle in Time** to answer each of the following questions.

Based on the following passage, what does the word **piteous** mean?  
"The kitten yawned, stretched, **craved a piteous mew**, trotted out of the attic, and down the stairs."

- A Loneliness is not able to be defeated.
- B Love is the key to defeated loneliness.
- C Loneliness is the key to defeating love.
- D Love is meaningless in a dark world.

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

**A Wrinkle in Time**  
CCSS Assessment

Directions: Use what you know about **A Wrinkle in Time** to answer each of the following questions.

Name one incident from the story that supports Mrs. Murray's opinion in the following passage:

"You don't know the meaning of moderation, do you my darling?" Mrs. Murray asked. "A happy medium is something I wonder if you'll ever learn."

RL.6.1

Short answer practice

One essential question for each of the 6<sup>th</sup> grade Reading Literature standards

Whenever the children encounter the darkness, they feel it as a lonely void. Meg eventually fights this void by loving Charles Wallace. What ideas about love and loneliness is L'Engle trying to convey?

- A Loneliness is not able to be defeated.
- B Love is the key to defeated loneliness.
- C Loneliness is the key to defeating love.
- D Love is meaningless in a dark world.

RL.6.2

Put the following plot events in numerical order.

- \_\_\_\_\_ Meg fights a boy over Charles Wallace.
- \_\_\_\_\_ Charles Wallace is overtaken by IT.
- \_\_\_\_\_ The children travel to another planet and are shown the darkness is covering Earth.
- \_\_\_\_\_ Mr. Murray goes missing.
- \_\_\_\_\_ The children return home with Mr. Murray.
- \_\_\_\_\_ Meg and Charles Wallace meet Calvin in the woods.

RL.6.3

CCSS Assessment 6<sup>th</sup> Grade Reading Standards for Literature | @BookPagez.com

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

**A Wrinkle in Time**  
Book Club Focus Assessment

Directions: Use what you know about **A Wrinkle in Time** to answer each of the following questions.

**What is the problem of this story?**

- A Meg's mother is missing.
- B Meg's father is missing.
- C Meg's brother is missing.
- D Meg's friend is missing.

**How does Meg rescue her brother from IT?**

**What is one change Meg undergoes as a result of her interactions with Calvin?**

**Why is Meg disappointed in her father after she rescues him?**

- A He solves her problems immediately.
- B He forgets who she is.
- C He is unable to rescue her from IT.
- D He is not sure what steps to take next.

A Wrinkle in Time Book Club | @BookPagez.com

Focus Assessment for Story Elements

Answer Keys

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

**A Wrinkle in Time**  
Book Club Focus Assessment

Directions: Use what you know about **A Wrinkle in Time** to answer each of the following questions.

**What is the problem of this story?**

- A Meg's mother is missing.
- B Meg's father is missing.
- C Meg's brother is missing.
- D Meg's friend is missing.

**How does Meg rescue her brother from IT?**

Answers will vary. One response may be she believes she is invisible so she can express her love of Charles Wallace.

**What is one change Meg undergoes as a result of her interactions with Calvin?**

Answers will vary. One response may be he begins to get confidence in herself as she can do things he cannot (such as math).

**Why is Meg disappointed in her father after she rescues him?**

- A He solves her problems immediately.
- B He forgets who she is.
- C He is unable to rescue her from IT.
- D He is not sure what steps to take next.

A Wrinkle in Time Book Club | @BookPagez.com

Rubric with optional Common Core Alignment

**Story Elements Focus Assessment Rubric**

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

**CCSS Reading Literature Standard 6.3**  
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
<b>Specific Skill:</b> Story Elements	Was not able to or is beginning to describe the plot of a story or show how plot may impact characters.	Is able to show the plot of a story or how plot may impact characters some of the time.	Is able to show the plot of a story or how plot may impact characters most of the time.	Is able to show the plot of a story or how plot may impact characters all of the time.

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

- Describing the plot of a story from beginning to end.
- Identifying key elements of plot, including problem and resolution.
- Examining characters at the beginning of the story.
- Analyzing how characters change in a story based on their responses to plot events.

**Book Club**  
A Wrinkle in Time

CCSS.ELA.LITERACY.RL.6.3 A Wrinkle in Time Book Club | @BookPagez.com

**Running Record**

Title: A Wrinkle in Time Guided Reading Test 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) \_\_\_\_\_

Page	Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
	E	SC	M	MSV	E	SC
1						

It was a dark and stormy night.  
In her attic bedroom Margaret Murray, wrapped in an old patchwork quilt, sat on the foot of her bed and watched the trees tossing in the frenzied toasting of the wind. Behind the trees clouds scudded frantically across the sky. Every few minutes the moon slipped through them, creating wraithlike shadows that raced along the ground.  
The house shook.  
Wrapped in her quilt, Meg shook.  
She wasn't usually afraid of weather. —It's not just

Tested By: \_\_\_\_\_ @BookPagez.com

Running Record

# Vocabulary Connections Resources

## Important Words to Know and Understand in A Wrinkle in Time Word List

**Vocabulary Connections**  
*A Wrinkle in Time*  
 By: Madeleine L'Engle  
 Grade Level: 6 / Guided Reading Level: W

**Important Words to Know and Understand in "A Wrinkle in Time"**

- Aberation** (pg. 118)  
Something that is unusual or unexpected
- Brusquely** (pg. 166)  
Talking or behaving in a very direct, brief and unfriendly way
- Despondency** (pg. 208)  
Very sad and without hope
- Disintegration** (pg. 184)  
To break apart into many small parts or pieces
- Dissolution** (pg. 89)  
The process of making something slowly end or disappear
- Menace** (pg. 140)  
A dangerous or possible harmful person or thing
- Pedantic** (pg. 153)  
Correcting small errors and giving too much attention to minor details
- Resonant** (pg. 77)  
Producing a loud, clear, deep sound
- Temporal** (pg. 205)  
Of or relating to a specific time on earth
- Wryly** (pg. 46)  
In a clever and ironic way

Vocabulary Word List | ©BookPages.com

**Vocabulary Connections**  
*A Wrinkle in Time*  
 By: Madeleine L'Engle  
 Grade Level: 6 / Guided Reading Level: W

<b>Aberation</b> Something that is unusual or unexpected	<b>Brusquely</b> Talking or behaving in a very direct, brief and unfriendly way	<b>Despondency</b> Very sad and without hope
<b>Disintegration</b> To break apart into many small parts or pieces	<b>Dissolution</b> The process of making something slowly end or disappear	<b>Menace</b> A dangerous or possible harmful person or thing

Definition Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections**  
*A Wrinkle in Time*  
 By: Madeleine L'Engle  
 Grade Level: 6 / Guided Reading Level: W

<b>Pedantic</b> Correcting small errors and giving too much attention to minor details	<b>Resonant</b> Producing a loud, clear, deep sound	<b>Temporal</b> Of or relating to a specific time on earth
<b>Wryly</b> In a clever and ironic way		

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
*A Wrinkle in Time*  
 By: Madeleine L'Engle  
 Grade Level: 6 / Guided Reading Level: W

<b>Disintegration</b> is a/an _____ noun verb adverb adjective Definition of Disintegration:	<b>Dissolution</b> is a/an _____ noun verb adverb adjective Definition of Dissolution:	<b>Menace</b> is a/an _____ noun verb adverb adjective Definition of Menace:
Disintegration looks like this:	Dissolution looks like this:	Menace looks like this:
Disintegration reminds me of:	Dissolution reminds me of:	Menace reminds me of:
I saw this word in _____	I saw this word in _____	I saw this word in _____

Interactive Vocabulary Notebook Cards | ©BookPages.com

**Word Games with Words from A Wrinkle in Time**

**Word Bank**  
 Aberation    Menace    Resonant  
 Temporal    Wryly    Pedantic

**Directions:** Circle the adjectives in the Word Bank and use them to complete the following sentences.

- The newly elected President's \_\_\_\_\_ voice is powerful as he discusses plans for economic growth.
- Sometimes, Tim is so \_\_\_\_\_ in writing his article that he fails to manage his time properly.
- Materialism is one of the \_\_\_\_\_ values that we should avoid.

**Directions:** Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

**Across**  
 5. Another word for decomposition

**Down**  
 1. synonym of peculiarity  
 2. antonym of despair  
 3. synonym of hazard  
 4. It means ironically

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

Answer Key | ©BookPages.com

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**  
*A Wrinkle in Time*  
 By: Madeleine L'Engle  
 Grade Level: 6 / Guided Reading Level: W

**A Wrinkle in Time**  
 By: Madeleine L'Engle

A new word that I learned in this book is \_\_\_\_\_  
 It means \_\_\_\_\_

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

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

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

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

**New Word** \_\_\_\_\_

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

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

**Directions:**

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

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

Independent Word Exposition | ©BookPages.com

# Complete Common Core Alignment

Common Core State Standards Correlation
A Write in Time Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "A Write in Time" correlate with the following English Language Arts Common Core State Standards for sixth grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.1</b> – Cite text-based evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.2</b> – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distilling personal opinions or judgments.
<b>RL.3</b> – Describe how a particular story or drama plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.
<b>RL.4</b> – 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.
<b>RL.5</b> – 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.
<b>RL.6</b> – Explain how an author develops the plot or story of a narrative or builds it in text.
<b>RL.7</b> – Compare and contrast the experience of reading literary texts, drama, or poetry (listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they view or listen).
<b>RL.8</b> – 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.
<b>RL.10</b> – 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.
<b>Writing</b>
<b>W.8</b> – Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of other writers, avoiding plagiarism and providing basic bibliographic information for sources.
<b>W.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking &amp; Listening</b>
<b>SL.10</b> – 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 issues under discussion.
<b>SL.10</b> – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>SL.10</b> – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

## Book Club Common Core Alignment

Common Core State Standards Correlation
A Write in Time Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "A Write in Time" correlate with the following English Language Arts Common Core State Standards for sixth grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>LA.66</b> – 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.
<b>LA.65</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>LA.6</b> – 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

# 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 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 ...

**Book Club**  
A Winkle in Time

© BookPages.com | Book Club Calendar

## 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"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club del Libro antes de tiempo: <ul style="list-style-type: none"> <li>Elija 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>	<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. Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta 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>	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa 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> <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.).

© BookPages.com | Expectations for Book Club

## Student Self-Evaluation Rubric

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

### Cómo lo hice en el A Winkle in Time 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 Leí el texto asignado y preparé algo para compartir con mi Club de libros.
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				Durante Yo participé en la conversación y compartí mi pensamiento.
Tenía mis materiales.				
Compartí mi pensamiento.				Después Yo escribí una nota de reflexión.
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.				
Sé cuándo y dónde me prepararé para la próxima reunión.				

Nota: \_\_\_\_\_ / 27 Una nota de tu maestro

© BookPages.com | Book Club Self-Evaluation

## 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.	¿Dígale 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. Proporciona al menos 3 ejemplos para respaldar su respuesta.	¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	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 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 las inferencias te ayudaron como lector.	Escribe 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 aprendiste sobre ti como lector hoy? Use ejemplos 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, colorea en el recuadro de la tabla de arriba.

© BookPages.com | Common Core Aligned Book Club Reading Response Option Board

with 6<sup>th</sup> Grade Common Core Alignment