



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A: Overview



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What are “rules to live by”? How do people formulate and use “rules” to improve their lives? How do people communicate these “rules” to others? In this module, students consider these questions as they read the novel *Bud, Not Buddy*, Steve Jobs’ 2005 commencement address at Stanford University, President Barack Obama’s Back-to-School Speech, “If” by Rudyard Kipling, and informational research texts. At the start of Unit 1, students launch their study of *Bud, Not Buddy*, establishing a set of routines for thinking, writing, and talking about Bud’s rules to live by. They read the novel closely for its figurative language and word choice, analyzing how these affect the tone and meaning of the text. In the second half of the unit, students engage in a close reading of the Steve Jobs speech, focusing on how Jobs develops his ideas at the paragraph, sentence, and word level. Students use details from the speech to develop claims about a larger theme. During Unit 2, students continue to explore the theme of “rules to live by” in the novel as well as through close reading of the poem “If” by Rudyard Kipling. Students analyze how

the structure of a poem contributes to its meaning and theme. In a mid-unit assessment, students compare and contrast how *Bud, Not Buddy* and “If” address a similar theme. Unit 2 culminates with students writing a literary argument essay in which they establish a claim about how Bud uses his “rules”: to survive or to thrive. Students substantiate their claim using specific text-based evidence including relevant details and direct quotations from the novel. In Unit 3, students shift their focus to their own rules to live by and conduct a short research project. Students work in expert groups (research teams) to use multiple informational sources to research that topic. As a final performance task, students use their research to write an essay to inform about one important “rule to live by” supported with facts, definitions, concrete details, quotations, and examples. **This performance task centers on NYSP12 ELA CCSS RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1 and L.6.2.**

### Guiding Questions And Big Ideas

- **What are “rules to live by”?**
- **How do people formulate and use “rules” to lead better lives?**
- **How do people communicate these “rules” to others?**
- *People develop “rules to live by” through their own life experience.*
- *These “rules to live by” are communicated through a variety of literary modes.*

### Performance Task

#### **Essay to Inform: “My Rule to Live By”**

After studying the “Rules to Live By” of Bud in *Bud, Not Buddy*, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), students will work in “research teams” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Students will support their thinking with facts, definitions, concrete details, quotations, and examples. As their End of Unit 3 Assessment, students will write their best draft of this essay. They then will self-assess, peer-critique, and receive teacher feedback based on the NYS Grades 6–8 Expository Writing Evaluation Rubric (which they are familiar with from Module 1). Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NYSP12 ELA Standards RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1, and L.6.2.



### Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

#### Unifying Themes (pages 6–7)

- **Theme 1: Individual Development and Cultural Identity:** The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- **Theme 5: Development and Transformation of Social Structures:** Role of social class, systems of stratification, social groups, and institutions. Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture. Social and political inequalities. Expansion and access of rights through concepts of justice and human rights.

#### Social Studies Practices, Grades 5–8:

- Descriptor 4) Gathering, Using, and Interpreting Evidence
- Descriptor 5) The Role of the Individual in Social and Political Participation



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RL.6.1. Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence to support an analysis of literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine a theme based on details in a literary text.</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how the plot evolves throughout a literary text.</li> <li>• I can describe how the characters change throughout a literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text.</li> <li>• I can analyze how an author’s word choice affects tone and meaning in a literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to 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 listen or watch.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare and contrast how reading a text is different from watching a movie or listening to a literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.6.9. 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare and contrast how different genres communicate the same theme or idea.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read grade-level literary texts proficiently and independently.</li> <li>• I can read above-grade literary texts with scaffolding and support.</li> </ul>



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text.</li> </ul>
<ul style="list-style-type: none"> <li>RI.6.2. Determine a 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.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text based on details in the text.</li> </ul>
<ul style="list-style-type: none"> <li>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how key individuals, events, or ideas are developed throughout a text.</li> </ul>
<ul style="list-style-type: none"> <li>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of strategies to determine word meaning in informational texts.</li> </ul>
<ul style="list-style-type: none"> <li>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.</li> </ul>
<ul style="list-style-type: none"> <li>RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>I can read grade-level informational texts proficiently and independently. I can read above-grade informational texts with scaffolding and support.</li> </ul>

CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.               <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence.               <ol style="list-style-type: none"> <li>I can create an introduction that states my main argument and foreshadows the organization of my piece.</li> <li>I can support my claim(s) with clear reasons and relevant evidence.</li> <li>I can use credible sources to support my claim(s)</li> <li>I can identify the relationship between my claim(s) and reasons by using linking words, phrases, and clauses.</li> <li>I can maintain a formal style in my writing.</li> <li>I can construct a concluding statement or section that reinforces my main argument.</li> </ol> </li> </ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.               <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.               <ul style="list-style-type: none"> <li>a. I can introduce the topic of my text.</li> <li>a. I can organize my information using various strategies (e.g definition /classification, comparison /contrast, cause/effect.)</li> <li>b. I can develop the topic with relevant facts, definitions, concrete details, and quotations.</li> <li>c. I can use transitions to clarify relationships among my ideas.</li> <li>d. I can use contextually specific language/vocabulary to inform or explain about a topic</li> <li>e. I can establish and maintain a formal style in my writing.</li> <li>f. I can construct a concluding statement or section of an informative/explanatory text.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience.</li> </ul>
<ul style="list-style-type: none"> <li>• W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>	<ul style="list-style-type: none"> <li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing.</li> </ul>
<ul style="list-style-type: none"> <li>• W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use technology to publish a piece of writing.</li> <li>• I can use technology to collaborate with others to produce a piece of writing.</li> <li>• I can type at least three pages of writing in a single sitting.</li> </ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>I can conduct short research projects to answer a question.</li> <li>I can use several sources in my research.</li> <li>I can refocus or refine my question when appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.               <ol style="list-style-type: none"> <li>Apply <i>grade 6 Reading standards</i> to literature (e.g., “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”).</li> <li>Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research.</li> </ul>
<ul style="list-style-type: none"> <li>W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>I can adjust my writing practices for different time frames, tasks, purposes, and audiences.</li> </ul>



CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• <b>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues.</li> <li>• I can express my own ideas clearly during discussions.</li> <li>• I can build on others' ideas during discussions.               <ul style="list-style-type: none"> <li>a. I can prepare myself to participate in discussions.</li> <li>b. I can follow our class norms when I participate in a discussion.</li> <li>c. I can pose questions that help me clarify what is being discussed.</li> <li>c. I can pose questions that elaborate on the topic being discussed.</li> <li>c. I can respond to questions with elaboration and detail that connect with the topic being discussed.</li> <li>d. After a discussion, I can paraphrase what I understand about the topic being discussed.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can interpret information presented in different media and formats.</li> <li>• I can explain how new information connects to a topic, text, or issue I am studying.</li> </ul>



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use correct grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>a. I can use the proper case of pronouns in my writing.</li> <li>b. I can use intensive pronouns. (e.g., <i>myself, ourselves</i>)</li> <li>c. I can correct inappropriate shifts in pronoun number and person.</li> <li>d. I can correct vague pronouns. (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. I can identify when standard English is and isn't being used.</li> <li>e. I can convert language into standard English.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</li> <li>b. Maintain consistency in style and tone.*</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.               <ul style="list-style-type: none"> <li>a. I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. I can spell correctly.</li> </ul> </li> </ul>



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.               <ul style="list-style-type: none"> <li>a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>b. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases.               <ul style="list-style-type: none"> <li>a. I can use common Greek and Latin affixes (prefixes) and roots as clues to help me determine the meaning of a word. (e.g., audience, auditory, audible)</li> <li>b. I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation, meaning of key words and phrases, and parts of speech.</li> <li>c. I can check the accuracy of my guess about the meaning of a word or phrase by using resource materials.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.               <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze figurative language, word relationships, and nuances in word meanings.               <ul style="list-style-type: none"> <li>a. I can interpret figures of speech in context (e.g., <i>personification</i>).</li> <li>b. I can use the relationship between particular words to better understand each of the words (e.g., <i>cause/effect, part/whole, item/category</i>).</li> <li>c. I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</li> </ul> </li> </ul>

Central Texts
1. Christopher Paul Curtis, <i>Bud, Not Buddy</i> (Yearling, 2002), ISBN-13: 978-0440413288.
2. Steve Jobs, “Stanford University Commencement Address,” speech made on June 12, 2005.
3. President Barack Obama, “Back-to-School Speech,” made on September 8, 2009.
4. Rudyard Kipling, “If,” 1910.
5. Units 2 and 3 will include additional informational texts; see separate Unit Overviews for details. See specifically Unit 2, Lesson 16 for a complete list of texts students use in their short research project.



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: Analyzing Figurative Language, Word Choice, Structure and Meaning: Bud, Not Buddy and Steve Jobs' Commencement Address</b>			
<b>Weeks 1-3</b>	<ul style="list-style-type: none"> <li>• Launching Bud, Not Buddy</li> <li>• Analyzing word choice and figurative language in Bud, Not Buddy</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text (RL.6.4)</li> <li>• I can analyze how an author's word choice affects tone and meaning in a literary text (RL.6.4)</li> <li>• I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1: Figurative Language and Word Choice in Bud, Not Buddy (RL.6.4 and L.6.5)</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyzing structure and word choice in the Steve Jobs speech</li> <li>• Determining word meaning in the Steve Jobs speech</li> <li>• Determining themes in the Steve Jobs speech</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>• I can determine a theme based on details in a literary text. (RI.6.2)</li> <li>• I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.3)</li> <li>• I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)</li> <li>• I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Continuing to analyze structure and word choice in the Steve Jobs speech</li> <li>• Continuing to determine word meaning in the Steve Jobs speech</li> <li>• Continuing to determine themes in the Steve Jobs speech</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine a theme based on details in a literary text. (RI.6.2)</li> <li>• I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 1: Analyzing the Barack Obama Back-to-School Speech (RI.6.2 and RI.6.5)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Analyzing Structure and Communicating Theme in Literature: “If” by Rudyard Kipling and Bud, Not Buddy</b>			
<b>Weeks 4-6</b>	<ul style="list-style-type: none"> <li>Analyzing structure and language in “If” by Rudyard Kipling</li> <li>Determining themes of “If” by Rudyard Kipling</li> <li>Comparing and contrasting the experience of hearing a poem and reading it</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)</li> <li>I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. (RL.6.7)</li> </ul>	
	<ul style="list-style-type: none"> <li>Continuing to analyze language, word choice, and theme in “If” by Rudyard Kipling</li> <li>Continuing to compare and contrast the experience of hearing a poem and reading it</li> <li>Comparing and contrasting how theme is communicated between the poem and the novel</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)</li> <li>I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. (RL.6.7)</li> <li>I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2: Analyzing Poetry: Structure and Theme in Stanza 4 of “If” by Rudyard Kipling (RL.6.5, RL.6.7, RL.6.9, and L.6.5)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Analyzing Structure and Communicating Theme in Literature: “If” by Rudyard Kipling and Bud, Not Buddy</b>			
<b>Weeks 4-6</b>	<ul style="list-style-type: none"> <li>Writing an argument related to the novel: How does Bud use his rules: to <i>survive</i> or to <i>thrive</i>?</li> </ul>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can determine a theme based on details in a literary text. (RL.6.2)</li> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)               <ol style="list-style-type: none"> <li>I can create an introduction that states my main argument and foreshadows the organization of my piece.</li> <li>I can support my claim(s) with clear reasons and relevant evidence.</li> <li>I can use credible sources to support my claim(s)</li> <li>I can identify the relationship between my claim(s) and reasons by using linking words, phrases, and clauses.</li> <li>I can maintain a formal style in my writing.</li> <li>I can construct a concluding statement or section that reinforces my main argument.</li> </ol> </li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> <li>I can use correct grammar and usage when writing or speaking. (L.6.1)</li> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2: How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay (RL.6.1, RL.6.2, W.6.1, W.6.4, W.6.5, W.6.9, L.6.1, L.6.2)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Writing to Inform: “My Rule to Live By”</b>			
<b>Weeks 7-8</b>	<ul style="list-style-type: none"> <li>Reading and gathering information to support my “rule to live by”</li> </ul>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3: Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform (RI.6.1, RI.6.2, and SL.6.1)</li> </ul>
	<ul style="list-style-type: none"> <li>Drafting an essay to inform: “My Rule to Live By”</li> <li>Revising and writing best draft of “My Rule to Live By”</li> </ul>	<ul style="list-style-type: none"> <li>I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)               <ol style="list-style-type: none"> <li>I can introduce the topic of my text.</li> <li>I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect).</li> <li>I can develop the topic with relevant facts, definitions, concrete details, and quotations.</li> <li>I can use transitions to clarify relationships among my ideas.</li> <li>I can use contextually specific language/vocabulary to inform or explain about a topic.</li> <li>I can establish and maintain a formal style in my writing.</li> <li>I can construct a concluding statement or section of an informative/explanatory text.</li> </ol> </li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> <li>I can use correct grammar and usage when writing or speaking. (L.6.1)</li> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3: Draft of Essay to Inform: “My Rule to Live By” (RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.9)</li> <li>Final Performance Task: “My Rule to Live By” (RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1, and L.6.2)</li> </ul>



### Close Reading

This module introduces a new Close Reading Guide (for Teacher Reference), which you will find as a supporting material in any lessons that involve close reading. . This guide was developed in order to streamline the detailed lesson agenda and provide an easy “cheat sheet” for teachers to use to guide instruction of lessons that involve close reading and text-dependent questions. The guide includes not only the questions to ask students, but how to pace, when to probe, and where to provide additional scaffolding.

### Independent Reading

This module introduces a more robust independent reading structure. However, it makes sense to wait until after students have completed *Bud, Not Buddy* to launch this, specifically after the Mid-Unit 2 Assessment. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about  $\frac{1}{2}$  class period per week, with an additional day near the end of a unit or module for students to review and share their books. The second half of Unit 2 includes time to maintain the independent reading routine (calendared into the lessons). But you may wish to review the independent reading materials now to give yourself time to gather texts and to make a launch plan that meets your students’ needs.



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# Grade 6: Module 2A: Assessments Overview



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<b>Final Performance Task</b>	<p><b><i>Essay to Inform: “My Rule to Live By”</i></b> After studying the “Rules to Live By” of Bud in <i>Bud, Not Buddy</i>, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), students will work in “research teams” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Students will support their thinking with facts, definitions, concrete details, quotations, and examples. As their End of Unit 3 Assessment, students will write their best draft of this essay. They then will self-assess, peer-critique, and receive teacher feedback based on the NYS Grades 6–8 Expository Writing Evaluation Rubric (which they are familiar with from Module 1). Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NYSP12 ELA Standards RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1, and L.6.2.</p>
<b>Mid-unit 1 Assessment</b>	<p><b><i>Figurative Language and Word Choice in Bud, Not Buddy</i></b> This assessment centers on standards NYSP12 ELA CCLS RL.6.4 and L.6.5. In this assessment, students will read a passage of the novel that the class has not yet discussed. They will complete constructed-response questions that assess their ability to analyze the text, focusing specifically on interpreting figurative language and explaining how word choice affects both tone and meaning. This is a reading assessment: The purpose is for students to demonstrate only reading skills. When appropriate, select students may demonstrate these skills without writing. These students may respond to the questions verbally.</p>
<b>End of unit 1 Assessment</b>	<p><b><i>Analyzing the Barack Obama Back-to-School Speech</i></b> This assessment centers on standards NYSP12 ELA CCLS RI.6.2 and RI.6.5. In this assessment, students will read a selected passage of the Back-to-School Speech by President Barack Obama. They will analyze the key details of the speech and then use these details to determine the central idea. They will analyze a paragraph of the speech, identifying how that section contributes to the main idea of the passage. Finally, students will look closely at individual phrases and then determine how they are used to add meaning to the speech and emphasize the main idea.</p>



<b>Mid-unit 2 Assessment</b>	<p><b>Analyzing Poetry: Structure and Theme in Stanza 4 of “If” by Rudyard Kipling</b> This assessment centers on standards NYSP 12 ELA CCLS RL.6.5, RL.6.7, RL.6.9 and L.6.5. Students will read a new stanza of “If” by Rudyard Kipling. They analyze how that stanza contributes to the overall meaning of the poem. They compare and contrast the experience of hearing the poem and reading it. Finally, students reflect on the themes or “rules” of the poem, and compare and contrast how a similar theme is communicated in the poem and <i>Bud, Not Buddy</i>.</p>
<b>End of unit 2 Assessment</b>	<p><b>How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay</b> This is a two-part writing assessment. Part 1 centers on standards NYSP12 ELA CCLS RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9. Students submit their own best independent draft of an argument literary analysis essay in which they establish a claim about how Bud uses <i>Caldwell’s Rules and Things for Making a Funner Life and Making a Better Liar Out of Yourself</i> to survive or to thrive. They substantiate their claim using specific text-based evidence including relevant details and direct quotations from the novel. (Students will have worked in partnerships to study a model text, collect evidence, and plan the structure of their essay.) This draft will be assessed to gauge students’ individual understanding of the texts and skill in writing before they receive peer or teacher feedback. Part 2 adds standards L.6.1, L.6.2, and W.6.5: Students write a final draft, revised after peer and teacher feedback.</p>
<b>Mid-unit 3 Assessment</b>	<p><b>Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform</b> This is a two-part assessment that centers on standards NYSP12 ELA CCLS RI.6.1, RI.6.2, and SL.6.1. During Lesson 4, students read a new informational article related to the class research topic. Students summarize the article and then choose the evidence that best supports the claim made by the model essay. This part is a reading assessment: The purpose is for students to demonstrate their ability to summarize an informational article and choose evidence to support a claim. When appropriate, select students may demonstrate these skills without writing by presenting the summary verbally and highlighting their choice of evidence from the text. Over the course of two lessons (Lessons 3 and 4), students also participate in a discussion with their peers centered on a focusing question: “Should our rules to live by be personal choice or made into laws?” For this part of the assessment, the teacher uses a Discussion Tracker, introduced to students in an earlier lesson, to track their mastery of discussion skills built from SL.6.1.</p>
<b>End of unit 3 Assessment</b>	<p><b>Draft of Essay to Inform: “My Rule to Live By”</b> This assessment centers on standards NYSP12 ELA CCLS RL.6.3, RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9. Students write their best first draft of their essay to inform, “My Rule to Live By” (Students have worked in small “research teams” to research a topic and gather evidence. They have worked in partnerships to study a model text and plan the structure of their essay.) Because this is a writing assessment, students should write this first draft independently.</p>



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# Grade 6: Module 2A: Performance Task



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### Summary of Task

- After studying the “Rules to Live By” of Bud in *Bud, Not Buddy*, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), students will work in “research teams” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Students will support their thinking with facts, definitions, concrete details, quotations, and examples. As their End of Unit 3 Assessment, students will write their best draft of this essay. They then will self-assess, peer-critique, and receive teacher feedback based on the NYS Grades 6–8 Expository Writing Evaluation Rubric (which they are familiar with from Module 1). Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NYSP12 ELA Standards RI.6.1, RI.6.2, L.6.1, L.6.2, W.6.2, W.6.4, W.6.5, and W.6.9.

### Format

Evidence-based essay (one to two pages, typed, one-sided, on 8.5” x 11” paper)

### Standards Assessed Through This Task

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



### Student-Friendly Writing Invitation/Task Description

- You have read several texts of different types to discover the “rules to live by” of other characters and real people: Bud from *Bud, Not Buddy*, Steve Jobs, President Barack Obama, and poet Rudyard Kipling. Each of these people decided upon his “rules to live by” based on his own life experiences. Now you have a chance to share some of the important lessons, or “rules to live by,” that you have learned in your own life. You will choose a topic important to you and people of your age group. With a small “research team,” you will research the facts of this topic and collect evidence: facts, definitions, and quotes. Finally, you will write an evidence-based essay to inform readers of one “rule to live by” that can be shared with others who can learn from your experience and research.

### Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Students will be assessed against the NYS Grades 6–8 Expository Writing Evaluation Rubric.

### Options For Students

- Some students may dictate or record their essays.

### Options For Teachers

- Students may turn their essays into speeches that they perform for a live audience, such as parents or younger students.
- For all students independently proficient with technology, consider allowing them to create a recorded public service announcement based on their essay (e.g., iMovie, GarageBand).
- Students interested in, or independently proficient in, the arts may consider:
  - \* Creating an accompanying poster for their essay
  - \* Creating a graphic essay (similar to a graphic novel, but informational)



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# Grade 6: Module 2A

## Recommended Texts



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The list below includes texts with a range of Lexile® text measures about rules to live by and the Great Depression. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Note that districts and schools should consider their own community standards

**Common Core Band Level Text Difficulty Ranges:**

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures in Grade 2–3 band level (below 740L)</b>			
<i>The Dirty Thirties: The United States from 1929–1941</i>	Mary C. Turck (author)	Informational	570
<i>Oh, The Places You'll Go!</i>	Dr. Seuss (author)	Literature	600
<i>A Year Down Yonder</i>	Richard Peck (author)	Literature	610
<i>Potato: A Tale from the Great Depression</i>	Kate Lied (author)	Literature	660
<i>Bird in a Box</i>	Andrea Davis Pinkney (author)	Literature	670
<i>The Everlasting Now</i>	Sara Harrell Banks (author)	Literature	690
<i>A Letter to Mrs. Roosevelt</i>	C. Coco De Young (author)	Literature	690
<i>Ida Early Comes over the Mountain</i>	Robert Burch (author)	Literature	720



Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures in Grade 4–5 band level (740L–925L)</b>			
<i>The Mighty Miss Malone</i>	Christopher Paul Curtis (author)	Literature	750
<i>Esperanza Rising</i>	Pam Munoz Ryan (author)	Literature	750
<i>Moon over Manifest</i>	Clare Vanderpool	Literature	800
<i>Duke Ellington: The Piano Prince and His Orchestra</i>	Andrea Davis Pinkney (author)	Informational	800
<i>Rose’s Journal: The Story of a Girl in the Great Depression</i>	Marissa Moss (author)	Literature	820
<i>The Truth about Sparrows</i>	Marian Hale (author)	Literature	820
<i>The Miner’s Daughter</i>	Gretchen Moran Laskas (author)	Literature	850‡
<i>Migrant Mother: How a Photograph Defined the Great Depression</i>	Don Nardo (author)	Informational	900
<b>Lexile text measures within band level (925L–1185L)</b>			
<i>Roll of Thunder, Hear My Cry</i>	Mildred D. Taylor (author)	Literature	920
<i>Chicken Soup for the Teenage Soul: 101 Stories of Life, Love and Learning</i>	Jack Canfield, Mark Victor Hansen, and Kimberly Kirberger (compiled)	Compiled Biographical Reference	930
<i>The New Deal</i>	Susan E. Hamen (author)	Informational	1020*
<i>The Great Depression: A Nation in Distress</i>	Janet Beyer and JoAnne B. Weisman (editors)	Informational	1130
<i>Children of the Great Depression</i>	Russell Freedman (author)	Informational	1170

‡Book content may have higher maturity level text



Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures above band level (over 1185L)</b>			
<i>Jazz</i>	Thom Holmes (author)	Informational	NoLXL‡
<i>The 7 Habits of Highly Effective Teens</i>	Sean Covey (author)	Informational	NoLXL‡
<i>Out of the Dust</i>	Karen Hesse (author)	Prose	NP‡
<i>The New Deal: Hope for the Nation</i>	Cheryl Edwards (editor)	Informational	1220
<i>The Great Depression and the New Deal</i>	Robert F. Himmelberg (author)	Informational	1550

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‡Book content may have higher maturity level text



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# Grade 6: Module 2A Unit 1: Overview



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Unit 1 begins with a launch of the novel *Bud, Not Buddy*, with a focus on character development and the author's use of language. Students will get to know Bud by looking at the challenges he faces and his response to those challenges. They will read excerpts of the novel closely to interpret figurative language and explain how Bud's use of figurative language and his word choice affect tone and meaning. Another view into Bud's character is his "Rules to Live By," which students will analyze: They will consider what various rules mean, determine whether specific rules are meant to help him survive or thrive, and make an inference about where the rule might have originated (in terms of Bud's experiences). In the mid-unit assessment, students will read a new excerpt from the novel: They will determine the meaning of a simile used by the author, examples of word choices the author

makes, and analyze a new a "rule" of Bud's. In the second half of the unit, students continue their exploration of the idea of "rules to live by" through close reading of real-world examples: speeches. Through a series of reading cycles, students identify Steve Jobs' "rules to live by" that he articulates in his commencement address at Stanford University. They analyze how structure and word choice add to the meaning of Jobs' ideas. Finally, students use a focusing question and important details to form an evidence-based claim about the speech. (The lessons related to the Steve Jobs speech are adapted from Odell Education.) Students will then apply these same skills of analyzing text structure and word choice to the end of unit assessment, in which they read Barack Obama's Back-to-School Speech.

### Guiding Questions And Big Ideas

- **What are rules to live by?**
- **How do people communicate these "rules"?**
- **How does figurative language and word choice affect the tone and meaning of a text?**
- *People develop "rules to live by" through their own life experience.*
- *These "rules to live by" are communicated through a variety of literary modes.*
- *An author's word choice affects the tone and meaning of a text.*

### Mid-Unit 1 Assessment

#### ***Figurative Language and Word Choice in Bud, Not Buddy***

This assessment centers on standards NYS ELA RL.6.4 and L.6.5. In this assessment, students will read a passage of the novel that the class has not yet discussed. They will complete constructed-response questions that assess their ability to analyze the text, focusing specifically on interpreting figurative language and explaining how word choice affects both tone and meaning. This is a reading assessment: The purpose is for students to demonstrate only reading skills. When appropriate, select students may demonstrate these skills without writing. These students may respond to the questions verbally.

### End of Unit 1 Assessment

#### ***Analyzing the Barack Obama Back-to-School Speech***

This assessment centers on standards NYSP12 ELA RI.6.2 and RI.6.5. In this assessment, students will read a selected passage of the Back-to-School Speech by President Barack Obama. They will analyze the key details of the speech and then use these details to determine the central idea. They will analyze a paragraph of the speech, identifying how that section contributes to the main idea of the passage. Finally, students will look closely at individual phrases and then determine how they are used to add meaning to the speech and emphasize the main idea.



### Content Connections

- This module is designed to address English Language Arts standards as students read literature and informational text about rules to live by and also touches on the era of the Great Depression. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.
- Big Ideas and Guiding Questions are informed by the New York State Common Core K–8 Social Studies Framework:  
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

### NYS Social Studies Core Curriculum

- Relevant Content Standards

### Central Texts

1. Christopher Paul Curtis, *Bud, Not Buddy* (Yearling, 2002), ISBN-13: 978-0440413288.
2. Steve Jobs, “Stanford University Commencement Address,” speech made on June 12, 2005.
3. President Barack Obama, “Back-to-School Speech,” made on September 8, 2009.  
<http://www.whitehouse.gov/back-to-school>



This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	<i>Bud, Not Buddy</i> : Launching the Novel and Understanding Its Context (Chapter 1)	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence from the text to make inferences about Bud.</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket: Who's Bud?</li> </ul>	
<b>Lesson 2</b>	Figurative Language and Word Choice: A Closer Look at <i>Bud, Not Buddy</i> (Chapter 2)	<ul style="list-style-type: none"> <li>I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> <li>I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.</li> <li>I can explain how the author's word choice affects tone and meaning in the novel.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking Bud's Rules graphic organizer</li> <li>Figurative Language in <i>Bud, Not Buddy</i> graphic organizer</li> <li>Selected Response Questions: Word Choice in Chapter 2</li> <li>Exit ticket: Interpreting Figurative Language in Chapter 2 of <i>Bud, Not Buddy</i></li> </ul>	<ul style="list-style-type: none"> <li>Strategies for Answering Selected Response Questions</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Analyzing Figurative Language and How the Author's Word Choice Affects Tone and Meaning (Chapter 3)	<ul style="list-style-type: none"> <li>I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> <li>I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the author's word choice affects meaning and tone in the novel.</li> <li>I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 3 of <i>Bud, Not Buddy</i>: Author's Word Choice and Tone graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Carousel of Quotes protocol</li> <li>Back-to-Back and Face-to-Face protocol</li> </ul>
<b>Lesson 4</b>	Interpreting Figurative Language and Answering Selected Response Questions (Chapter 4)	<ul style="list-style-type: none"> <li>I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> <li>I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the author's word choice affects tone and meaning in the novel.</li> <li>I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Entrance ticket: What Would You Title Chapter 4?</li> <li>Selected Response Questions, Chapter 4 of <i>Bud, Not Buddy</i></li> <li>Figurative Language in <i>Bud, Not Buddy</i> graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for Selected Response Questions</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 5</b>	Mid-Unit 1 Assessment: Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (Chapter 5)	<ul style="list-style-type: none"> <li>I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> <li>I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the author's word choice affects tone and meaning in the novel.</li> <li>I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1 Assessment: Figurative Language and Word Choice in <i>Bud, Not Buddy</i></li> </ul>	
<b>Lesson 6</b>	Getting the Gist: Steve Jobs Commencement Address (Focus on Paragraphs 6-8, and connecting to Chapter 6)	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can get the gist of Paragraphs 6–8 of the Steve Jobs speech.</li> <li>I can identify the meaning of unfamiliar vocabulary from the context.</li> </ul>	<ul style="list-style-type: none"> <li>Entrance ticket</li> <li>Annotated Steve Jobs speech</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for Determining Unknown Words</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Text-Dependent Questions and Choosing Details to Support a Claim: Digging Deeper into Paragraphs 6–8 of Steve Jobs’ Commencement Address (and connecting to Chapter 7)	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can read Paragraphs 6–8 of the Steve Jobs speech closely in order to answer text-dependent questions.</li> <li>I can choose details from Paragraphs 6–8 of the Steve Jobs speech to support a claim.</li> <li>I can connect the events described by Steve Jobs in Paragraphs 1–8 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Forming Evidence-Based Claims graphic organizer</li> <li>Connecting Events in the Steve Jobs Speech to Those in <i>Bud, Not Buddy</i> graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Connections between Steve Jobs and Bud</li> </ul>
<b>Lesson 8</b>	Getting the Gist and Determining Word Meaning: Paragraphs 12–14 of Steve Jobs’ Commencement Address (and connecting to Chapter 8)	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can get the gist of Paragraphs 12–14 of the Steve Jobs speech.</li> <li>I can identify the meaning of unfamiliar vocabulary from the context.</li> </ul>	<ul style="list-style-type: none"> <li>Annotated Steve Jobs speech</li> <li>Venn Diagram</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for Determining Unknown Words</li> <li>Connections between Steve Jobs and Bud</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Text-Dependent Questions and Making a Claim: Digging Deeper into Paragraphs 12–14 of Steve Jobs’ Commencement Address (and connecting to Chapter 9)	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text (RI.6.1)</li> <li>I can determine the main idea of an informational text based on details in the text. (RI.6.2)</li> <li>I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can read Paragraphs 12–14 of the Steve Jobs speech closely in order to answer text-dependent questions.</li> <li>I can make a claim using details from Paragraphs 9–14 of the Steve Jobs speech.</li> <li>I can connect the events described by Steve Jobs in Paragraphs 9–14 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Forming Evidence-Based Claims graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Connections between Steve Jobs and Bud</li> </ul>
<b>Lesson 10</b>	Getting the Gist and Determining Word Meaning: Paragraphs 20–22 of Steve Jobs’ Commencement Address (and connecting to Chapter 10)	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can get the gist of Paragraphs 20–22 of the Steve Jobs speech.</li> <li>I can identify the meaning of unfamiliar vocabulary from the context.</li> </ul>	<ul style="list-style-type: none"> <li>Annotated Steve Jobs speech</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for Determining Unknown Words</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 11</b>	Text-Dependent Questions and Making a Claim: Digging Deeper into Paragraphs 20–22 of Steve Jobs’ Commencement Address (and connecting to Chapter 11)	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text (RI.6.1)</li> <li>I can determine the main idea of an informational text based on details in the text. (RI.6.2)</li> <li>I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can read Paragraphs 20–22 of the Steve Jobs speech closely in order to answer text-dependent questions.</li> <li>I can make a claim using details from Paragraphs 20–22 of the Steve Jobs speech.</li> <li>I can connect the events described by Steve Jobs in Paragraphs 15–22 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Forming Evidence-Based Claims graphic organizer</li> </ul>	
<b>Lesson 12</b>	End of Unit 1 Assessment: Analyzing an Excerpt from Barack Obama’s Back-to-School Speech	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text based on details in the text. (RI.6.2)</li> <li>I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can read an excerpt of President Obama’s speech closely in order to answer text-dependent questions.</li> <li>I can make a claim using details from an excerpt of President Obama’s speech.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment: Analyzing President Obama’s 2009 Back-to-School Speech</li> </ul>	



**Optional: Experts, Fieldwork, And Service**

**Experts:**

- As students consider the idea of “rules to live by,” a number of options for experts are possible. Consider bringing in guests from a variety of walks of life to share their own life “rules” based on the experiences they have had. (It will be important to discuss the nature of the rules and experiences with each expert before he or she shares them with students.) Examples include: the school guidance counselor, family members of students, high school or college students who previously attended your school and have succeeded, local business owners, other teachers, etc.

**Fieldwork:**

- Consider taking students to a local event in which they can see a speech being delivered. Discuss the impact (or lack of impact) of oratory in place of written text. (This also connects to Module 2A, Unit 3 and Module 4.)

**Service:**

- Students can develop plans for service relating to their own “rules to live by.” For example, if a student’s rule relates to the environment, he or she can volunteer for a local litter pickup. If there is a common theme across the class, students may want to participate as a group.
- Students can share their “life lessons” with younger students.

**Optional: Extensions**

- A study of notable individuals, both current and historical, for whom students develop a list of “rules to live by” (“Nelson Mandela’s Rules to Live By ...” for example).



### Bud's Rules Graphic Organizer

Throughout Unit 1 and into Unit 2, students track “Bud’s Rules ...” on this graphic organizer. This graphic organizer is central to students’ homework as well as their discussion during the openings of several lessons across both units. Students then use this graphic organizer as a resource for writing their literary analysis at the end of Unit 2.

### Figurative Language in Bud, Not Buddy Graphic Organizer

Students use this graphic organizer to track and interpret the use of figure language in the novel. Students are asked to record a quote from the book, translate it into a literal meaning, and explain what it shows about the main character. It is important that students maintain this graphic organizer, as a component of the mid-unit assessment is modeled after it.

### Vocabulary

Vocabulary continues to be a centerpiece of students’ reading, thinking, talking, and writing in Module 2. Students will build their academic vocabulary as they work with new standards. They will also collect vocabulary specific to the texts they are reading, which will then be important in their discussions and in their writing. Students will use a “word-catcher” throughout this module, similar to the one they used in Module 1. This word-catcher is primarily a “collecting” tool for new words, a place to keep a bank of vocabulary to refer to in their discussions and writing to ensure their continued use and correct spelling.

### Note Taking

Students will work with numerous texts, graphic organizers, and recording forms throughout this module. It is suggested that students have in place a system of organization for maintaining these important materials. One option is a three-ring binder. In this case, students can move their Module 1 work to the back of the binder (and continue to use it for their own reference) and begin collecting their Module 2 materials at the front. Binders also afford the ability to organize the materials in multiple ways—by unit (Unit 1, Unit 2, Unit 3) or by type of material (materials for the novel, materials for close reading, writing graphic organizers, homework, etc.).

### Discussion

Students will continue to use the triad structure in Module 2. Consider forming new triads for Module 2 so students have the opportunity to work with a variety of students. Consider reflecting on students’ strengths and needs based on their work in Module 1 when constructing these new triads. For example, each triad should have a strong discussion leader, a strong writer, and a strong reader.



### Close Reading

This module introduces a new Close Reading Guide (for Teacher Reference), which is included as a supporting material in any specific lesson that involves close reading. This guide was developed in order to streamline the detailed lesson agenda and provide an easy “cheat sheet” for teachers to use to guide instruction of lessons that involve close reading and text-dependent questions. The guide includes not only the questions to ask students, but how to pace, when to probe, and where to provide additional scaffolding.

### Independent Reading

This module introduces a more robust independent reading structure. However, it makes sense to wait until after students have completed *Bud, Not Buddy* to launch this, specifically after the Mid-Unit 2 Assessment. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program.



The calendar below shows what is due on each day.

Teachers can modify this document to include dates instead of lessons.

Due at Lesson	Read the chapter below:	Gathering Textual Evidence
Unit 1, Lesson 2	2	<ul style="list-style-type: none"> <li>What do we learn about Bud's personality in chapter I? Use evidence flags to identify details that show these traits.</li> </ul>
Unit 1, Lesson 3	3	<ul style="list-style-type: none"> <li>Complete your Tracking Bud's Rules for any rules in this chapter.</li> </ul>
Unit 1, Lesson 4	4	<ul style="list-style-type: none"> <li>What did Bud do to Todd? Why did he do this?</li> <li>Use evidence flags to identify details that support your stance.</li> </ul>
Unit 1, Lesson 5	5	<ul style="list-style-type: none"> <li>Complete your Tracking Bud's Rules for any rules in this chapter.</li> </ul>
Unit 1, Lesson 6	6	<ul style="list-style-type: none"> <li>Pretend that you are "Poppa" and write a journal entry explaining why you reached-out to Bud at the mission.</li> </ul>
Unit 1, Lesson 7	7	<ul style="list-style-type: none"> <li>Complete your Tracking Bud's Rules for any rules in this chapter.</li> </ul>
Unit 1, Lesson 8	8	<ul style="list-style-type: none"> <li>After reading Bud's description of Hooverville, draw a picture of what you think it looks like. In the next lesson, you will be asked to share the descriptive language details about Hooverville from the text that you read in Chapter 7. You should annotate your drawing with details from the text, showing which specific aspect of Hooverville you are trying to portray.</li> </ul>
Unit 1, Lesson 9	9	<ul style="list-style-type: none"> <li>In this chapter, Bud says: "It's funny how ideas are, in a lot of ways they're just like seeds. Both of them start real small and then ... woop, zoop, sloop ... before you can say Jack Robinson they've gone and grown a lot bigger than you ever thought they could" (pages 91 and 92). Refer to the text to help you answer these questions:               <ul style="list-style-type: none"> <li>* "What is the idea Bud is talking about?"</li> <li>* "How did it grow?"</li> <li>* "Does this remind you of anything else in the book?"</li> </ul> </li> </ul>
Unit 1, Lesson 10	10	<ul style="list-style-type: none"> <li>Complete your Tracking Bud's Rules for any rules in this chapter.</li> </ul>
Unit 1, Lesson 11	11	<ul style="list-style-type: none"> <li>Complete your Tracking Bud's Rules for any rules in this chapter.</li> </ul>
Unit 1, Lesson 12	12	<ul style="list-style-type: none"> <li>Complete your Tracking Bud's Rules for any rules in this chapter.</li> </ul>



Due at Lesson	Read the chapter below:	Gathering Textual Evidence
Unit 2, Lesson 1	13	<ul style="list-style-type: none"> <li>Complete your Tracking Bud's Rules for any rules in this chapter. Think about whether you agree with Bud's rule and why.</li> </ul>
Unit 2, Lesson 2	14	<ul style="list-style-type: none"> <li>Read Chapter 14 of <i>Bud, Not Buddy</i>. You will not have to add to your chart for Bud's rules because there are no rules in this chapter. Instead, use evidence flags as you read to identify three moments in Chapter 14 that show that Bud's life is changing from surviving to thriving.</li> </ul>
Unit 2, Lesson 3	15	<ul style="list-style-type: none"> <li>Complete your Tracking Bud's Rules for any rules in this chapter.</li> </ul>
Unit 2, Lesson 4	16	<ul style="list-style-type: none"> <li>Read Chapter 16 of <i>Bud, Not Buddy</i>. Use evidence flags to mark details in the chapter to answer this question:               <ul style="list-style-type: none"> <li>* "How do the band members feel about Bud?"</li> </ul> </li> </ul>
Unit 2, Lesson 5	17	<ul style="list-style-type: none"> <li>Use an evidence flag to identify the most important moment in this chapter. Be prepared to explain the reasons why you felt it was most important at the start of the next lesson.</li> </ul>
Unit 2, Lesson 6	18	<ul style="list-style-type: none"> <li>Use evidence flags to identify the important details that lead to the Bud's realization that Herman Calloway is not his father, but his grandfather.</li> </ul>
Unit 2, Lesson 7	19	<ul style="list-style-type: none"> <li>Complete your Tracking Bud's Rules for any rules in this chapter.</li> </ul>
Unit 2, Lesson 8	Afterward	<ul style="list-style-type: none"> <li>Use evidence flags to identify three facts in the afterward that find especially interesting.</li> </ul>



EXPEDITIONARY  
LEARNING

## **Grade 6: Module 2A: Unit 1: Lesson 1**

### ***Bud, Not Buddy*: Launching the Novel and Understanding Its Context**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can cite text-based evidence to support an analysis of literary text. (RL.6.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can use evidence from the text to make inferences about Bud.</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket: Who's Bud?</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening               <ol style="list-style-type: none"> <li>Unpacking Learning Target (2 minutes)</li> </ol> </li> <li>Work Time               <ol style="list-style-type: none"> <li>Establishing a Context for <i>Bud, Not Buddy</i> (20 minutes)</li> <li>Whole Class Read of Chapter 1: Who Is Buddy? (20 minutes)</li> </ol> </li> <li>Closing and Assessment               <ol style="list-style-type: none"> <li>Exit Ticket: Who's Bud? (3 minutes)</li> </ol> </li> <li>Homework               <ol style="list-style-type: none"> <li>Read Chapter 2. Complete the Bud's Rules graphic organizer for rules 3 and 118.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Through the analysis of a photograph and a whole class read of the first chapter, students launch the reading of the novel <i>Bud, Not Buddy</i> by Christopher Paul Curtis.</li> <li>The purpose of the lesson is to orient students to the context of Depression-era America, as well as gain an understanding of the main character's place in that setting.</li> <li>Consider using additional photographs (follow the link in the supporting materials).</li> <li>While reading this novel, students continue the familiar routines of collecting new vocabulary on a word-catcher and using evidence flags. See Module 1, Unit 1, Lesson 2 for description of evidence flags.</li> <li>In advance: create one "The World of Bud, Not Buddy" chart for each triad. This can be half a sheet of chart paper or an 11-by-17 piece of paper, with the photograph and the caption placed at the center (see supporting materials).</li> <li>Post: Learning target.</li> </ul>

Lesson Vocabulary	Materials
inference, evidence, narrator, protagonist; vagrant, orphaned, Depression	<ul style="list-style-type: none"> <li><i>Bud, Not Buddy</i> (book; one per student)</li> <li>Photograph for The World of <i>Bud, Not Buddy</i> chart (see Teaching Note)</li> <li>The World of <i>Bud, Not Buddy</i> chart (new; teacher-created, one per triad; see Teaching Note)</li> <li>Word-catcher (one per student)</li> <li>Evidence flags (one bag per student)</li> <li>Tracking Bud's Rules graphic organizer (one per student)</li> <li>Exit Ticket: Who's Bud? (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite a student to read aloud the learning target:<ul style="list-style-type: none"><li>* "I can use evidence from the text to make inferences about Bud."</li></ul></li><li>• Ask:<ul style="list-style-type: none"><li>* "What words in the learning target do you think are most important? Why?"</li></ul></li><li>• As students respond, circle words on the posted learning target and annotate words for meaning or associations. Guide students toward the words <i>evidence</i>, <i>text</i>, <i>inference</i>, and <i>Bud</i>.</li></ul>	<ul style="list-style-type: none"><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Establishing a Context for <i>Bud, Not Buddy</i> (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to sit with their triads around <b>The World of <i>Bud, Not Buddy</i> chart</b> with the image of the boys and the caption.</li> <li>• Tell students to begin by focusing only on the photograph. Ask:             <ul style="list-style-type: none"> <li>* “What do you notice?”</li> </ul> </li> <li>• Invite students to silently jot their ideas about the photograph in the space around it.</li> <li>• After about a minute of writing, ask:             <ul style="list-style-type: none"> <li>* “Zoom more closely into the image. Think about the details. Now, what do you notice?”</li> </ul> </li> <li>• Again, give students a couple of minutes to write down the details they see.</li> <li>• Finally, invite students to think about the questions that both this photograph and caption make them wonder. Ask:             <ul style="list-style-type: none"> <li>* “What do you wonder?”</li> </ul> </li> <li>• Invite students to silently jot their wonderings about the photograph in the area around it.</li> <li>• Tell students to leave the chart paper on their table or desks where they were working. Give directions:             <ol style="list-style-type: none"> <li>1. Travel as a triad to the next station clockwise from your own.</li> <li>2. At that station, you will have 1 minute to review another triad’s “notices” and “wonders.” With your group, discuss the questions: “What was similar about their notices and wonders to our own? What was different about their notices and wonders?”</li> <li>3. When given a signal, rotate to the next station and repeat the same questions.</li> </ol> </li> <li>• Allow students to rotate to three or four stations to discuss a diverse selection of ideas.</li> <li>• Refocus students whole group and ask:             <ul style="list-style-type: none"> <li>* “Based on the details of this picture and the context of the caption, what do you think the word <i>orphaned</i> means?” Invite student volunteers to share their ideas. Say: “Orphaned is what we call children who have lost both of their parents.” Tell the class that the word <i>orphaned</i> is the verb form of the word <i>orphan</i> and is related to the word <i>orphanage</i>.</li> </ul> </li> <li>• Distribute the <b>word-catcher</b>. Point out that this word-catcher is the same one they used in Module 1. It is a tool to collect new words they are learning through the reading and discussion of texts throughout this module. Invite students to add the word <i>orphaned</i> to the word-catcher.</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “How might the life of an orphaned child be different from the life of a child who has a family?”</li> </ul> </li> <li>• Invite whole class shares from students, depending on time.</li> <li>• Tell the class that the time period in which <i>Bud, Not Buddy</i> takes place is called the Great Depression. Explain that the Great Depression is a period of about 10 years in the 1930s when millions of people in our country were struggling and jobless. The economy and stock market had crashed; the Midwest, where much of our country’s food is grown, was struck by drought, so farmers lost their crops; and many took to “riding the rails,” crisscrossing the country in search of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider placing students in heterogeneous groupings for their triads based on individual strengths and needs. Each student should understand they bring individual strengths to their group: strong reading skills, writing skills, discussion facilitation, creativity, etc.</li> <li>• Having students analyze an image allows them to practice the skills of a close reader, such as asking questions, noticing details, and looking back multiple times for different purposes.</li> <li>• Some students may benefit from a sentence starter to prompt their conversations: “The life of an orphaned child would be different because ...”</li> </ul>



Work Time	Meeting Students' Needs
<p><b>B. Whole Class Read of Chapter 1: Who Is Buddy? (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a copy of <i>Bud, Not Buddy</i> by Christopher Paul Curtis and a baggie of <b>evidence flags</b> to each student. Tell students that they will use this novel as a way to launch their next study: “Rules to Live By ...” Congratulate students, once again, on how well they did with their last whole-class novel, <i>The Lightning Thief</i>, and tell them that much of the same smart thinking and close reading that they learned while reading <i>The Lightning Thief</i> will continue and build in this novel.</li> <li>• Tell students that in order to get into the novel, you will read aloud the first chapter as they read along. First, however, they should take a couple of minutes to examine the cover and read the blurb on the back of the book. This will allow them to begin thinking about the character, setting, and plot of the story. After students have examined the cover and read the blurb, ask:             <ul style="list-style-type: none"> <li>* “What do you think this book is about?”</li> <li>* “Who is the main character, or <i>protagonist</i>, of the book?” Explain that the word <i>protagonist</i> means the leading character, or hero, of a story. Percy Jackson was the protagonist of <i>The Lightning Thief</i>.</li> </ul> </li> <li>• Invite the class to read along as you read aloud Chapter 1 of <i>Bud, Not Buddy</i>. Read this chapter without stopping or discussing with students. If they have questions, tell them that they will have time to discuss this book more after reading the chapter. They may want to jot questions they have as you read.</li> <li>• Invite students to discuss with their triads:             <ul style="list-style-type: none"> <li>* “Who is Bud?”</li> <li>* “What have we learned about him?”</li> <li>* “What kind of character is he so far? What evidence from the text makes you think this?”</li> </ul> </li> <li>• Give students 3 to 5 minutes to discuss. Invite a few whole class shares to help all students come to a similar understanding.</li> <li>• Tell students that in the next chapter, they will be introduced to some “rules” by which Bud lives his life. These rules provide another window into Bud’s character and past. Distribute a <b>Tracking Bud’s Rules graphic organizer</b> to each student. Tell them that they will use this organizer to think, write, and talk about Bud’s rules. Often, this graphic organizer will be used for homework as they read, and then for discussion at the beginning of class.</li> <li>• Review each column with students. Explain that the second column requires them to support their answer with evidence from the text. The third column will not rely on evidence; it is their opinion.</li> <li>• Tell students it is all right if they feel a little confusion when trying this out for homework; they will reread and look more closely at this graphic organizer in the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from using a ruler or piece of paper to underline the lines as they are read aloud.</li> <li>• Consider posting discussion questions where all students can see them.</li> <li>• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Who's Bud? (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute an <b>Exit Ticket: Who's Bud?</b> to each student. Tell them that they should take the next couple of minutes to write two things they learned about the main character in this chapter. Then, they should write "how" they know it. Point out that the first column is for a fact or an inference about character. The second column is for evidence from the text.</li> <li>• Circulate and support students as they work. At the end of 2 minutes, collect these exit tickets and review them. This will help to gauge students' understanding and determine which students may need additional support in the reading of this novel.</li> </ul>	<ul style="list-style-type: none"> <li>• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li> <li>• Provide ELLs with a sentence starter to aid in language production. For example: "I think that Bud ..." or "I think this because ..."</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Do a "first draft" read of Chapter 2 of <i>Bud, Not Buddy</i>. In this chapter, Bud will begin to share his "rules." After reading the chapter, complete the Tracking Bud's Rules graphic organizer. You will discuss your writing and thoughts at the beginning of the next lesson.</li> </ul>	



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# Grade 6: Module 2A: Unit 1: Lesson 1

## Supporting Materials



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**During the Great Depression, more than 200,000 vagrant or orphaned children wandered the country as a result of the breakup of their families.**

Shahn, Ben. "Homeless children, Natchez, Mississippi." Prints and Photographs Division, Library of Congress.

<http://www.loc.gov/pictures/item/fsa1997016356/PP/resource/>



Name:		Date:	
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A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				



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Rule #	Bud's "Rule to Live By" (in your own words)	Is this rule meant to help Bud <i>survive</i> or <i>thrive</i> ? Provide evidence to support your thinking.	Where do you think this rule came from? What does it tell us about Bud?



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<b>What I know about Bud</b>	<b>How I know it (evidence)</b>



EXPEDITIONARY  
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# **Grade 6: Module 2A: Unit 1: Lesson 2**

## **Figurative Language and Word Choice: A Closer Look at Bud, Not Buddy (Chapter 2)**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)
- I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting Learning Targets

- I can determine the meaning of figurative language in *Bud, Not Buddy*.
- I can explain how the author’s word choice affects tone and meaning in the novel.

Ongoing Assessment

- Tracking Bud’s Rules graphic organizer
- Figurative Language in *Bud, Not Buddy* graphic organizer
- Selected Response Questions: Word Choice in Chapter 2
- Exit ticket: Interpreting Figurative Language in Chapter 2 of *Bud, Not Buddy*

Agenda

1. Opening
  - A. Engaging the Reader: Tracking Bud’s Rules: Rule 118 (8 minutes)
  - B. Unpacking Learning Targets (4 minutes)
2. Work Time
  - A. Introducing Figurative Language in Bud, Not Buddy (10 minutes)
  - B. Explaining How Word Choice Affects Tone: Strategies for Answering Selected Response Questions (18 minutes)
3. Closing and Assessment
  - A. Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy (5 minutes)
4. Homework
  - A. Read Chapter 3. Add to the Tracking Bud’s Rules graphic organizer.

Teaching Notes

- In the opening of this lesson, students look closely at the new routine in which they examine “Bud’s Rules and Things.” Bud’s rules show up throughout the novel and offer students another insight into him as a character.
- Students are asked to consider what the rule means, how he uses it, and where it may have originated. Bud’s rules will provide a bridge connecting the novel to texts students will be reading in the second half of Unit 1 and in Unit 2.
- During Work Time, students begin to think, talk, and write about how word choice affects tone and meaning in the novel. They do this primarily in the context of identifying and interpreting the use of figurative language in a passage of Chapter 2.
- They also work with their triads to answer selected response questions about an excerpt from Chapter 2.
- In advance: Prepare the Strategies for Answering Selected Response Questions anchor chart.
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>figurative language, tone, meaning; slug, swat, tap, ilk, race, vermin, survive, thrive</p>	<ul style="list-style-type: none"><li>• <i>Bud, Not Buddy</i> (book; one per student)</li><li>• Word-catcher (from Lesson 1)</li><li>• Tracking Bud's Rules graphic organizer (from Lesson 1)</li><li>• Figurative Language in <i>Bud, Not Buddy</i> graphic organizer (one per student)</li><li>• Strategies for Answering Selected Response Questions anchor chart (new; co-created with students in Work Time B; see supporting materials)</li><li>• Selected Response Questions: Word Choice in Chapter 2 (one per student)</li><li>• Selected Response Questions: Word Choice in Chapter 2 (Suggested Answers, for Teacher Reference)</li><li>• Exit Ticket: Interpreting Figurative Language in Chapter 2 of <i>Bud, Not Buddy</i> (one per student)</li><li>• Exit Ticket: Interpreting Figurative Language in Chapter 2 of <i>Bud, Not Buddy</i> (Sample Response for Teacher Reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Tracking Bud's Rules: Rule Number 118 (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that an important component of this novel introduced in Chapter 2 are “Bud Caldwell’s Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself.” These rules are another way the reader gets to know Bud.</li> <li>• Pair students up. Ask them to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “According to their name, what are the two purposes for Bud’s rules?”</li> </ul> </li> <li>• Listen for students to explain that for him, the rules are for having a funner (“more fun”) life and for making a better liar out of himself. Explain that the word “funner” is not an actual word. The use of this word a use of language that signifies more about the narrator: his young age and lack of consistent education.</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “Why might Bud need to learn to be a better liar?”</li> <li>* “How is the purpose of becoming a better liar different from the purpose of having a ‘funner’ life?”</li> </ul> </li> <li>• In this question, you are guiding students toward the idea that Bud probably had to learn to lie to survive difficult and changing circumstances, and he needs a ‘funner’ life because his life is difficult and challenging.</li> <li>• Explain that all the “Rules to Live By” students will be studying in the coming weeks (in this text and in others) fall into two broad categories: rules to <i>survive</i> and rules to <i>thrive</i>. Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What does it mean to <i>survive</i>?”</li> <li>* “What does it mean to <i>thrive</i>?”</li> </ul> </li> <li>• If students do not know these words, define the difference between them: survive, meaning to “remain alive,” and thrive, meaning to “grow, develop, and be successful.”</li> <li>• Write two examples on the board:             <ul style="list-style-type: none"> <li>* “Look both ways and listen before crossing the road.”</li> <li>* “Don’t settle until you have found what you love in work and in personal relationships.”</li> </ul> </li> <li>• Ask students to discuss in their pairs:             <ul style="list-style-type: none"> <li>* “Which rule is a survive rule? Which rule is a thrive rule? How do you know?”</li> </ul> </li> <li>• Cold call students to share their answers. Confirm that the first rule is a <i>survive</i> rule and the second is a <i>thrive</i> rule.</li> <li>• Ask students to add <i>survive</i> and <i>thrive</i> to their <b>word-catcher</b>.</li> <li>• Tell students that Chapter 2 contains two of Bud’s rules. Today they will focus on one of them.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider posting new vocabulary words where all students can see them.</li> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before you begin asking questions.</li> </ul>



Opening	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to look at page 18 in their copies of <b>Bud, Not Buddy</b>. Read aloud as students read along: “Rules and Things Number 118: You Have to Give Adults Something That They Think They Can Use to Hurt You by Taking It Away. That Way They Might Not Take Something Away That You Really Do Want. Unless They’re Crazy or Real Stupid They Won’t Take Everything Because if They Did They Wouldn’t Have Anything to Hold Over Your Head to Hurt You with Later.”</li> <li>• Have students work through each of the three columns on their <b>Tracking Bud’s Rules graphic organizer</b> with their partner, pausing to check for understanding between each column. Think-Pair Share:             <ul style="list-style-type: none"> <li>* “What does rule number 118 mean in your own words?”</li> <li>* “How does Bud use rule number 118? To survive or to thrive?”</li> </ul> </li> <li>• Students’ answers will vary on this question, as it asks them to take a side; what is important is that they can use evidence to support their answer.</li> <li>• Think- Pair-Share:             <ul style="list-style-type: none"> <li>* “Where do you think this rule came from? What does it tell us about Bud?”</li> </ul> </li> <li>• Guide students toward the idea that this rule most likely means that Bud has had many things taken away from him by adults in his life already, and he has learned how to protect the things that are important to him.</li> <li>• Give students 1 to 2 minutes to record any new thinking about Bud’s rule number 118 on their Tracking Bud’s Rules graphic organizer.</li> </ul>	
<p><b>B. Unpacking Learning Targets (4 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:             <ul style="list-style-type: none"> <li>* “I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.”</li> <li>* “I can explain how the author’s word choice affects tone and meaning in the novel.”</li> </ul> </li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What is <i>figurative language</i>?”</li> <li>* “How will determining the meaning of <i>figurative language</i> help us understand a text?”</li> </ul> </li> <li>• If students have not encountered the phrase figurative language, explain that it is language that uses figures of speech to create images of what something looks, sounds, or feels like. It is different from <i>literal</i> language because literal language means exactly what it says. One common form of figurative language is when you describe something by comparing it to something else.</li> <li>• Assure students that they will be learning more about this later in the lesson.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Introducing Figurative Language in Bud, Not Buddy (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that the <i>narrator</i> of a story is the one who tells the story. This can be an omniscient narrator, also known as “eye in the sky,” or a character who tells the story from his or her own perspective, with his or her own voice, like Percy in <i>The Lightning Thief</i>. Ask:             <ul style="list-style-type: none"> <li>* “Who is the <i>narrator</i> of this story?”</li> </ul> </li> <li>• After students identify Bud as the narrator, invite them to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “How might having Bud tell the story affect the language of the novel?”</li> <li>* “How might having Bud tell the story affect a reader?”</li> </ul> </li> <li>• Guide students toward the idea that having a character, like Bud, as narrator means we, as readers, hear the story in the particular way that character talks. In this story, we hear the voice of a ten-year-old boy in a particular time period, and in a particular region of the country. His age, his experiences, his personality, and his setting all affect the way he speaks, the way he tells a story, and the words he chooses.</li> <li>• Explain that all of this adds to the concept of a story’s <i>tone</i>. Ask:             <ul style="list-style-type: none"> <li>* “Where have you heard the word <i>tone</i>?”</li> </ul> </li> <li>• Students have probably encountered this word in music, or in the phrase “tone of voice.” Explain that the use of the word <i>tone</i> when discussing literature is more like “tone of voice” because, as with our voices, <i>tone</i> in writing conveys feelings. In the absence of an actual voice, authors use words to create a <i>tone</i> and convey feeling.</li> <li>• Define <i>tone</i> as “the feelings a narrator has toward a character or subject in the story.” Ask students to add the word <i>tone</i> to their word-catcher.</li> <li>• Tell them that, because Bud is the narrator, over the next few lessons they will be looking closely at Bud’s language and the impact that his language has on the story.</li> <li>• Invite students to open their books to page 1. Read aloud this sentence: “All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little firecrackers going off on the wooden floor.” Ask:             <ul style="list-style-type: none"> <li>* “How does Buddy describe the woman’s walk in this excerpt?”</li> </ul> </li> <li>• Listen for responses such as: “He compares her shoes to firecrackers going off on the wooden floor.” Tell the class that comparing two things in order to describe is a form of <i>figurative language</i> called <i>simile</i>. A <i>simile</i> compares two things that are not alike using the words “like” or “as.” For example: “Her eyes are as blue as the sky.”</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing select students a partially completed graphic organizer. This will allow them to focus their time and attention on the most important thinking columns.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Distribute the <b>Figurative Language in <i>Bud, Not Buddy</i> graphic organizer</b>. Review each column of the form with students. Ask them to fill in the first column, Example of Figurative Language, with the quote from the book on page 1.</li><li>• Ask students to discuss in their triads:<ul style="list-style-type: none"><li>* “What is the <i>literal</i> meaning of this description? What is Bud trying to describe using this figurative language?”</li></ul></li><li>• After students have discussed, invite a whole class share. Listen for responses like: “Her shoes were making a loud pop/tap on the floor as she walked.”</li><li>• Invite students to fill in the second column of the graphic organizer.</li><li>• Finally, tell them that Bud’s use of figurative language is a deliberate choice on the part of the author, and therefore worth reading closely. The use of figurative language is helpful because it helps reveal the tone of a scene; because Bud is the narrator, his word choice can be used to detect his tone in a particular scene.</li><li>• Ask students to discuss in triads:<ul style="list-style-type: none"><li>* “How does figurative language affect the tone of the excerpt in which the woman is walking down the hall? What inference can we make about Bud’s feelings, based on his use of figurative language in this excerpt?”</li></ul></li><li>• Guide students toward the idea that we can infer that Bud sees the woman in a negative way. Her walk is not soft; it is forceful and loud. This shows that Bud sees her as official and intimidating, not caring and gentle. Invite students to fill in the third column of the graphic organizer.</li><li>• Ask them to place their work in their folder or binder, where they can easily access it in future lessons.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>B. Explaining How Word Choice Affects Tone: Strategies for Answering Selected Response Questions (18 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that figurative language is just one way in which authors affect the tone of a scene in a novel. Another way is through character word choices.</li> <li>• Invite students to open their book to page 4. As they follow along, read aloud the passage from “It’s at six that grown folk don’t think you’re cute” to “The first foster home I was in taught me that real quick.” Ask:             <ul style="list-style-type: none"> <li>* “What is Bud explaining in this excerpt?” Listen for responses like: “Bud is explaining how things change when you turn six.”</li> </ul> </li> <li>• Now ask students to zoom in on the part of the sentence that reads, “... ’cause it’s around six that grown folks stop giving you little swats and taps and jump clean up to giving you slugs that’ll knock you right down.” Ask triads to discuss:             <ul style="list-style-type: none"> <li>* “What do <i>swat</i> and <i>tap</i> mean?”</li> <li>* “What is the meaning of the word <i>slug</i>?”</li> <li>* “What is the difference between a <i>swat</i> and a <i>tap</i> and a <i>slug</i>?”</li> </ul> </li> <li>• Guide students toward the idea that <i>swat</i> and <i>tap</i> imply light hits, without malicious or bad intent. <i>Slug</i> implies a hard hit with the intent to hurt.</li> <li>• Tell the class that the use of these specific words was a deliberate choice on the part of the author, and they affect the tone and meaning of the text. Ask the triads to discuss:             <ul style="list-style-type: none"> <li>* “How does the use of these three words affect the tone? What does this show about Bud?”</li> </ul> </li> <li>• Students should begin to recognize that the tone becomes more serious and malicious with the word <i>slug</i>. The meaning changes because the force and severity of the hit changes. The meaning also changes because Bud’s mom died when he was six; therefore, his mom would have been the one <i>tapping</i> him, and strangers were the people <i>slugging</i> him.</li> <li>• Tell students they will work with their triads to answer a series of selected response questions about word choice and tone. Explain that selected response questions are also called multiple-choice questions, so they are given a question and have to choose the correct answer from a list. Ask:             <ul style="list-style-type: none"> <li>* “What do you already know about strategies to answer selected response questions?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inviting students to think about and paraphrase the content of an excerpt before digging into the precise language helps those who may struggle with comprehension of the novel.</li> <li>• Anchor charts, such as the Strategies for Answering Selected Response Questions anchor chart, provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Call on volunteers. Record appropriate student responses on the <b>Strategies for Answering Selected Response Questions anchor chart</b> and be sure these bullets are included:<ul style="list-style-type: none"><li>* Underline or circle key words or phrases when reading the questions.</li><li>* Closely read the text/passages, keeping the questions in mind.</li><li>* Eliminate any answers that you know are not correct.</li><li>* Determine which of the remaining choices best answers the question.</li><li>* Reread the questions and passages to double-check your answer.</li></ul></li><li>• Distribute <b>Selected Response Questions: Word Choice in Chapter 2</b> to each student. Tell the class that all the questions are from an excerpt of the novel on pages 14 and 15. Review the questions with students. Point out that each question has multiple parts. The first part of the question asks them to identify the meaning of a word. The second part asks them to consider how that word choice affects the tone or meaning of the text.</li><li>• Invite students to open their book to page 14. Read aloud, as students read along, from “‘Boy,’ Mrs. Amos said” to “... attack my poor baby in his own house.”</li><li>• Give students the next 10 minutes to work with their triads on the selected response questions. Circulate and support students as they work. One way to support students in thinking about a word’s effect on meaning or tone is to have them consider how the sentence would be different without that single word, or with another word in its place.</li><li>• Refocus the whole group and select volunteers to share their answers. Confirm which answers are correct and why the other answers are not correct. Refer to the <b>Selected Response Questions: Word Choice in Chapter 2 (Suggested Answers, for Teacher Reference)</b>.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy</b> to each student.</li> <li>• Tell students that this exit ticket is just like the Figurative Language in <i>Bud, Not Buddy</i> graphic organizer they started working on earlier in the lesson and should be completed in the same way. Tell them the page numbers are indicated in case they want to read more of the context around the quote, but that it can be done without the novel as well.</li> <li>• Collect students' exit tickets. These can be used to determine students who will need greater levels of support in Lessons 3 and 4 as they continue to work with figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Using exit tickets allows a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs before the next lesson.</li> </ul>
Homework	Meeting Students' Needs
<p>A. Read Chapter 3 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and complete your Tracking Bud's Rules graphic organizer.</p> <p><i>Note: Lesson 3 has a Carousel of Quotes: Figurative Language for Chapter 3. Glance at students' exit tickets from this lesson to determine if there is a group of students who will need a greater amount of support or an additional mini lesson on figurative language before they engage in this activity.</i></p>	



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# Grade 6: Module 2A: Unit 1: Lesson 2

## Supporting Materials



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<b>Example of figurative language... (from the text)</b>	<b>What this means literally</b>	<b>What this example shows me about Bud (tone)</b>



- Underline or circle key words or phrases when reading the questions.
- Closely read the text/passages, keeping the questions in mind.
- Eliminate any answers that easily don't apply.
- Determine which of the remaining choices best answers the question.
- Reread the questions and passages to double-check your answer.



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Read each question and choose the best answer from the answer choices. Remember, you may need to return to the text to read the section around the provided passage in order to choose the best answer.

1. On page 15, Mrs. Amos says, “But take a good look at me because I am one person who is totally fed up with you and your *ilk*.” In this context, what is the meaning of the word *ilk*?  
  
A. old suitcase  
B. poor manners  
C. kind of people  
D. type of fun

What kind of tone does Mrs. Amos use when she says this?

How does that affect the meaning of this excerpt?




2. On page 15, Mrs. Amos says, “I do know I shall not allow *vermin* to attack my poor baby in his own house.” What are *vermin*?
- A. disease-carrying animals
  - B. orphaned children
  - C. dishonest person
  - D. man-eating beasts

Why does the author choose to use the word *vermin*?

- E. It shows that Mrs. Amos will not let animals attack Todd.
- F. It shows that Mrs. Amos considers Bud to be less than human.
- G. It shows Mrs. Amos thinks Bud will make Todd sick.
- H. It shows that Mrs. Amos does not want to put Bud in the shed



1. On page 15, Mrs. Amos says, “But take a good look at me because I am one person who is totally fed up with you and your *ilk*.” In this context, what is the meaning of the word *ilk*?

- A. old suitcase
- B. poor manners
- C. **kind of people**
- D. type of fun

What kind of tone does Mrs. Amos use when she says this? *Suggestions include mean, impatient or angry.*

How does that affect the meaning of this excerpt? *It makes Mrs. Amos sound mean, hard and cruel.*

2. On page 15, Mrs. Amos says, “I do know I shall not allow *vermin* to attack my poor baby in his own house.” What are *vermin*?

- A. **disease-carrying animals**
- B. orphaned children
- C. dishonest person
- D. man-eating beasts

Why does the author choose to use the word *vermin*?

- E. It shows that Mrs. Amos will not let animals attack Todd.
- F. **It shows that Mrs. Amos considers Bud to be less than human.**
- G. It shows Mrs. Amos thinks Bud will make Todd sick.
- H. It shows that Mrs. Amos does not want to put Bud in the shed



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Read each excerpt from the novel. Think about what the figurative language literally means, and how it affects the tone (how it reveals Bud’s feelings).

Example of figurative language (from the text)	What this means literally	How this language reveals Bud’s feelings? (tone)
<p>“He started huffing and puffing with his eyes bucking out of his head and his chest going up and down so hard that it looked some kind of big animal was inside of him trying to bust out.” (p. 10)</p>		



<b>Example of figurative language</b> (from the text)	<b>What this means literally</b>	<b>How this language reveals Bud's feelings? (tone)</b>
<p>“He started huffing and puffing with his eyes bucking out of his head and his chest going up and down so hard that it looked some kind of big animal was inside of him trying to bust out.” (p. 10)</p>	<p><i>Bud is describing how Todd looks when he has lost his temper—breathing hard, chest heaving, eyes wide, etc.</i></p>	<p><i>Even in an intimidating and scary situation, Bud's tone remains humorous.</i></p>



EXPEDITIONARY  
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# **Grade 6: Module 2A: Unit 1: Lesson 3**

## **Analyzing Figurative Language and How the Author's Word Choice Affects Tone and Meaning (Chapter 3)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)
- I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

**Supporting Learning Targets**

- I can explain how the author’s word choice affects meaning and tone in the novel.
- I can determine the meaning of figurative language in *Bud, Not Buddy*.

**Ongoing Assessment**

- Chapter 3 of *Bud, Not Buddy*: Author’s Word Choice and Tone graphic organizer

**Agenda**

1. Opening
  - A. Engaging the Reader: Triad Discussion—Rules in Chapter 3 of *Bud, Not Buddy* (6 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Analyzing Author’s Word Choice, Meaning, and Tone in Chapter 3 of *Bud, Not Buddy* (12 minutes)
  - B. Carousel of Quotes: Figurative Language in Chapter 3 (20 minutes)
3. Closing and Assessment
  - A. Carousel of Quotes Synthesis (5 minutes)
4. Homework
  - A. Read Chapter 4 of *Bud, Not Buddy*.

**Teaching Notes**

- In this lesson, students read like a writer and analyze figurative language and the author’s word choice, meaning, and tone in Chapter 3 of *Bud, Not Buddy*.
- In advance: Prepare pieces of chart paper, each with a different quote (see Carousel of Quotes: Figurative Language in Chapter 3 in the supporting materials). These charts should look identical to the Figurative Language in *Bud, Not Buddy* graphic organizer, with the quote provided above the three columns.
- Review Chapter 3 of *Bud, Not Buddy*, looking for word choice, meaning, and tone, to be prepared to support students as they analyze word choice, meaning, and tone in the chapter. Review the Carousel of Quotes and Back-to-Back and Face-to-Face protocols (see Appendix 1).
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>tone, figurative language; revenge, simmered (down)</p>	<ul style="list-style-type: none"> <li>• <i>Bud, Not Buddy</i> (book; one per student)</li> <li>• Document camera</li> <li>• Tracking Bud’s Rules graphic organizer (from Lesson 1)</li> <li>• Carousel of Quotes: Figurative Language in Chapter 3 (for Teacher Reference)</li> <li>• Figurative Language in <i>Bud, Not Buddy</i> graphic organizer (from Lesson 2)</li> <li>• Markers (a different color for each triad)</li> <li>• Chapter 3 of <i>Bud, Not Buddy: Author’s Word Choice, Meaning, and Tone</i> graphic organizer (one per student and one to display)</li> <li>• Chapter 3 of <i>Bud, Not Buddy: Author’s Word Choice, Meaning and Tone</i> graphic organizer (for Teacher Reference)</li> <li>• Homework: <i>Bud, Not Buddy</i>—Chapter 4 (one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Triad Discussion—Rules in Chapter 3 of Bud, Not Buddy (6 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to get into triads. Remind them that for homework they were to read Chapter 3 of <i>Bud, Not Buddy</i> and fill out their <b>Tracking Bud’s Rules graphic organizer</b> if they came across any of Bud’s rules.</li> <li>• Ask students to refer back to their Bud’s Rules graphic organizer and to discuss and compare with their triads what each of them recorded for rule number 328. Encourage students to add to their graphic organizer any new thinking about the rule that they learn from peers.</li> <li>• Circulate to listen in and ensure that all students are participating in the discussion and completed their graphic organizer for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:             <ul style="list-style-type: none"> <li>* “I can explain how the author’s word choice affects meaning and tone in the novel.”</li> <li>* “I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.”</li> </ul> </li> <li>• Remind students that they discussed <i>tone</i> and <i>figurative language</i> in the previous lesson. Define them again for the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Analyzing Author’s Word Choice, Meaning, and Tone in Chapter 3 of <i>Bud, Not Buddy</i> (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <b>Chapter 3 of <i>Bud, Not Buddy</i>: Author’s Word Choice, Meaning, and Tone graphic organizer</b> and display using <b>document camera</b>.</li> <li>• Remind students that in Lesson 2 they completed selected response questions about the author’s word choice and tone. Tell students they are now going to work with their triads to analyze the author’s word choice, meaning, and tone in Chapter 3. They will think about how word choice conveys certain meaning and tone and helps a reader understand how the events and experiences described make the narrator feel.</li> <li>• Model with the students how to fill in the columns on the graphic organizer. See <b>Chapter 3 of <i>Bud, Not Buddy</i>: Author’s Word Choice, Meaning and Tone (for Teacher Reference)</b> for an example. Invite them to read the first box on the organizer, an excerpt from pages 21 and 22, with you: “There was a gray gas can in one corner next to a bunch of gray rakes and a pile of gray rags, and a gray tire next to some gray fishing poles.”</li> <li>• Ask students to discuss in their triads:               <ul style="list-style-type: none"> <li>* “Why has the author used the word ‘gray’ repeatedly here? What does the repeated use of the word ‘gray’ emphasize to the reader?”</li> </ul> </li> <li>• Cold call students to share what their triad discussed. Record an example on the displayed graphic organizer. See the example on the graphic organizer for Teacher Reference and use this as a guide.</li> <li>• Give triads 12 minutes to analyze and discuss word choice, tone, and meaning on pages 21–26 of in their copies of <b><i>Bud, Not Buddy</i></b> and to fill out the graphic organizer.</li> <li>• Circulate and listen in to gauge how well students are connecting the author’s word choice with tone, and then how tone contributes to meaning. Ask probing questions:               <ul style="list-style-type: none"> <li>* “What feeling or meaning does this word convey? Why?”</li> <li>* “How would you describe the tone? Why?”</li> </ul> </li> <li>• Refocus students whole group. Cold call a few students to share their notes about word choice, tone, and meaning with the whole group.</li> </ul>	



Work Time	Meeting Students’ Needs
<p><b>B. Carousel of Quotes: Figurative Language in Chapter 3 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students’ attention to the charts hanging around the room. Tell them that you have pulled excerpts of text from Chapter 3 that contain <i>figurative language</i>, specifically <i>similes</i> (which they discussed in the lesson opening). Review these terms as needed.</li> <li>• Tell students that they will travel around the room from chart to chart with their triad, like they’re on a carousel, reading, thinking, talking, and writing about figurative language. Specifically, they will be discussing the same topics that they worked with on their Figurative Language in <i>Bud, Not Buddy</i> graphic organizer (during Lesson 2): Which language is figurative? What is the literal meaning? How does the figurative language reveal Bud’s feelings?</li> <li>• Distribute a different color <b>marker</b> to each triad. Give directions:             <ol style="list-style-type: none"> <li>1. Take turns reading aloud the excerpt at the top of the chart.</li> <li>2. In your novel, find the page where the figurative language appears and read the text around it.</li> <li>3. Each member of your triad should share his or her thoughts on the three columns of the chart: What’s the figurative language? What’s the literal meaning? How does it affect tone?</li> <li>4. Take turns recording your thoughts on the chart.</li> <li>5. Rotate to the next chart.</li> </ol> </li> <li>• Circulate and support triads in their discussions. Ensure that all students have a voice in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (such as Carousel of Quotes) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> <li>• Consider posting the directions for all students to see. This will assist those who may have difficulty following multistep directions.</li> </ul>

Closing and Assessment	Meeting Students’ Needs
<p><b>A. Carousel of Quotes Synthesis (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students:             <ul style="list-style-type: none"> <li>* “What do you now know about how figurative language can affect tone?”</li> </ul> </li> <li>• Invite students to spend 3 minutes considering the question while walking around the room looking at the notes triads have made on the Carousel of Quotes charts.</li> <li>• Back-to-Back and Face-to-Face synthesis:             <ol style="list-style-type: none"> <li>1. Pair students up.</li> <li>2. Ask them to sit back-to-back.</li> <li>3. Give them 1 minute to consider the answer they are going to give to the question now that they have looked at the notes on the Carousel charts.</li> <li>4. Ask them to turn face-to-face to tell their partner the answer.</li> </ol> </li> <li>• Distribute <b>Homework: Bud, Not Buddy—Chapter 4</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success. This closing activity is meant to help students synthesize their understanding of figurative language.</li> </ul>

Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Read Chapter 4 of <i>Bud, Not Buddy</i>. Since there are no rules for you to analyze in this chapter, answer this question:             <ul style="list-style-type: none"> <li>* “What did Bud do to Todd? Why did he do this?”</li> </ul> </li> </ul>	



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# Grade 6: Module 2A: Unit 1: Lesson 3

## Supporting Materials



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<b>Word Choice/Text Details</b>	<b>Feeling/Meaning</b> For each word or phrase, <b>describe the emotion, feeling, or meaning</b> that it conveys.	<b>Tone</b> Based on the images, words, and phrases you have selected, describe the tone of the text with one word (examples: <i>angry, violent, or harsh</i> ).
<p>“There was a <b>gray</b> gas can in one corner next to a bunch of gray rakes and a pile of gray rags, and a gray tire next to some gray fishing poles” (p. 21-22).</p> <p>gray</p>		
<p>“When they were <b>digging</b> around in Bug’s ears with the tweezers you’d’ve thought they were pulling his legs off, not some cockroach’s” (p. 23).</p> <p>digging</p>		
<p>“I finally got a hole big enough to look out and <b>mashed</b> my eye up against the glass” (p. 25).</p> <p>mashed</p>		



<p>“I eyed where the bat was sleeping and <b>revved</b> the rake like I was going to hit a four-hundred-foot home run” (p. 26).</p> <p>revved</p>		
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Name:		Date:	
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<b>Word Choice/Text Details</b>	<b>Feeling/Meaning</b> For each word or phrase, <b>describe the emotion, feeling, or meaning</b> that it conveys.	<b>Tone</b> Based on the images, words, and phrases you have selected, describe the tone of the text with one word (examples: <i>angry, violent, or harsh</i> ).
<p>“There was a <b>gray</b> gas can in one corner next to a bunch of gray rakes and a pile of gray rags, and a gray tire next to some gray fishing poles” (p. 21-22).</p> <p>gray</p>	<p><i>It makes the reader realize that the shed must be very dark because everything looks gray to Bud.</i></p>	<p><i>frustration/bleakness/monotony</i> <i>The way the word has been used emphasizes that everything looked the same in a frustrating/bleak/monotonous way</i></p> <p>Note: If students say “boring,” ask them to describe “boring.”</p>



**Teacher Directions:** Prepare separate charts for each quote below. Each chart should look identical to the Figurative Language in *Bud, Not Buddy* graphic organizer, with the quote provided above the three columns.

- “The only thing I could hear was my own breath. It was so loud that it sounded like there were six scared people locked up in the shed. I closed my eyes and thought real hard about making my breathing slow down. Pretty soon it sounded like the five other breathers in the shed had left” (p. 21).
- “It felt like the shed was getting smaller and smaller and the little mouths were getting closer and closer” (p. 22).
- “...he could kiss my wrist if he thought that was going to happen” (p. 26).
- “I stood upon the woodpile and held the rake like it was a Louisville Slugger. I eyed where the bat was sleeping and revved the rake like I was going to hit a four-hundred-foot home run” (p. 26).
- “It sounded like I’d turned on a buzz saw in the shed. All of a sudden it felt like someone had stuck a red-hot nail right into my left cheek” (p. 28).





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# **Grade 6: Module 2A: Unit 1: Lesson 4**

## **Interpreting Figurative Language and Answering Selected Response Questions (Chapter 4)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)
- I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

**Supporting Learning Targets**

- I can explain how the author’s word choice affects tone and meaning in the novel.
- I can determine the meaning of figurative language in *Bud, Not Buddy*.

**Ongoing Assessment**

- Entrance ticket: What Would You Title Chapter 4?
- Selected Response Questions, Chapter 4 of *Bud, Not Buddy*
- Figurative Language in *Bud, Not Buddy* graphic organizer

**Agenda**

1. Opening
  - A. Entrance Ticket: What Would You Title Chapter 4? (8 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Writing: Interpreting Figurative Language in *Bud, Not Buddy* (10 minutes)
  - B. Read-aloud of Excerpt from Chapter 4 and Completion of Selected Response Questions (20 minutes)
3. Closing and Assessment
  - A. Discussion of Selected Response Question (5 minutes)
4. Homework
  - A. Read Chapter 5 of *Bud, Not Buddy*.

**Teaching Notes**

- This lesson is similar in structure to Lesson 2. Students continue using the Figurative Language in *Bud, Not Buddy* graphic organizer to analyze figurative language from the novel, now without any modeling or input from the teacher. This increased independence will help prepare them for the mid-unit assessment in Lesson 5.
- In Lesson 2, students answered selected response questions about word choice in triads. Now they will independently answer selected response questions, then discuss their answers with their triads to scaffold for Lesson 5.
- Post: Learning targets, Strategies for Selected Response Questions anchor chart.

**Lesson Vocabulary**

word choice, tone, meaning, figurative language; tortured

**Materials**

- *Bud, Not Buddy* (book; one per student)
- Entrance ticket: “What Would You Title Chapter 4?” (one per student)
- Figurative Language in *Bud, Not Buddy* graphic organizer (from Lesson 2; students’ copies and one for display)
- *Bud, Not Buddy*: Chapter 4 Figurative Language (one per student)
- Strategies for Answering Selected Response Questions anchor chart (from Lesson 2)
- Selected Response Questions, Chapter 4 of *Bud, Not Buddy* (one per student)
- Selected Response Questions, Chapter 4 of *Bud, Not Buddy* (Suggested Answers, for Teacher Reference)



Opening	Meeting Students' Needs
<p><b>A. Entrance Ticket: What Would You Title Chapter 4? (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to get into triads to share their answers to the homework questions:               <ul style="list-style-type: none"> <li>* “What did Bud do to Todd? Why did he do it?”</li> </ul> </li> <li>• Cold call students to share their answers.</li> <li>• Display and distribute the <b>entrance ticket: What Would You Title Chapter 4?</b> Invite students to discuss in their triads:               <ul style="list-style-type: none"> <li>* “What happened in Chapter 4?”</li> </ul> </li> <li>• Ask them to choose a title for Chapter 4 and record it on their entrance ticket.</li> <li>• Provide a model for students to support their thinking and conversations. For example, you might suggest titling Chapter 3 “The Shed” because most of what happens in the chapter happens in the shed.</li> <li>• Refocus the whole class and cold call a few students to share their titles and their reason for choosing that title with the whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Displaying directions helps all students focus on the task and follow steps for increased success, but it especially helps those students who need information in small chunks.</li> <li>• Consider placing ELLs in homogeneous pairs to discuss the title of the chapter.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite the class to read the learning targets with you:               <ul style="list-style-type: none"> <li>* “I can explain how the author’s word choice affects tone and meaning in the novel.”</li> <li>* “I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.”</li> </ul> </li> <li>• Remind students that these are the same targets they have been working with for three days.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Writing: Interpreting Figurative Language in Bud, Not Buddy (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and invite students to take out the <b>Figurative Language in Bud, Not Buddy graphic organizer</b> (from Lesson 2). Review the example recorded in Lesson 2 to remind students how to fill out the organizer.</li> <li>• Distribute <b>Bud, Not Buddy: Chapter 4 Figurative Language</b>. Pair students up and ask them to analyze the figurative language examples and fill out the Figurative Language graphic organizer.</li> <li>• Circulate to assist students in reading the excerpts and analyzing the figurative language. Ask:             <ul style="list-style-type: none"> <li>* “What does the figurative language mean literally?”</li> <li>* “What does the excerpt tell you about Bud?”</li> </ul> </li> <li>• Invite students to get into triads to share their analyses.</li> <li>• Cold call students to share their analyses with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing feedback specific to the learning target that identifies both a success and a next step helps students set concrete goals for reaching learning targets.</li> <li>• Providing sentence starters and sentence frames helps students develop group speaking skills and encourages them to use evidence in their claim.</li> </ul>
<p><b>B. Read-aloud of Excerpt from Chapter 4 and Completion of Selected Response Questions (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the blank <b>Strategies for Answering Selected Response Questions anchor chart</b>. Invite them to read the bullet points with you.</li> <li>• Distribute <b>Selected Response Questions, Chapter 4 of Bud, Not Buddy</b>. Tell students that all the questions are from an excerpt of the text on page 32.</li> <li>• Review the questions with students. Remind them that each question has multiple parts. The first part of the question asks them to identify the meaning of a word. The second part asks them to consider how that word choice affects the tone or meaning of the text.</li> <li>• Invite students to open their copies of <b>Bud, Not Buddy</b> to page 32. As they follow along, read aloud from “I can’t all the way blame ...” to “... didn’t have to put up with Todd.”</li> <li>• Give students the next 10 minutes to work independently on the selected response questions.</li> <li>• Circulate and support students as they work. One way to support them in thinking about a word’s effect on meaning or tone is to have them consider how the sentence would be different without that single word, or with another word in its place.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking students to provide feedback to their peers helps them clarify their learning.</li> <li>• Consider providing select students with scaffolding for Question 4 of the selected response questions by letting them know that Bud feels two different emotions about foster homes.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Discussion of Selected Response Question (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to look more closely at Question 4. Ask them to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “What are the two feelings he has, and what does this tell us about Bud?”</li> <li>* “How does this moment in the novel help us understand human beings more?”</li> </ul> </li> <li>• Refocus the class and invite a few students to share, as time permits. Listen for comments about considering different perspectives and trying to understand each other more. Refer to <b>Selected Response Questions, Chapter 4 of Bud, Not Buddy (Suggested Answers, for Teacher Reference)</b>.</li> </ul>	
Homework	Meeting Students' Needs
<p>A. Read Chapter 5 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and add to the Tracking Bud’s Rules graphic organizer. Use your evidence flags to mark any details in the text that help you think about what this rule means and how Bud uses it.</p> <p><i>Note: In Lesson 5, students reread an excerpt of Chapter 5, fill out a graphic organizer, and answer short constructed response questions for their mid-unit assessment. Prepare any accommodations students require to complete this assessment.</i></p>	



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# Grade 6: Module 2A: Unit 1: Lesson 4

## Supporting Materials



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<p><b>Example 1: Page 31</b></p>	<p>They hadn't locked the kitchen window. It slid open with just a couple of squeaks, then I was inside the Amos house crouched down like a cat burglar. Quick as a rabbit I look under the table to see if they'd moved my suitcase. It was still there.</p>
<p><b>Example 2: Page 34</b></p>	<p>He was deep asleep and his hands were crossed on his chest like he was ready for the graveyard.</p>



Name:		Date:	
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**Learning Target:** I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)

**Read the passage below and the questions. Circle the best answer for each question.**

*I can’t all the way blame Todd for giving me trouble, though. If I had a regular home with a mother and father I wouldn’t be too happy about other kids living in my house either.*

*Being unhappy about it is one thing, but torturing the kids who are there even though they don’t want to be is another. It was my job to make sure other kids who didn’t know where their mothers and fathers were didn’t have to put up with Todd.*

1. In the passage above, what does *torturing* mean?

- A. Causing pain and suffering
- B. Teasing and making fun of
- C. Punching and beating up
- D. Lying and cheating

2. What does Bud mean by a “regular home”?

- A. A home with two parents
- B. A home with hot running water
- C. A home with a shotgun in the kitchen
- D. A home with a two boys





1. In the passage above, what does *torturing* mean?
  - A. **Causing pain and suffering**
  - B. Teasing and making fun of
  - C. Punching and beating up
  - D. Lying and cheating
  
2. What does Bud mean by a “regular home”?
  - A. **A home with two parents**
  - B. A home with hot running water
  - C. A home with a shotgun in the kitchen
  - D. A home with a two boys
  
3. What does it show the reader about Bud when he says it is his “job” to prevent other kids from having the experience he had?
  - A. Bud does not want to become a bully like Todd.
  - B. **Bud feels a sense of responsibility to other foster kids.**
  - C. Bud expects to have to pay for the trouble he caused.
  - D. Bud does not know where his mother and father are.
  
4. What does this passage teach the reader about Bud’s feelings toward foster homes? Use evidence from the passage to support your answer.

**That Bud thinks foster homes are tough because the foster children are sometimes bullied by the children of the family who don’t understand what it is like to be a foster child. He says, “If I had a regular home with a mother and father I wouldn’t be too happy about other kids living in my house either.”**



EXPEDITIONARY  
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## **Grade 6: Module 2A: Unit 1: Lesson 5**

### **Mid-Unit 1 Assessment:**

Figurative Language and Word Choice in *Bud, Not Buddy* (Chapter 5)



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)  
 I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)  
 I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

**Supporting Learning Targets**

- I can explain how the author’s word choice affects tone and meaning in the novel.
- I can determine the meaning of figurative language in *Bud, Not Buddy*.

**Ongoing Assessment**

- Mid-Unit 1 Assessment: Figurative Language and Word Choice in *Bud, Not Buddy*

**Agenda**

1. Opening
  - A. Engage the Reader: Tracking Bud’s Rules, Number 83 (5 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Mid-Unit 1 Assessment (35 minutes)
3. Closing and Assessment
  - A. Reflecting on Learning Targets: Fist to Five (3 minutes)
4. Homework
  - A. Read Chapter 6 of *Bud, Not Buddy*.

**Teaching Notes**

- In this mid-unit assessment, students reread a passage of *Bud, Not Buddy* Chapter 5. They are asked to both identify and interpret the figurative language in this passage. They do this in a graphic organizer identical to the one they have been using to track figurative language throughout the novel. Students are then asked a series of short constructed response questions about word choice.
- Assess student responses on the Mid-Unit Assessment using the Grade 6 2-Point Rubric: Short Response (from [http://www.engageny.org/sites/default/files/resource/attachments/grade-6-ela-guide\\_0.pdf](http://www.engageny.org/sites/default/files/resource/attachments/grade-6-ela-guide_0.pdf)).

**Lesson Vocabulary**

Do not pre-teach vocabulary for this assessment.

**Materials**

- *Bud, Not Buddy* (book; one per student)
- Tracking Bud’s Rules graphic organizer (started in Lesson 1)
- Mid-Unit 1 Assessment: Figurative Language and Word Choice in *Bud, Not Buddy* (one per student)
- Mid-Unit 1 Assessment: Figurative Language and Word Choice in *Bud, Not Buddy* (Answers, for Teacher Reference)
- Grade 6 2-Point Rubric: Short Response (for Teacher Reference)



Opening	Meeting Students' Needs
<p><b>A. Engage the Reader: Tracking Bud's Rules, Number 83 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to sit in their triads and take out their <b>Tracking Bud's Rules graphic organizer</b> and their copy of <b>Bud, Not Buddy</b>. Remind them that for homework, they were asked to analyze Bud's rule number 83 and to use evidence flags to mark any details that helped them to think about this rule.</li> <li>• Tell students they will spend the next 5 minutes discussing these questions in their triads:               <ol style="list-style-type: none"> <li>1. "What is the meaning of this rule in your own words?"</li> <li>2. "Is this is a rule that helps Bud to <i>survive</i> or <i>thrive</i>?"</li> <li>3. "Where do you think this rule came from?"</li> </ol> </li> <li>• Remind students of the class norms for conversation, especially that they should take turns speaking and that every student should have an opportunity to share his or her thinking. Also remind them that when having a conversation about a text, the text should be an active part of their conversation. This means students should be pointing to specific details or reading short passages that help to illustrate their thinking about the rule.</li> <li>• Circulate and support students as they have their conversations. Help them to maintain accountable talk, staying on topic for the duration of the conversation.</li> <li>• After 5 minutes, refocus students whole group. Invite a couple of triads to share their thoughts for each question. Allowing two triads per question should allow you to check for understanding across most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students will benefit from seeing questions posted on an interactive white board or via a document camera. Reveal questions one at a time to keep them focused on the question at hand.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:               <ul style="list-style-type: none"> <li>* "I can explain how the author's word choice affects tone and meaning in the novel."</li> <li>* "I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>."</li> </ul> </li> <li>• Remind students that these are the same learning targets they have been working with in the past four lessons. Today they will show how well they can demonstrate these targets independently in an assessment.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 1 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Mid-Unit 1 Assessment: Figurative Language and Word Choice in <i>Bud, Not Buddy</i></b> to each student.</li><li>• Tell students that in this mid-unit assessment, they will focus on one passage from Chapter 5 of <i>Bud, Not Buddy</i>. Invite them to open their books to page 41. The passage begins with “Me and mamma having the same conversations ...” and ends on the top of page 43 with “... because another door opens.”</li><li>• Remind students of all the great thinking they have done in these lessons with figurative language, word choice, and how both figurative language and word choice can affect the tone of a novel. Tell them that there are multiple examples of figurative language in the passage they will read, and they will determine the meaning of that language, as well as how it affects the tone.</li><li>• Remind the class that, because this is an assessment, it is to be completed independently. However, if students need assistance, they should raise their hand to speak with a teacher.</li><li>• Tell students they will have 30 minutes to complete this assessment.</li><li>• Circulate and support them as they work. During an assessment, your prompting should be minimal.</li><li>• After 30 minutes, collect the assessments.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on Learning Targets: Fist to Five (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that you are going to read each of the learning targets on which they were assessed. They should respond with a Fist to Five on how accomplished they feel with the learning target. Five means completely accomplished. Three means still getting there. Fist means I feel I still have no mastery of that learning target.</li> <li>• Read each learning target:               <ul style="list-style-type: none"> <li>* “I can explain how the author’s word choice affects tone and meaning in the novel.”</li> <li>* “I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.”</li> </ul> </li> <li>• Note students who continue to struggle with these learning targets, as this study of word choice and figurative language continues into the second half of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.</li> </ul>
Homework	Meeting Students' Needs
<p>A. Read Chapter 6 of <i>Bud, Not Buddy</i>. Then write a journal entry in which you pretend that you are “Poppa” and explain why you reached-out to Bud at the mission.</p> <p><i>Note: Assess student responses on the Mid-Unit Assessment using the Grade 6 2-Point Rubric: Short Response (from <a href="http://www.engageny.org/sites/default/files/resource/attachments/grade-6-ela-guide_0.pdf">http://www.engageny.org/sites/default/files/resource/attachments/grade-6-ela-guide_0.pdf</a>).</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A: Unit 1: Lesson 5

## Supporting Materials



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Name:		Date:	
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**Directions:** The following questions about figurative language, word choice, meaning, and tone are from an excerpt of *Bud, Not Buddy*, pages 41–43. Begin this assessment by rereading those pages. Then answer the questions. Be sure to use evidence from the text when necessary.

1. On page 41, Bud describes his mother by saying: “Everything moved very, very fast when Momma was near, she was like a tornado, never resting, always looking around us, never standing still.”

What is the figurative language used in this passage?	What is the literal meaning of this figurative language?	What does this figurative language show the reader about how Bud feels about his mother? (tone)

2. On page 42, Bud’s mom says to him: “A bud is a flower-to-be. A flower-in-waiting. Waiting for just the right warmth and care to open up. It’s a little fist of love waiting to unfold and be seen by the world.  
And that’s you.”

What does Bud’s mom mean when she compares him to a flower bud?




3. On page 42, Bud describes a conversation with his mother, saying: “Then Momma’d look hard in my face, grab a holt of my arms real tight and say, ‘And Bud, I want you to always remember, no matter how bad things look to you, no matter how dark the night, when one door closes, don’t worry because another door opens.’”

What is the literal meaning of “how dark the night”?

4.


Explain what Bud’s mother meant by what she said. What was the life lesson she was trying to teach? Use evidence from the passage in your response.




**Directions:** The following questions about figurative language, word choice, meaning, and tone are from an excerpt of *Bud, Not Buddy*, pages 41–43. Begin this assessment by rereading those pages. Then answer the questions. Be sure to use evidence from the text when necessary.

1. On page 41, Bud describes his mother by saying: “Everything moved very, very fast when Momma was near, she was like a tornado, never resting, always looking around us, never standing still.”

What is the figurative language used in this passage?	What is the literal meaning of this figurative language?	What does this figurative language show the reader about how Bud feels about his mother? (tone)
‘Like a Tornado’	She moved quickly and never stopped moving.	It shows the reader that Bud misses his mother because he is remembering how she used to be. It also shows the reader than he felt that she looked after him because he says she was always looking around them.

2. On page 42, Bud’s mom says to him: “A bud is a flower-to-be. A flower-in-waiting. Waiting for just the right warmth and care to open up. It’s a little fist of love waiting to unfold and be seen by the world.  
And that’s you.”

What does Bud’s mom mean when she compares him to a flower bud?

*She means that he is still young and starting out, just like a new flower bud, but when cared for will grow, learn and develop into something beautiful.*



3. 3. On page 42, Bud describes a conversation with his mother, saying: “Then Momma’d look hard in my face, grab a holt of my arms real tight and say, ‘And Bud, I want you to always remember, no matter how bad things look to you, no matter how dark the night, when one door closes, don’t worry because another door opens.’”

What is the literal meaning of “how dark the night”?

*Things always seem much worse at night, so this means how bad things might seem at night.*

Explain what Bud’s mother meant by what she said. What was the life lesson she was trying to teach? Use evidence from the passage in your response.

*“When one door closes” means when something goes wrong and things seem hopeless. “Don’t worry because another door opens” means there are more opportunities in life and another one will come your way. When you put those two pieces together Bud’s mother is trying to tell Bud that when something bad happens and things seem really dark and hopeless, don’t worry because something better will come along.*



<b>2 point Response</b>	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability.</li></ul>
<b>1 point Response</b>	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt.</li><li>• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.</li><li>• Incomplete sentences or bullets</li></ul>
<b>0 point Response</b>	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate.</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable.</li></ul>



EXPEDITIONARY  
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# **Grade 6: Module 2A: Unit 1: Lesson 6**

## **Getting the Gist: Steve Jobs Commencement Address (Focus on Paragraphs 6-8, and connecting to Chapter 6)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)  
I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

**Supporting Learning Targets**

- I can get the gist of Paragraphs 6–8 of the Steve Jobs speech.
- I can identify the meaning of unfamiliar vocabulary from the context.

**Ongoing Assessment**

- Entrance ticket
- Annotated Steve Jobs speech
- Exit ticket

**Agenda**

1. Opening
  - A. Entrance Ticket: What Would You Title Chapter 6? (8 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time:
  - A. Read and Discuss Paragraph 1 (8 minutes)
  - B. Reading and Listening to Paragraphs 1–8 of the Steve Jobs Speech (10 minutes)
  - C. Getting the Gist and Identifying Vocabulary, Paragraphs 6–8 (12 minutes)
3. Closing and Assessment
  - A. Exit Ticket: Why Do People Have Rules to Live By? (5 minutes)
4. Homework
  - A. Read Chapter 7 of Bud, Not Buddy. Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in this chapter.

**Teaching Notes**

- In this lesson, students are introduced to the Steve Jobs speech. This lesson is the first in a two-lesson cycle that will be repeated until students have read the whole speech closely. In this first lesson of the cycle, they listen to Steve Jobs delivering a section of the speech while following along in their own text. Then they find the gist and identify the meaning of unfamiliar vocabulary in a short excerpt. In the second lesson, they dig deeper into the short extract by answering text-dependent questions.
- Lessons 6-11 of Unit 1 are based heavily on the Making Evidence-Based Claims units developed by Odell Education. For the original Odell Education units, go to [www.odelleducation.com/resources](http://www.odelleducation.com/resources).
- Students use the Odell Education Reading Closely: Guiding Questions handout to guide their reading for gist. Students should be familiar with this resource from Module 1; it is included again for easy reference.
- Due to time constraints, students do not read Paragraphs 2–5 closely for gist or to identify the meaning of unfamiliar vocabulary from context; however, students may struggle with the following vocabulary in Paragraphs 2–5: relented, naively, tuition, intuition, subtle destiny, karma.
- In advance: Read Paragraphs 1–8 of the speech, focusing on the gist. Prepare technology to play the video of Steve Jobs’ Stanford University Commencement Address from times 00:00-05:34. This video may be found at: <http://www.youtube.com/watch?v=UF8uR6Z6KLc>. If this equipment is unavailable, you can read aloud Paragraphs 1–8 of the speech to students. Prepare a new anchor chart: Strategies for Determining Unknown Words (see supporting materials).
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>gist; university commencement address, dorm, deposits, Hare Krishna, intuition, typography, typefaces, proportionally</p>	<ul style="list-style-type: none"> <li>• Entrance Ticket: What Would You Title Chapter 6? (one per student and one to display)</li> <li>• Stanford University Commencement Address: Steve Jobs (one per student and one to display)</li> <li>• Video of Steve Jobs' Stanford University Commencement Address, found at <a href="http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html">http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html</a> or <a href="http://www.youtube.com/watch?v=UF8uR6Z6KLc">http://www.youtube.com/watch?v=UF8uR6Z6KLc</a></li> <li>• Technology to display video of Steve Jobs' Stanford University Commencement Address</li> <li>• Reading Closely: Guiding Questions handout (from Module 1; included again in supporting materials for this lesson; one per student and one to display)</li> <li>• Strategies for Determining Unknown Words anchor chart (new; teacher-generated; see supporting materials for sample)</li> <li>• Document camera</li> <li>• Word-catcher (from Lesson 1)</li> <li>• Exit Ticket: Why Do People Have Rules to Live By? (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entrance Ticket: What Would You Title Chapter 6? (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute the Entrance Ticket: What Would You Title Chapter 6?</li> <li>• Remind students that they did this in Lesson 4 because Chapter 4 also contained no rules. Remind them that they need to first skim the chapter. Then they should think about what title they would give the chapter and why. They will write their title and evidence on the entrance ticket. Remind them that they need to justify their choice of title by using evidence from the text.</li> <li>• Invite students to pair up with someone to share their title and their reason for choosing it.</li> <li>• Cold call a few students to share their partner's title and the reason they chose that title.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the homework holds all students accountable for reading the novel and completing their homework.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:             <ul style="list-style-type: none"> <li>* "I can get the gist of Paragraphs 6–8 of the Steve Jobs speech."</li> <li>* "I can identify the meaning of unfamiliar vocabulary from the context."</li> </ul> </li> <li>• Remind students what the word <i>gist</i> means (understanding what the text is mostly about).</li> <li>• Invite them to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* "Given these learning targets, what do you think we are going to be doing in this lesson?"</li> </ul> </li> <li>• Listen for students to explain that they are going to be reading a speech by Steve Jobs, getting the gist of particular paragraphs, and then identifying the meaning of unfamiliar vocabulary in the speech from the context.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Read and Discuss Paragraph 1 (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to sit in their triads.</li> <li>• Distribute <b>Stanford University Commencement Address: Steve Jobs</b> and display using a <b>document camera</b>.</li> <li>• Invite students to read the title of the speech with you. Ask them to think and then discuss in their triads:             <ul style="list-style-type: none"> <li>* “Who was Steve Jobs?”</li> <li>* “What do you know about him?”</li> </ul> </li> <li>• Listen for students to explain that Steve Jobs started Apple, the company that makes iPads, iPhones and Macs, and Pixar, the animation company. Students may also know that he died of cancer in 2011; if they don’t know this, it may be appropriate to encourage a respectful tone when analyzing his speech.</li> <li>• Tell the class that a <i>university commencement address</i> is a speech at a commencement ceremony, which is an event for students who are graduating from college.</li> <li>• Invite students to read along silently in their heads as you read Paragraph 1 aloud, beginning at “I am honored ...” and ending with “Just three stories.”</li> <li>• Write these questions on the board. Invite students to discuss in their triads:             <ul style="list-style-type: none"> <li>* “What does this introductory paragraph tell you?”</li> <li>* “What do we learn about Steve Jobs in this introduction?”</li> <li>* “What is the structure of this speech going to be?”</li> <li>* “Why would he structure it this way?”</li> </ul> </li> <li>• Select students from each triad to share their answers. Listen for them to explain that it tells us that Stanford is a good college and that Jobs didn’t graduate from college. We learn that Jobs is going to tell three stories in his speech, and he may have structured it this way because he wants the new graduates to learn from his stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing Steve Jobs as a person and helping students to understand more about who he was and his achievements that are relevant to their lives will engage students in the speech.</li> </ul>
<p><b>B. Reading and Listening to Paragraphs 1–8 of the Steve Jobs Speech (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that the speech they just started reading was recorded, so they are now going to listen to Steve Jobs giving the first part of the speech (Paragraphs 1–8).</li> <li>• Ask students to follow along with their texts. Explain that in the video of the speech, Jobs adds a few words to the written speech. It is common for people who are giving a speech to add words in the moment as they interact with their audience.</li> <li>• Play 00:00-05:34 (Paragraphs 1-8) of the video of Steve Jobs’ Stanford University Commencement Address without stopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Watching Steve Jobs give the speech will improve student engagement in the text and give them a deeper understanding of the meaning through his intonation and the emphasis he places on words and phrases.</li> <li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>C. Getting the Gist and Identifying Vocabulary, Paragraphs 6-8 (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>Reading Closely: Guiding Questions</b> <b>handout</b>. Remind students that they were given this handout in Module 1. Explain that in this lesson, they are going to look at the “Questioning Texts” row of the chart.</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “Which of these questions do you think will help guide our reading so we can get the gist of an extract of the Steve Jobs speech?”</li> </ul> </li> <li>• Listen out for and encourage students toward all the Topic, Information, and Ideas questions. (What is this text mainly about? What information or ideas does the text present? What details stand out to me as I read?) Highlight/check-mark those questions on the displayed copy of the document. Invite students to do the same on their chart to be a reference as they read.</li> <li>• Tell students that they are going to reread Paragraphs 6–8 of the speech. Ask them to read along silently as you read it aloud. As with other read-alouds, remember that the purpose is to read the text slowly, fluently, and without interruption. Don’t stop to address comprehension or vocabulary issues, as these will be addressed later and stopping would interrupt the flow of the text.</li> <li>• Ask students to discuss in their triads:             <ul style="list-style-type: none"> <li>* “What do you understand from this excerpt so far?”</li> </ul> </li> <li>• Select volunteers to share their answers with the class. Listen for them to explain that Steve Jobs tells us how taking the calligraphy class had a huge impact on the rest of his life.</li> <li>• Cold call students to ask how they have arrived at the gist before. Listen for: “We read one paragraph at a time, then paraphrased the paragraph in the margin next to the text.”</li> <li>• Invite students to silently reread Paragraph 6 of the speech for the gist. Ask them to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What is the gist of this paragraph? What is this paragraph mostly about?”</li> </ul> </li> <li>• Listen for them to explain that it is mostly about how he took a calligraphy class.</li> <li>• Model annotating your text, recording the gist or paraphrasing in the margin next to Paragraph 6 and circling unfamiliar words to come back to later.</li> <li>• Invite students to do the same with Paragraphs 7 and 8 of the speech, annotating the gist and circling words that are unfamiliar.</li> <li>• Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it in the margin.</li> <li>• Invite students to talk with their triad to compare what they wrote for their gist statements.</li> <li>• Reconvene whole group. Ask students to share, one paragraph at a time, the unfamiliar words they circled.</li> <li>• Display and review the anchor chart <b>Strategies for Determining Unknown Words</b>:             <ul style="list-style-type: none"> <li>* Focus students on the bolded words and the accompanying glossary at the end of the page.</li> <li>* Read from the sentence around the word to help students understand the meaning from the context.</li> <li>* Read words from the sentences or paragraphs around the word that might provide context clues.</li> <li>* Invite other students to help you explain what the word means.</li> <li>* If the strategies above fail, tell students what the word means.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves.</li> <li>• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Words students may struggle with:               <ul style="list-style-type: none"> <li>* Paragraph 6: <i>dorm, deposits, Hare Krishna, intuition</i></li> <li>* Paragraph 7: <i>typography, typefaces, proportionally</i></li> </ul> </li> <li>• Be sure to address these words here. Cold call to ask students what each word means and how they figured it out. Direct them to use context clues when possible. If they are stuck on a word, model briefly to ensure understanding for all.</li> <li>• Remind students to record new words on their <b>word-catcher</b>.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Why Do People Have Rules to Live By? (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to refer to Paragraphs 6–8 of the speech and to discuss in their triads:               <ul style="list-style-type: none"> <li>* “Like Bud, Steve Jobs suggests rules. What rules does Steve Jobs suggest in these paragraphs of his speech?”</li> </ul> </li> <li>• Listen for students to say: “You have to trust in something—your gut, destiny, life, karma, whatever.”</li> <li>• Distribute the <b>exit ticket: Why Do People Have Rules to Live By?</b> Ask:               <ul style="list-style-type: none"> <li>* “Both Bud and Steve Jobs have rules to live by. Why do people have rules to live by?”</li> </ul> </li> <li>• Give students a minute to think about how to answer this question. Then invite them to record their answer on their exit ticket.</li> </ul>	<ul style="list-style-type: none"> <li>• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs before the next lesson.</li> </ul>
Homework	Meeting Students' Needs
<p>A. Read Chapter 7 of <i>Bud, Not Buddy</i>. Complete the Tracking Bud's Rules graphic organizer for any rules you encounter in this chapter.</p>	



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# Grade 6: Module 2A: Unit 1: Lesson 6

## Supporting Materials



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<b>Name:</b>		<b>Date:</b>	
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**My title for Chapter 6 is**


**I chose this title because (use evidence from the text to support your answer)**




# Stanford University Commencement Address Steve Jobs

June 12, 2005

Lexile Measure: 880L

<http://www.youtube.com/watch?v=UF8uR6Z6KLC>

I am honored to be with you today at your **commencement** from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories. P1

5 The first story is about connecting the dots. P2

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out? P3

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly P4  
10 that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother  
15 had never graduated from college and that my father had never graduated from high

<b>commencement</b>		
graduation, in this case from a university		

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Steve Jobs, "Stanford University Commencement Address," speech made on June 12, 2005.



school. She refused to sign the final adoption papers. She only **relented** a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I **naively** chose a college that was almost as **P5** expensive as Stanford, and all of my working-class parents' savings were being spent **20** on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I **25** could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' **P6** rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare **30** Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example: Reed College at that time offered perhaps the best **calligraphy** instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I **35** decided to take a calligraphy class to learn how to do this. I learned about **serif and san serif typefaces**, about varying the amount of space between different letter combinations, about what makes great **typography** great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

<b>relented</b> gave in; yielded	<b>naively</b> innocently and unwisely	<b>calligraphy</b> the art of producing decorative handwritten lettering with a pen or brush
<b>serif typeface</b> style of typeface with decorative lines on the letters (e.g., Times)	<b>san serif typeface</b> style of typeface with simple lines (e.g., Arial)	<b>typography</b> the style and appearance of printed matter; the art of arranging

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None of this had even a hope of any practical application in my life. But ten years  
 40 later, when we were designing the first Macintosh computer, it all came back to me.  
 And we designed it all into the Mac. It was the first computer with beautiful typography. If  
 I had never dropped in on that single course in college, the Mac would have never had  
 multiple typefaces or proportionally spaced fonts. And since Windows just copied the  
 Mac, it's likely that no personal computer would have them. If I had never dropped out, I  
 45 would have never dropped in on this calligraphy class, and personal computers might not  
 have the wonderful typography that they do. Of course it was impossible to connect the  
 dots looking forward when I was in college. But it was very, very clear looking backwards  
 ten years later.

P7

Again, you can't connect the dots looking forward; you can only connect them  
 50 looking backwards. So you have to trust that the dots will somehow connect in your  
 future. You have to trust in something — your gut, destiny, life, **karma**, whatever. This  
 approach has never let me down, and it has made all the difference in my life.

P8

My second story is about love and loss.

P9

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my  
 55 parents' garage when I was 20. We worked hard, and in 10 years Apple had grown  
 from just the two of us in a garage into a \$2 billion company with over 4000 employees.  
 We had just released our finest creation — the Macintosh — a year earlier, and I had just  
 turned 30. And then I got fired. How can you get fired from a company you started? Well,  
 as Apple grew we hired someone who I thought was very talented to run the company  
 60 with me, and for the first year or so things went well. But then our visions of the future  
 began to **diverge** and eventually we had a falling out. When we did, our Board of

P10

karma	diverge	
good or bad luck, seen as resulting from one's actions (from Hinduism and Buddhism)	differ; move away from each other	

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Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous **P11**  
**65** generation of **entrepreneurs** down - that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in **70** love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing **P12** that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

**75** During the next five years, I started a company named NeXT, another company **P13** named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at **80** the heart of Apple's current **renaissance**. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. **P14** It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits

<b>entrepreneur</b>	<b>renaissance</b>	
a person who sets up a business, taking on financial risks to make	a revival or renewed interest in something	

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you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept  
**85** me going was that I loved what I did. You've got to find what you love. And that is as true  
 for your work as it is for your lovers. Your work is going to fill a large part of your life, and  
 the only way to be truly satisfied is to do what you believe is great work. And the only way  
 to do great work is to love what you do. If you haven't found it yet, keep looking. Don't  
 settle. As with all matters of the heart, you'll know when you find it. And, like any great  
**90** relationship, it just gets better and better as the years roll on. So keep looking until you  
 find it. Don't settle.

My third story is about death. P15

When I was 17, I read a quote that went something like: "If you live each day as if it  
 was your last, someday you'll most certainly be right." It made an impression on me,  
**95** and since then, for the past 33 years, I have looked in the mirror every morning and asked  
 myself: "If today were the last day of my life, would I want to do what I am about to do  
 today?" And whenever the answer has been "No" for too many days in a row, I know I  
 need to change something.

Remembering that I'll be dead soon is the most important tool I've ever  
**100** encountered to help me make the big choices in life. Because almost everything —  
 all external expectations, all pride, all fear of embarrassment or failure - these things just  
 fall away in the face of death, leaving only what is truly important. Remembering that you  
 are going to die is the best way I know to avoid the trap of thinking you have something  
 to lose. You are already naked. There is no reason not to follow your heart.




**105** About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, **P18** and it clearly showed a tumor on my **pancreas**. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to

**110** try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a **biopsy**, where they **P19** stuck an **endoscope** down my throat, through my stomach and into my intestines,

**115** put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a **P20**

**120** few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to **P21** get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It

**125** is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

<b>pancreas</b>	<b>biopsy</b>	<b>endoscope</b>
a large gland behind the stomach which aids in digestion (and can be affected by cancer)	an examination of body tissue to discover the presence or cause of disease	an instrument used to give a view of the body's internal parts

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Your time is limited, so don't waste it living someone else's life. Don't be trapped by **dogma** — which is living with the results of other people's thinking. Don't let the **130** noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and **intuition**. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth **135** Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was **idealistic**, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then **140** when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as **145** they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish. **P24**

Thank you all very much. **P25**

<b>dogma</b>	<b>intuition</b>	<b>idealistic</b>
a principle or idea presented by an authority as unarguably true	the ability to understand something immediately and instinctively	aiming or hoping for perfection, sometimes unrealistically

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# READING CLOSELY: GUIDING QUESTIONS

<p><b>APPROACHING TEXTS</b></p> <p>Reading closely begins by considering my specific purposes for reading and important information about a text.</p>	<p><b>I am aware of my purposes for reading:</b></p> <ul style="list-style-type: none"> <li>• Why am I reading this text?</li> <li>• In my reading, should I focus on:           <ul style="list-style-type: none"> <li>⇒ The content and information about the topic?</li> <li>⇒ The structure and language of the text?</li> <li>⇒ The author's view?</li> </ul> </li> </ul>	<p><b>I take note of information about the text:</b></p> <ul style="list-style-type: none"> <li>• Who is the author?</li> <li>• What is the title?</li> <li>• What type of text is it?</li> <li>• Who published the text?</li> <li>• When was the text published?</li> </ul>
<p><b>QUESTIONING TEXTS</b></p> <p>Reading closely involves: 1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then 2) questioning further as I read to sharpen my focus on the specific details in the text</p>	<p><b>I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:</b></p> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• How is the text organized?</li> <li>• How has the author structured the sentences and paragraphs?</li> <li>• How do the text's structure and features influence my reading?</li> </ul> <p><b>Topic, Information and Ideas:</b></p> <ul style="list-style-type: none"> <li>• What information/ideas are presented at the beginning of the text?</li> <li>• What information/ideas are described in detail?</li> <li>• What stands out to me as I first examine this text?</li> </ul>	<p><b>I learn about the text and I pose new questions while reading that help me deepen my understanding:</b></p> <ul style="list-style-type: none"> <li>• What do I learn about the topic as I read?</li> <li>• How do the ideas relate to what I already know?</li> <li>• What is this text mainly about?</li> <li>• What information or ideas does the text present?</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• What words or phrases stand out to me as I read?</li> <li>• What words and phrases are powerful or unique?</li> <li>• What do the author's words cause me to see or feel?</li> </ul> <p><b>Perspective:</b></p> <ul style="list-style-type: none"> <li>• What words do I need to define to better understand the text?</li> <li>• What words or phrases are critical for my understanding of the text?</li> <li>• What words and phrases are repeated?</li> <li>• Who is the intended audience of the text?</li> <li>• What is the author saying about the topic or theme?</li> <li>• What is the author's relationship to the topic or themes?</li> <li>• How does the author's language show his/her perspective?</li> </ul>
<p><b>ANALYZING DETAILS</b></p> <p>Reading closely involves: 1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.</p>	<p><b>I analyze the details I find through my questioning:</b></p> <p><b>Patterns across the text:</b></p> <ul style="list-style-type: none"> <li>• What does the repetition of words or phrases in the text suggest?</li> <li>• How do details, information, or ideas change across the text?</li> </ul> <p><b>Meaning of Language:</b></p> <ul style="list-style-type: none"> <li>• How do specific words or phrases impact the meaning of the text?</li> </ul>	<p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>• Which details are most important to the overall meaning of the text?</li> <li>• Which sections are most challenging and require closer reading?</li> </ul> <p><b>Relationships among details:</b></p> <ul style="list-style-type: none"> <li>• How are details in the text related in a way that develops themes or ideas?</li> <li>• What does the text leave uncertain or unstated? Why?</li> </ul>

Taken from Odell Education's "Reading Closely for Details: Guiding Questions" handout



**Learning Target:** I can identify the meaning of unfamiliar vocabulary from the context.

- Focus students on the bolded words and the accompanying glossary at the end of the page.
- Read from the sentence around the word to help students understand the meaning from the context.
- Read words from the sentences or paragraphs around the word that might provide context clues.
- Invite other students to help you explain what the word means.
- If the strategies above fail, tell students what the word means.





EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 1: Lesson 7**

## **Text-Dependent Questions and Choosing Details to Support a Claim: Digging Deeper into Paragraphs 6–8 of Steve Jobs' Commencement Address (and connecting to Chapter 7)**



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Text-Dependent Questions and Choosing Details to Support a Claim:  
Digging Deeper into Paragraphs 6–8 of Steve Jobs’ Commencement Address  
(and connecting to Chapter 7)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)  
I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)

Supporting Learning Targets

- I can read Paragraphs 6–8 of the Steve Jobs speech closely in order to answer text-dependent questions.
- I can choose details from Paragraphs 6–8 of the Steve Jobs speech to support a claim.
- I can connect the events described by Steve Jobs in Paragraphs 1–8 of his speech to those experienced by Bud in the novel *Bud, Not Buddy*.

Ongoing Assessment

- Forming Evidence-Based Claims graphic organizer
- Connecting Events in the Steve Jobs Speech to Those in *Bud, Not Buddy* graphic organizer

Agenda

1. Opening
  - A. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Text-Dependent Questions, Paragraphs 6–8 (20 minutes)
  - B. Forming Evidence-Based Claims: Paragraphs 6–8 (15 minutes)
3. Closing and Assessment
  - A. Connecting the Steve Jobs Speech to *Bud, Not Buddy* (8 minutes)
4. Homework
  - A. Read Chapter 8 of *Bud, Not Buddy*.

Teaching Notes

- This is the second of the two-lesson cycle started in Lesson 6 that will be repeated until students have finished closely reading all of the Steve Jobs commencement speech. In this lesson, students dig deeper into paragraphs 6–8 in order to answer text-dependent questions.
- They then practice using the Forming Evidence-Based Claims graphic organizer (from Odell Education) by recording details to support a claim that is given to them.
- At the end of the lesson, students suggest connections between Steve Jobs and Bud on an anchor chart. This anchor chart will help to form the basis of their end of unit assessment and will be added to at the end of the second lesson in each cycle (Lessons 7, 9, and 11).
- In advance: Read the Close Reading Guide for this lesson (see supporting materials) and familiarize yourself with the text-dependent questions students will be asked and the suggested answers.
- Post: Learning targets.

Lesson Vocabulary

claim

Materials

- Stanford University Commencement Address: Steve Jobs (from Lesson 6)
- Paragraphs 6–8 of the Steve Jobs Speech—Text-Dependent Questions (one per student)
- Close Reading Guide—Paragraphs 6–8 of the Steve Jobs Speech (for Teacher Reference)
- Forming Evidence-Based Claims graphic organizer (one per student and one to display)
- Document camera
- Connecting Events in the Steve Jobs Speech to those in *Bud, Not Buddy* graphic organizer (one per student)
- Connections between Steve Jobs and Bud anchor chart (new; co-created with students in Closing A)



Text-Dependent Questions and Choosing Details to Support a Claim:  
Digging Deeper into Paragraphs 6–8 of Steve Jobs’ Commencement Address  
(and connecting to Chapter 7)

Opening	Meeting Students’ Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:               <ul style="list-style-type: none"> <li>* “I can read Paragraphs 6–8 of the Steve Jobs speech closely in order to answer text-dependent questions.”</li> <li>* “I can choose details from Paragraphs 6–8 of the Steve Jobs speech to support a claim.”</li> <li>* “I can connect the events described by Steve Jobs in Paragraphs 1–8 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.”</li> </ul> </li> <li>• Remind students that they did a lot of work on making claims about a text in Module 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>
Work Time	Meeting Students’ Needs
<p><b>A. Text-Dependent Questions, Paragraphs 6–8 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to sit in their triads. Tell them that now that they have got the gist of Paragraphs 6–8, they are going to dig deeper into this section of the text in order to understand it fully and get out their copies of <b>Stanford University Commencement Address: Steve Jobs</b>.</li> <li>• Distribute <b>Paragraphs 6–8 of the Steve Jobs Speech—Text-Dependent Questions</b>. Students work through this handout in concert with the <b>Close Reading Guide</b> (for Teacher Reference).</li> </ul>	<ul style="list-style-type: none"> <li>• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</li> </ul>



Text-Dependent Questions and Choosing Details to Support a Claim:  
Digging Deeper into Paragraphs 6–8 of Steve Jobs’ Commencement Address  
(and connecting to Chapter 7)

Work Time	Meeting Students’ Needs
<p><b>B. Forming Evidence-Based Claims: Paragraphs 6–8 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Forming Evidence-Based Claims graphic organizer</b> and display it using a <b>document camera</b>. Remind students that they used this organizer when making evidence-based claims about themes in myths in Module 1.</li> <li>• Explain that they are going to use the organizer in a slightly different way today. You are going to give them the claim, and they are going to choose appropriate evidence from Paragraphs 6–8 to support how a reader could make that claim. They will record this evidence on their organizer.</li> <li>• Write this claim on the board and invite students to copy it into the claim box on their organizer:             <ul style="list-style-type: none"> <li>* “You have to trust that the dots will somehow connect in your future.”</li> </ul> </li> <li>• Invite students to discuss in triads:             <ul style="list-style-type: none"> <li>* “What do you think was the question that prompted this claim?”</li> <li>* “How will having an idea of the question help you to find details to support the claim?”</li> </ul> </li> <li>• Cold call students to share their triad discussions with the whole group. Record question suggestions on the board. Suggestions should be something along the lines of: “What message is Steve Jobs trying to give us in Paragraphs 6–8?”</li> <li>• Invite students to record this question at the top of their Forming Evidence-Based Claims graphic organizer to refer to as they search for details.</li> <li>• Listen also for students to explain that if they have the question, they can look for details that specifically answer that question in relation to the claim, whereas if they don’t have a question, it will be harder to know what to look for.</li> <li>• Pair students up. Tell them that they are going to have 5 minutes to work together to underline details in Paragraphs 6–8 that support the claim and to annotate their thinking on those details in the margin next to text they have underlined.</li> <li>• Display the Steve Jobs speech and model how to do this. Underline: “I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great.” Annotate in the margin next to the underlined text: “Connects to his future.”</li> <li>• Give pairs 5 minutes to do this.</li> <li>• Circulate to assist students in identifying details that support the claim and making connections between the evidence. Ask:             <ul style="list-style-type: none"> <li>* “How does that detail answer the question and support the claim? What is your thinking behind choosing that detail?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms engage students more actively and provide the scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> <li>• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.</li> <li>• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.</li> </ul>



**Text-Dependent Questions and Choosing Details to Support a Claim:  
Digging Deeper into Paragraphs 6–8 of Steve Jobs' Commencement Address  
(and connecting to Chapter 7)**

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Refocus the group and remind students that on this organizer, they need to record three details from Paragraphs 6–8 to support the claim in the top three boxes on the organizer and then record their thinking about each detail in the boxes underneath.</li><li>• Display the organizer and model how to do this using the detail you underlined and the annotation you made when modeling earlier.</li><li>• Remind students that once they have recorded their details and their thinking about those details, they need to look across the details and consider how they are connected to make the claim. They then need to record how they are connected in the appropriate box on the organizer (above the claim).</li><li>• Invite pairs to work on their organizers. Make it clear that they do not need to record the same details as their partner.</li><li>• Circulate to assist students in identifying details that support the claim and making connections between the evidence. Ask:<ul style="list-style-type: none"><li>* “How does that (individual) detail answer the question and support the claim? What is your thinking behind choosing that detail?”</li><li>* “How are the three details connected?”</li></ul></li><li>• Invite students to get into triads to share their work. Tell them that they may make revisions to their Evidence-Based Claim organizer based on what they learn from their peers.</li><li>• Refocus the group. Invite students to help you to fill out the displayed organizer as a class, choosing connecting details to support the claim.</li></ul>	



Text-Dependent Questions and Choosing Details to Support a Claim:  
Digging Deeper into Paragraphs 6–8 of Steve Jobs’ Commencement Address  
(and connecting to Chapter 7)

Closing and Assessment	Meeting Students’ Needs
<p><b>A. Connecting the Steve Jobs Speech to Bud, Not Buddy (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Connecting Events in the Steve Jobs Speech to those in Bud, Not Buddy graphic organizer</b>. Give students 30 seconds to read through the events from the Steve Jobs speech in the left-hand column.</li> <li>• Tell students to work in pairs to identify how those two events are similar in some way to Bud’s experiences in the novel <i>Bud, Not Buddy</i>. Tell them that they are to record details from the novel in the right-hand column to show evidence of this event in the book.</li> <li>• Refocus the group. Focus students’ attention on the <b>Connections between Steve Jobs and Bud anchor chart</b>.</li> <li>• Give students a couple of minutes to think about how to answer this question:             <ul style="list-style-type: none"> <li>* “After reading this part of the speech, what connections can you see between Steve Jobs and Bud? How are their experiences similar? How are they similar as people?”</li> </ul> </li> <li>• Record student suggestions on the anchor chart. Tell them that they will use these connections for an assessment later in the unit. Suggestions from this part of the speech could include:             <ul style="list-style-type: none"> <li>• Follow rules</li> <li>• Didn’t live with or have contact with their biological mother</li> <li>• Gave up on school to follow their dreams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Anchor charts serve as note-catchers when the class is co-constructing ideas.</li> </ul>
Homework	Meeting Students’ Needs
<p>A. Read Chapter 8 of <i>Bud, Not Buddy</i>. After reading Bud’s description of Hooverville, draw a picture of what you think it looks like. In the next lesson, you will be asked to share the descriptive language details about Hooverville from the text that you read in Chapter 7. You should annotate your drawing with details from the text, showing which specific aspect of Hooverville you are trying to portray.</p>	



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A: Unit 1: Lesson 7

## Supporting Materials



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<b>Name:</b>		<b>Date:</b>	
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<b>Directions and Questions</b>	<b>Notes</b>
<p>In Paragraph 6 he says: “It wasn’t all romantic. I didn’t have a dorm room, so I slept on the floor in friends’ rooms, I returned Coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple.”</p> <p>1. What does he mean when he says, “It wasn’t all romantic?”</p>	
<p>At the end of Paragraph 7, he says: “Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.”</p> <p>1. What are the “dots” that Steve Jobs connected between his post-college experiences and his designing of the first Mac computer?</p>	



<b>Directions and Questions</b>	<b>Notes</b>
<p>At the beginning of Paragraph 8, he says, “Again, you can’t connect the dots looking forward; you can only connect them looking backwards.”</p> <p>1. What do you think he means by this?</p>	
<p>In the previous lesson, you determined that at the end of Paragraph 8, he gives us a rule to live by: “You have to trust in something—your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.”</p> <p>1. After reading Paragraphs 6–8, where do you think this rule came from? How did the experiences he described show that this rule didn’t let him down in this part of his life?</p>	



**Time:** 15 minutes

Directions and Questions	Notes
<p>In Paragraph 6 he says: “It wasn’t all romantic. I didn’t have a dorm room, so I slept on the floor in friends’ rooms, I returned Coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple.”</p> <p>1. What does he mean when he says, “It wasn’t all romantic?”</p>	<p><b>(3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the extract with you.</li> <li>• Ask them to discuss Question 1 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li> <li>• Select volunteers to share their answers with the class.</li> </ul> <p><i>Listen for students to explain that even though he described it as “one of the best decisions” he ever made, it wasn’t an easy time for him because he didn’t really have anywhere to live or money to live on.</i></p> <ul style="list-style-type: none"> <li>• Direct students’ attention to the next couple of sentences: “I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on.”</li> <li>• Ask:             <ul style="list-style-type: none"> <li>• “What does he mean by <i>stumbled</i> here? Did he literally stumble into those things?”</li> </ul> </li> </ul> <p><i>Listen for students to explain that he didn’t literally stumble, he metaphorically stumbled, meaning that he didn’t go out looking for those things, he just happened upon them and his curiosity and intuition led him to participate.</i></p>



At the end of Paragraph 7, he says: “Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.”

1. What are the “dots” that Steve Jobs connected between his post-college experiences and his designing of the first Mac computer?

**(5 minutes)**

- Ask students to reread Paragraphs 6 and 7. They are then to read Question 2, discuss the answer in their triads, and record their answer, using evidence from the text to support it, in the Notes column of their text-dependent questions sheet.
- Select volunteers from each triad to share their discussion and their answers with the class.

*Listen for students to explain that Steve Jobs realized looking back that the calligraphy class he took after dropping out of college led to him to designing the first Mac with multiple typefaces and fonts, which led to the typefaces and fonts that we see on computers today.*



Directions and Questions	Notes
<p>At the beginning of Paragraph 8, he says, “Again, you can’t connect the dots looking forward; you can only connect them looking backwards.”</p> <p>1. What do you think he means by this?</p>	<p><b>(6 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to reread Paragraph 8. They are then to read Questions 3 and 4, discuss the answers in their triads, and record the answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li> <li>Select volunteers from each triad to share their discussion and their answers with the class.</li> </ul>
<p>In the previous lesson, you determined that at the end of Paragraph 8, he gives us a rule to live by: “You have to trust in something—your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.”</p> <p>1. After reading Paragraphs 6–8, where do you think this rule came from? How did the experiences he described show that this rule didn’t let him down in this part of this life?</p>	<p><i>Listen for students to explain that looking forward, you can’t see what is going to happen, so you can’t see how the decisions you make will have affect your future. Looking back, you can see how one decision led to something else, which led to something else, and how that one decision had a big effect.</i></p> <p><i>For Question 4, listen for students to explain that by reading Paragraphs 6–8, we can see that his decision to drop out of college and then take the calligraphy class led to him designing the first Mac, which led to him being very successful, which proves the rule didn’t let him down in this part of his life.</i></p>



# FORMING EVIDENCE-BASED CLAIMS

Name ..... Date .....

<b>FOCUSING QUESTION</b>	
--------------------------	--

DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

<b>HOW I CONNECT THESE DETAILS</b>	
------------------------------------	--

<b>CLAIM</b>	
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Adapted from Odell Education’s “Forming EBC Worksheet” and developed in partnership with Expeditionary Learning



<b>Name:</b>		<b>Date:</b>	
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<b>Steve Jobs</b>	<b>Bud from Bud, Not Buddy</b>
Put up for adoption by his biological mother.	
Left school to pursue his dreams.	



EXPEDITIONARY  
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# **Grade 6: Module 2A: Unit 1: Lesson 8**

## **Getting the Gist and Determining Word Meaning: Paragraphs 12–14 of Steve Jobs' Commencement Address (and connecting to Chapter 8)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)  
I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

**Supporting Learning Targets**

- I can get the gist of Paragraphs 12–14 of the Steve Jobs speech.
- I can identify the meaning of unfamiliar vocabulary from the context.

**Ongoing Assessment**

- Annotated Steve Jobs speech
- Venn Diagram

**Agenda**

1. Opening
  - A. Engaging the Reader: *Bud, Not Buddy* (6 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Listening to the Steve Jobs Speech (Paragraphs 9–14) While Reading Along (5 minutes)
  - B. Reading for the Gist and Vocabulary, Paragraphs 12–14 (22 minutes)
3. Closing and Assessment
  - A. Love and Loss Venn Diagram (10 minutes)
4. Homework
  - A. Read Chapter 9 of *Bud, Not Buddy*.

**Teaching Notes**

- This lesson is similar in structure to Lesson 6. Lesson 8 is the first lesson in the next series of the two-lesson cycle and has students reading for gist and determining the meaning of unknown words from context. In Lesson 9, they dig deeper into the short excerpt by answering text-dependent questions.
- In this lesson, the same questions are repeated to give students practice with increased independence and to gradually release them to perform this task independently in later lessons.
- Due to time constraints, students do not read Paragraphs 9–11 closely for gist or to identify the meaning of unfamiliar vocabulary from context; however, students may struggle with the following vocabulary in these paragraphs: diverge, devastating, entrepreneurs.
- In advance: Prepare technology to play the video of Steve Jobs’ Stanford University Commencement Address from times 05:35-09:00. If this equipment is unavailable, you can read Paragraphs 9–14 aloud to the class.
- Post: Learning targets, Strategies for Determining Unknown Words anchor chart.



Lesson Vocabulary	Materials
<p>gist; heaviness, lightness, animated, feature film, studio, heart, renaissance, convinced, settle</p>	<ul style="list-style-type: none"> <li>• Stanford University Commencement Address: Steve Jobs (from Lesson 6)</li> <li>• Document camera</li> <li>• Video of Steve Jobs’ Stanford University Commencement Address from <a href="http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html">http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html</a></li> <li>• Technology to display video of Steve Jobs’ Stanford University Commencement Address</li> <li>• Reading Closely: Guiding Questions handout (from Module 1, Unit 2, Lesson 2; one per student and one to display)</li> <li>• Strategies for Determining Unknown Words anchor chart (from Lesson 6)</li> <li>• Word-catcher (from Lesson 1)</li> <li>• Love and Loss Venn Diagram (one per student and one to display)</li> <li>• Connections between Steve Jobs and Bud anchor chart (from Lesson 7)</li> <li>• Homework: Chapter 9 of <i>Bud, Not Buddy</i> (one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Bud, Not Buddy (6 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to get into triads to share their annotated Hooverville pictures drawn for homework. Ask triads to discuss:               <ul style="list-style-type: none"> <li>* “How are the pictures different?”</li> <li>* “Why are the pictures different?”</li> </ul> </li> <li>• Cold call students to share their triad discussions with the class. Emphasize that sometimes, even though things are described to us in a text one way, we can interpret them in our own way. We add our own imagination to what we are given, which is why the pictures may be quite different.</li> <li>• Select volunteers to share the descriptive language details about Hooverville from the novel that they based their drawings on. Those details should be annotations on their drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the homework holds all students accountable for reading the novel and completing their homework.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that this lesson and Lesson 9 repeat the pattern of Lessons 6 and 7, in which we read for the gist and vocabulary in one lesson and then closely read the same section in the next lesson.</li> <li>• Read the learning targets to students and ask if there are any questions about them:               <ul style="list-style-type: none"> <li>* “I can get the gist of Paragraphs 12–14 of the Steve Jobs speech.”</li> <li>* “I can identify the meaning of unfamiliar vocabulary from the context.”</li> </ul> </li> <li>• Ask:               <ul style="list-style-type: none"> <li>* “Why do we read for gist?”</li> </ul> </li> <li>• Cold call students. Listen for them to explain that it helps them get an idea of what the text is mostly about and the way it is structured.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Listening to the Steve Jobs Speech (Paragraphs 9–14) While Reading Along (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that in Lessons 6 and 7, they explored the first eight paragraphs of the Steve Jobs speech. Tell them that now they are going to read the next section, which is his next story about love and loss.</li> <li>Ask students to follow along with their copies of <b>Stanford Commencement Address: Steve Jobs</b> as you play 05:35-09:00 (Paragraphs 9-14) of the <b>video of Steve Jobs’ Stanford University Commencement Address</b> without stopping.</li> </ul>	<ul style="list-style-type: none"> <li>Watching Steve Jobs give the speech will improve student engagement in the text and give them a deeper understanding of the meaning through his intonation and the emphasis he places on words and phrases.</li> </ul>
<p><b>B. Reading for the Gist and Vocabulary, Paragraphs 12–14 (22 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students they will read Paragraphs 12–14 for the gist, just as they did in Lesson 6.</li> <li>Using a <b>document camera</b>, display paragraphs 12-14 of Stanford Commencement Address: Steve Jobs. Ask students to read along silently as you read them aloud. As with other read-alouds, remember that the purpose is to read the text slowly, fluently, and without interruption. Don’t stop to address comprehension or vocabulary issues, as these will be addressed later and it would interrupt the flow of the text.</li> <li>Pair students up. Invite them to reread Paragraph 12, discuss the gist with their partner, write their annotations, and circle any unknown words in the speech.</li> <li>Remind students to use the <b>Reading Closely: Guiding Questions</b> <b>handout</b> used in Lesson 6.</li> <li>Circulate and read student annotations, looking for a student response like: “Getting fired was actually a good thing, and he became more creative.”</li> <li>Invite a share from a student whose annotation is close to the example above to share their gist with the whole group. Ask the class for thumbs-up if they agree with the student’s gist or thumbs-down if they don’t. Confirm that this is a good example of the gist of Paragraph 12. Address any questions.</li> <li>Invite students to do the same thing with Paragraphs 13 and 14: reread, annotate the gist, and circle unfamiliar words.</li> <li>Circulate to assist students with reading and to read student annotations. Look for students to have annotated something similar to these examples:             <ul style="list-style-type: none"> <li>Paragraph 13—Steve Jobs kept creating new and good companies. He also started his family.</li> <li>Paragraph 14—Do what you love and don’t stop until you find it.</li> </ul> </li> <li>Invite students to talk with their triad to compare what they wrote for their gist statements.</li> <li>Reconvene whole class. Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>“What strategies do you use to determine the meaning of unknown words?”</li> </ul> </li> <li>Remind students to refer to the bullet points on the Strategies for Determining Unknown Words anchor chart.</li> </ul>	<ul style="list-style-type: none"> <li>Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li> <li>Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves.</li> <li>Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.</li> <li>Research shows that ongoing, immediate feedback is critical to student growth and engagement. Specifically, explain what students are doing well and what they can do to improve with clear next steps in relation to the learning target.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Ask them to share the unfamiliar words they circled one paragraph at a time. Words students may struggle with:               <ul style="list-style-type: none"> <li>* Paragraph 12: heaviness, lightness</li> <li>* Paragraph 13: animated, feature film, studio, heart, renaissance</li> <li>* Paragraph 14: <i>awful, convinced, settle</i></li> </ul> </li> <li>• Be sure to address these words here. Cold call to ask students what each word means and how they figured it out. Direct students to use context clues when possible. If they are stuck on a word, model briefly to ensure understanding for all.</li> <li>• Remind students to record new words on their <b>word-catcher</b>.</li> </ul>	
Closing and Assessment	Meeting Students’ Needs
<p><b>A. Love and Loss Venn Diagram (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that this part of the Steve Jobs speech was about love and loss. Display and distribute <b>Love and Loss Venn Diagram</b>. Focus students’ attention on the question at the top of the diagram: “How are Steve Jobs’ and Bud’s experiences of love and loss similar, and how are they different?”</li> <li>• Explain that the left circle is for experiences that are unique to Steve Jobs, and the right circle is for experiences that are unique to Bud. The middle of the diagram is for ways Steve Jobs’ and Bud’s experiences are similar.</li> <li>• Invite students to work in triads to complete their Venn diagram.</li> <li>• Cold call students to share their similarities and differences with the whole group. Record similarities on the <b>Connections between Steve Jobs and Bud anchor chart</b>.</li> <li>• Distribute <b>Homework: Chapter 9 of Bud, Not Buddy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> </ul>
Homework	Meeting Students’ Needs
<p>A. Read Chapter 9 of <i>Bud, Not Buddy</i>. In this chapter, Bud says: “It’s funny how ideas are, in a lot of ways they’re just like seeds. Both of them start real small and then ... woop, zoop, sloop ... before you can say Jack Robinson they’ve gone and grown a lot bigger than you ever thought they could” (pages 91 and 92). Refer to the text to help you answer these questions:</p> <ul style="list-style-type: none"> <li>* “What is the idea Bud is talking about?”</li> <li>* “How did it grow?”</li> <li>* “Does this remind you of anything else in the book?”</li> </ul>	



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# Grade 6: Module 2A: Unit 1: Lesson 8

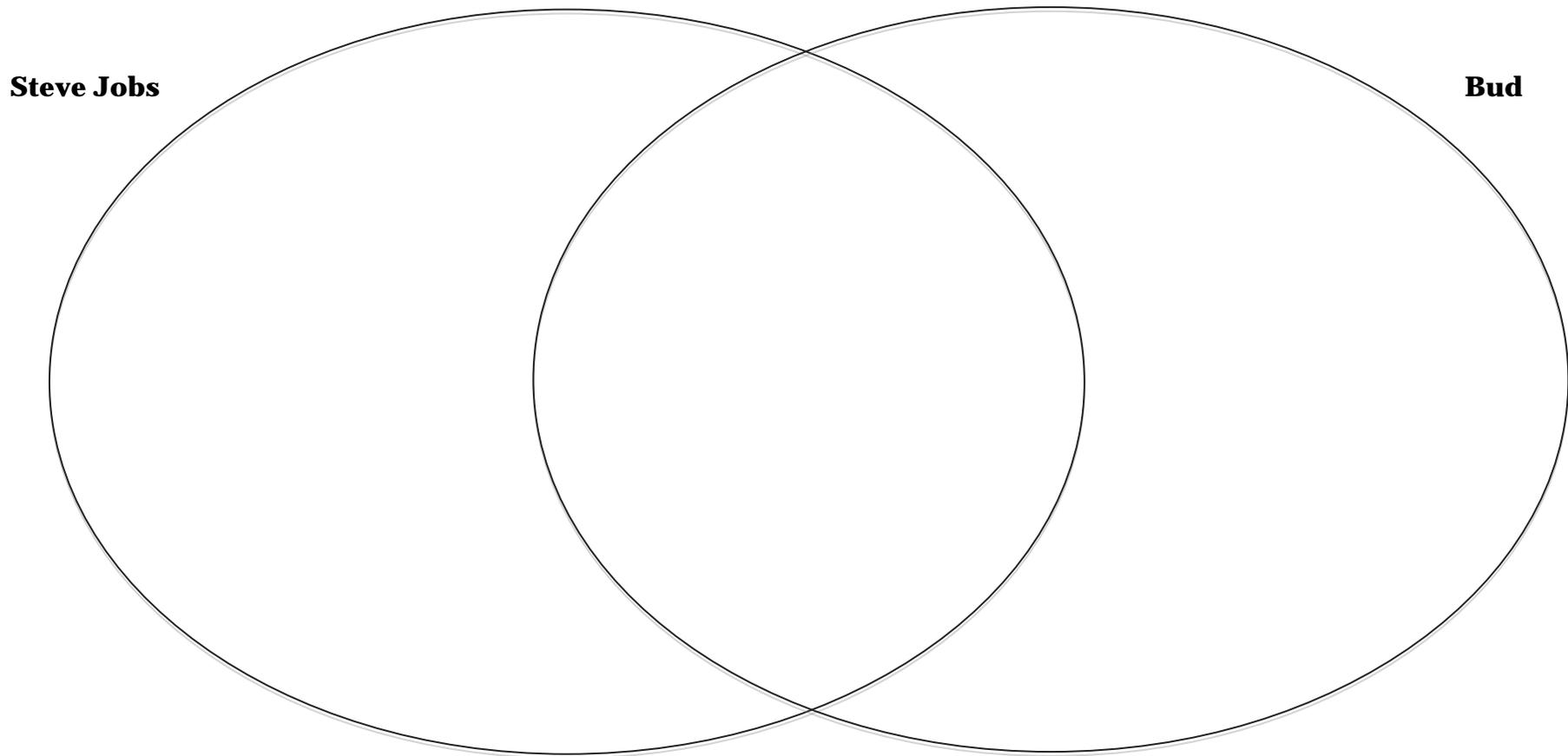
## Supporting Materials



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“How are Steve Jobs’ and Bud’s experiences of love and loss similar, and how are they different?”





Name:		Date:	
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Read Chapter 9 of *Bud, Not Buddy*. In this chapter, Bud says: “It’s funny how ideas are, in a lot of ways they’re just like seeds. Both of them start real small and then ... woop, zoop, sloop ... before you can say Jack Robinson they’ve gone and grown a lot bigger than you ever thought they could” (pages 91 and 92).

Use the text to answer these questions. Support your answers with evidence from the text:

- What is the idea Bud is talking about?


- How did it grow?


- Does this remind you of anything else in the book?




EXPEDITIONARY  
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## **Grade 6: Module 2A: Unit 1: Lesson 9**

**Text-Dependent Questions and Making a Claim:**  
Digging Deeper into Paragraphs 12–14 of Steve Jobs' Commencement Address (and connecting to Chapter 9)



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite text-based evidence to support an analysis of informational text (RI.6.1)
- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)

**Supporting Learning Targets**

- I can read Paragraphs 12–14 of the Steve Jobs speech closely in order to answer text-dependent questions.
- I can make a claim using details from Paragraphs 9–14 of the Steve Jobs speech.
- I can connect the events described by Steve Jobs in Paragraphs 9–14 of his speech to those experienced by Bud in the novel *Bud, Not Buddy*.

**Ongoing Assessment**

- Forming Evidence-Based Claims graphic organizer

**Agenda**

1. Opening
  - A. Engaging the Reader: Triad Discussion— Questions from Chapter 9 of *Bud, Not Buddy* (5 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Text-Dependent Questions, Paragraphs 12–14 (15 minutes)
  - B. Forming Evidence-Based Claims: Paragraphs 9–14 (18 minutes)
3. Closing and Assessment
  - A. Connecting the Steve Jobs Speech to *Bud, Not Buddy* (5 minutes)
4. Homework
  - A. Read Chapter 10 of *Bud, Not Buddy*. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.

**Teaching Notes**

- This lesson is similar in structure to Lesson 7 and is the second of the two-lesson cycle. In this lesson, students dig deeper into Paragraphs 12–14 in order to answer text-dependent questions.
- In this lesson, students use the Odell Forming Evidence-Based Claims graphic organizer to make a claim to answer a question. They gather details from the text to answer the question and then connect those details to make a claim. To prepare students to work independently on making an evidence-based claim in Lesson 11, in this lesson they identify one detail and the thinking behind choosing one detail as a whole group.
- In advance: Read the Close Reading Guide for this lesson (see supporting materials) and familiarize yourself with the text-dependent questions and suggested answers.
- Post: Learning targets.



Lesson Vocabulary	Materials
claim, evidence	<ul style="list-style-type: none"> <li>• Stanford University Commencement Address: Steve Jobs (from Lesson 6)</li> <li>• Paragraphs 12–14 of the Steve Jobs Speech—Text-Dependent Questions (one per student)</li> <li>• Close Reading Guide—Paragraphs 12–14 of the Steve Jobs Speech (for Teacher Reference)</li> <li>• Forming Evidence-Based Claims graphic organizer (one per student and one to display)</li> <li>• Document camera</li> <li>• Forming Evidence-Based Claims task card (one per student)</li> <li>• Connections between Steve Jobs and Bud anchor chart (from Lesson 7)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Triad Discussion—Questions from Chapter 9 of Bud, Not Buddy (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students of the homework questions:             <ul style="list-style-type: none"> <li>* “What idea is Bud talking about?”</li> <li>* “How did it grow?”</li> <li>* “Does this remind you of anything else in the book?”</li> </ul> </li> <li>• Invite students to get into triads to share their answers to the homework questions with supporting details.</li> <li>• Cold call students to share their ideas whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the homework holds all students accountable for reading the novel and completing their homework.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:             <ul style="list-style-type: none"> <li>* “I can read Paragraphs 12–14 of the Steve Jobs speech closely in order to answer text-dependent questions.”</li> <li>* “I can make a claim using details from Paragraphs 9–14 of the Steve Jobs speech.”</li> <li>* “I can connect the events described by Steve Jobs in Paragraphs 9–14 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.”</li> </ul> </li> <li>• Tell students that these learning targets are similar to those in Lesson 7 because this lesson follows a similar structure.</li> <li>• Remind them that they did a lot of work on making claims about a text in Module 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Text-Dependent Questions, Paragraphs 12–14 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now that they have got the gist of Paragraphs 12–14, they are going to dig deeper into this section of the text in order to understand it fully.</li><li>• Ask students to get out their copies of <b>Stanford University Commencement Address: Steve Jobs</b> and distribute <b>Paragraphs 12–14 of the Steve Jobs Speech—Text-Dependent Questions</b> (see supporting materials). Students work through the first part of this handout in concert with the <b>Close Reading Guide</b> (for Teacher Reference).</li></ul>	<ul style="list-style-type: none"><li>• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>B. Forming Evidence-Based Claims: Paragraphs 9–14 (18 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Forming Evidence-Based Claims graphic organizer</b> and display it using a <b>document camera</b>. Remind students that they used this organizer in Lesson 7 to find details to support a claim given to them.</li> <li>• Tell them that this time, they are going to have to make the claim themselves in order to answer a question, just as they did in Module 1 when making a claim about the themes of myths.</li> <li>• Post this question on the board and explain that the claim students make needs to answer this question:             <ul style="list-style-type: none"> <li>* “In Paragraph 14, Steve Jobs goes on to tell his audience two things not to do, beginning his sentences with the word ‘don’t.’ What does Paragraph 14 suggest he is trying to tell the graduates?”</li> </ul> </li> <li>• Invite students to record the question at the top of their Evidence-Based Claims organizer for quick reference as they are working.</li> <li>• Pair students up. Invite the pairs to work together to reread Paragraphs 12–14, underline details to answer the question, and annotate their thinking about that detail in the margin of the text. Remind students that they did this with Paragraphs 6–8 in Lesson 7. Give them 5 minutes to work.</li> <li>• Cold call students to share the details they underlined and to use their annotations to justify why that detail answers the question. Record one of the details in the first box on the displayed organizer as a model. An example would be: “You’ve got to find what you love. And that is as true for your work as it is for your lovers.”</li> <li>• Record the thinking about that detail in the box below the detail as a model. An example would be: “He is telling the graduates a rule to follow.”</li> <li>• Remind students that once they have recorded three details and their thinking about those details, they need to think about how the details are connected and then use that connection to make a claim to answer the question.</li> <li>• Distribute the <b>Forming Evidence-Based Claims task card</b>. Invite students to read the directions with you. Tell them to follow these directions to form an evidence-based claim to answer the question.</li> <li>• Circulate to assist students. Ask probing questions such as the following:             <ul style="list-style-type: none"> <li>* “Why have you chosen that detail?”</li> <li>* “What is your thinking behind choosing that detail?”</li> <li>* “How are those details connected?”</li> </ul> </li> <li>• Invite students to get into triads to share their work. Tell them that they may make revisions to their evidence-based claim based on what they hear from their peers.</li> <li>• Select volunteers to share their claims and details with the whole group. Listen for them to explain that Steve Jobs is telling the graduates that sometimes we can hit unexpected challenges, but we need to keep trying and not settle for less than what we really love.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> <li>• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.</li> <li>• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Connecting the Steve Jobs Speech to Bud, Not Buddy (6 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pair students up. Ask them to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “After reading this part of the speech, including Paragraphs 9 and 10, which you read through briefly in Lesson 8, what new connections can you see between Steve Jobs and Bud? How are their experiences similar? How are they different?”</li> </ul> </li> <li>• Select students to share their responses with the whole group.</li> <li>• Refocus the group. Focus students’ attention on the <b>Connections between Steve Jobs and Bud anchor chart</b>. Invite them to suggest connections between Steve Jobs and Bud to record on the anchor chart. Tell them that they will use these connections for an assessment later in the unit. Suggestions might include:               <ul style="list-style-type: none"> <li>* Both Bud and Steve Jobs faced hard times but kept trying to find what they really loved.</li> <li>* Neither settled until they had found what they loved.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Anchor charts serve as note-catchers when the class is co-constructing ideas and recording ideas for future reference.</li> </ul>
Homework	Meeting Students’ Needs
<p>A. Read Chapter 10 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.</p>	



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# Grade 6: Module 2A: Unit 1: Lesson 9

## Supporting Materials



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<b>Name:</b>		<b>Date:</b>	
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<b>Directions and Questions</b>	<b>Notes</b>
<p>In Paragraph 12, Steve Jobs says, “I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”</p> <p>1. Why does he make that claim? What evidence does he present in Paragraphs 12–14 to support this claim?</p>	
<p>At the beginning of Paragraph 13, Steve Jobs says, “During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife.”</p> <p>1. Why does Steve Jobs talk about his wife, Laurene, in this sentence? How does this story add to the meaning of this section about love and loss?</p>	
<p>In Paragraph 14, Steve Jobs says, “Sometimes life hits you in the head with a brick.”</p> <p>1. What does he mean here? Does he mean life literally hits you in the head with a brick?</p>	



Directions and Questions	Notes
<p>In paragraph 12 Steve Jobs says, “I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”</p> <p>1. Why does he make that claim? What evidence does he present in paragraphs 12-14 to support this claim?</p>	<p><b>(5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read in their heads as you read this extract from Paragraph 12 aloud: “The heaviness of being successful was replaced by the lightness of being a beginner again.”</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>• “What does he mean by ‘the heaviness of being successful’ and ‘the lightness of being a beginner again’? Did he weigh more when he was successful?”</li> </ul> </li> </ul> <p><i>Listen for students to explain that heaviness means he was weighed down with responsibility that he didn’t have once he was fired.</i></p> <ul style="list-style-type: none"> <li>• Ask students to read in their heads as you read this extract from Paragraph 12 aloud: “I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”</li> <li>• Ask them to discuss Question 1 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li> <li>• Select volunteers to share their answers with the class.</li> </ul> <p><i>Listen for students to explain that getting fired from Apple gave him the opportunity to be creative: He started two companies, both of which became very successful, and he met his wife.</i></p>



At the beginning of Paragraph 13, Steve Jobs says, “During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife.”

1. Why does Steve Jobs talk about his wife, Laurene, in this extract? How does this storyline add to the overall meaning of this section about love and loss?

**(5 minutes)**

- Ask students to read in their heads as you read the extract aloud.
- Ask them to discuss Question 2 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.
- Cold call students to share their answers with the class.

*Listen for students to explain that Steve Jobs talks about his wife because, although he doesn't explain how, she was one of the things that happened as a result of him getting fired from Apple. It fits in the section about love and loss because he loves her and they have a “wonderful family.”*



Directions and Questions	Notes
<p>In Paragraph 14, Steve Jobs says, “Sometimes life hits you in the head with a brick.”</p> <p>1. What does he mean here? Does he mean life literally hits you in the head with a brick?</p>	<p><b>(5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read in their heads as you read this extract from Paragraph 14 aloud: “I’m pretty sure none of this would have happened if I hadn’t been fired from Apple. It was awful-tasting medicine, but I guess the patient needed it.”</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>• “What does he mean by ‘It was awful-tasting medicine, but I guess the patient needed it’?”</li> </ul> </li> </ul> <p><i>Listen for students to explain that although being fired from Apple was awful, he needed it to do bigger and better things.</i></p> <ul style="list-style-type: none"> <li>• Ask students to read this extract from Paragraph 14 in their heads as you read it aloud: “Sometimes life hits you in the head with a brick.”</li> <li>• Ask them to discuss Question 3 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li> <li>• Cold call students to share their answers with the class.</li> </ul> <p><i>Listen for students to explain that being “hit in the head with a brick” means that sometimes you can unexpectedly hit hard times in life.</i></p>



# FORMING EVIDENCE-BASED CLAIMS

Name ..... Date .....

<b>FOCUSING QUESTION</b>	
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DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

<b>HOW I CONNECT THESE DETAILS</b>	
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<b>CLAIM</b>	
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Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



1. Reread Paragraphs 12–14 with the question in mind.
2. Record three details in the first boxes on your Forming Evidence-Based Claims organizer. You do not have to record the same details as your partner.
3. Discuss with your partner your thinking about those details and how they answer the question.
4. Record your thinking about those details in the second row of boxes on your Forming Evidence-Based Claims organizer.
5. Discuss how those details are connected in answering the question with your partner.
6. Record how those details are connected on your Forming Evidence-Based Claims organizer.
7. Use the details and the connections between the details to make a claim to answer the question.



EXPEDITIONARY  
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# **Grade 6: Module 2A: Unit 1: Lesson 10**

## **Getting the Gist and Determining Word Meaning: Paragraphs 20–22 of Steve Jobs' Commencement Address (and connecting to Chapter 10)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)  
I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

**Supporting Learning Targets**

- I can get the gist of Paragraphs 20–22 of the Steve Jobs speech.
- I can identify the meaning of unfamiliar vocabulary from the context.

**Ongoing Assessment**

- Annotated Steve Jobs speech
- Exit ticket

**Agenda**

1. Opening
  - A. Engaging the Reader: Triad Discussion—Rules in Chapter 10 of Bud, Not Buddy (8 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Listening to the Steve Jobs Speech (Paragraphs 15–26) While Reading Along (5 minutes)
  - B. Getting the Gist and Vocabulary, Paragraphs 20–22 (20 minutes)
3. Closing and Assessment
  - A. Exit Ticket: Give One, Get One (10 minutes)
4. Homework
  - A. Read Chapter 11 of Bud, Not Buddy.

**Teaching Notes**

- This lesson is similar in structure to Lessons 6 and 8. Lesson 10 is the first lesson in the final series of the two-lesson cycle and has students reading for gist and determining the meaning of unknown words from context. In Lesson 11, they dig deeper into the short extract by answering text-dependent questions.
- In this lesson, students have greater responsibility, working in triads to determine the meaning of words and the gist without teacher modeling.
- In advance: Read Paragraphs 15–26 of the speech, focusing on the gist. Prepare technology to play the video of Steve Jobs’ Stanford University Commencement Address from times 09:00-14:32. If this equipment is unavailable, you can read Paragraphs 15–26 aloud to the class.
- Post: Learning targets, Strategies for Determining Unknown Words anchor chart.

**Lesson Vocabulary**

gist; decades, intellectual concept, destination, invention, agent, gradually, dogma, noise, intuition

**Materials**

- Tracking Bud’s Rules graphic organizer (started in Lesson 1)
- Stanford University Commencement Address: Steve Jobs (from Lesson 6)
- Video of Steve Jobs’ Stanford University Commencement Address ([http://www.ted.com/talks/steve\\_jobs\\_how\\_to\\_live\\_before\\_you\\_die.html](http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html))
- Technology to display video of Steve Jobs’ Stanford University Commencement Address
- Reading Closely: Guiding Questions handout (from previous lessons)
- Strategies for Determining Unknown Words anchor chart (from Lesson 6)
- Word-catcher (from Lesson 1)
- Exit Ticket: “Give One Get One” (one per student)



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Triad Discussion—Rules in Chapter 10 of Bud, Not Buddy (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to sit in their triads.</li> <li>• Write these questions on the board. Ask students to use what they recorded on their <b>Tracking Bud’s Rules graphic organizer</b> to think and then discuss:           <ul style="list-style-type: none"> <li>* “What rules did Bud refer to in Chapter 10?”</li> <li>* “What is the meaning of Bud’s rule number 87?”</li> <li>* “What life experiences may have led Bud to feel this way?”</li> </ul> </li> <li>• Circulate to listen in on triads to ensure all students are participating in the discussion and have completed their organizer for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the homework holds all students accountable for reading the novel and completing their homework.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite a student to read the learning targets:           <ul style="list-style-type: none"> <li>* “I can get the gist of Paragraphs 20–22 of the Steve Jobs speech.”</li> <li>* “I can identify the meaning of unfamiliar vocabulary from the context.”</li> </ul> </li> <li>• Ask students to Think-Pair-Share:           <ul style="list-style-type: none"> <li>* “How has reading the Steve Jobs speech for gist and learning new words in context helped you become a better reader of complex informational texts?”</li> </ul> </li> <li>• Listen for students to explain that now when they approach a new complex informational text, they know to read each paragraph, annotate the gist to figure out what the text is mostly about, and read around new words to figure out what they mean from context.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>
Work Time	Meeting Students’ Needs
<p><b>A. Listening to the Steve Jobs Speech (Paragraphs 15–26) While Reading Along (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that in Lessons 6–9, they explored the first 14 paragraphs of the Steve Jobs speech and tell them that now they are going to read the final section.</li> <li>• Ask students to follow along with their copies of <b>Stanford Commencement Address: Steve Jobs</b> as you play 09:00-14:32 (Paragraphs 15-26) of the <b>video of Steve Jobs’ Stanford University Commencement Address</b> without stopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Watching Steve Jobs give the speech will improve student engagement in the text and give them a deeper understanding of the meaning through his intonation and the emphasis he places on words and phrases.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>B. Getting the Gist and Vocabulary, Paragraphs 20–22 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students they will read Paragraphs 20–22 for the gist, just as they did in Lessons 6 and 8.</li> <li>• Display Paragraphs 20–22 of the Steve Jobs speech. Ask students to read along silently as you read them aloud. As with other read-alouds, remember that the purpose is to read the text slowly, fluently, and without interruption. Do not stop to address comprehension or vocabulary issues, as these will be addressed later and it would interrupt the flow of the text.</li> <li>• Pair students up. Invite them to reread Paragraphs 20–22, discuss the gist with their partner, write their annotations, and circle any unknown words in the speech.</li> <li>• Remind students to use the <b>Reading Closely: Guiding Questions handout</b> used in Lessons 6 and 8.</li> <li>• Circulate to assist students with reading and to read their annotations. Look for students to have annotated something similar to these examples: Paragraph 20—Steve Jobs is glad he didn’t die, even though he used to think about it. Paragraph 21—Death is going to happen. Death causes life. Paragraph 22—Follow your gut to do what you want in life.</li> <li>• Invite students to talk with their triad to compare what they wrote for their gist statements.</li> <li>• Refocus students whole class. Ask them to Think-Pair-Share: * “What strategies do you use to determine the meaning of unknown words?”</li> <li>• Remind students to refer to the bullet points on the <b>Strategies for Determining Unknown Words anchor chart</b> when encountering new and difficult vocabulary.</li> <li>• Words students may struggle with: <ul style="list-style-type: none"> <li>• Paragraph 20: <i>decades, intellectual concept</i></li> <li>• Paragraph 21: <i>destination, invention, agent, gradually</i></li> <li>• Paragraph 22: <i>dogma, noise, intuition</i></li> </ul> </li> <li>• Be sure to address these words here. Cold call to ask students what each word means and how they figured it out. Direct them to use context clues when possible. If they are stuck on a word, model briefly to ensure understanding for all.</li> <li>• Remind students to record new words on their <b>word-catcher</b>.</li> <li>• Praise students for their stamina with three challenging paragraphs and for the collaboration you witnessed in their triads.</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li> <li>• Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves.</li> <li>• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Exit Ticket: Give One, Get One (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>exit ticket: Give One, Get One</b> to each student.</li> <li>• Tell them that they will begin this activity independently, brainstorming character traits of Bud and Steve Jobs. They will then use this brainstorming of each person to make a list of qualities they share. Review the sections of the exit ticket, and then give students 3 to 4 minutes to work on their own.</li> <li>• Circulate and support them as they work. If they get stuck, remind them of the strategy they have used in the past: challenge, response, and inference. Thinking about how people (real or fictional) respond to challenges often reveals their character traits. Another way to determine character traits is by looking at a person’s relationships with those around them.</li> <li>• After 3 to 4 minutes, tell students they will now “Give One, Get One.” Students will silently travel around the room, using their recording form and gestures to share shared character traits of Bud and Steve Jobs. They will “give” one shared character trait and “get” one shared character trait each time they interact with a peer. Remind students to write down any new thinking or ideas on their own recording form, as it may inform their writing.</li> <li>• After 2 to 3 minutes of silent mingling, invite students back to their seats. Ask: * “Of all the shared character traits you have thought of and collected today, which one is most important? Why?”</li> <li>• Students will respond to this question at the bottom of their exit ticket.</li> </ul>	<ul style="list-style-type: none"> <li>• Using exit tickets allows you to quickly check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs before the next lesson.</li> </ul>
Homework	Meeting Students’ Needs
<p>A. Read Chapter 11 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.</p>	



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# Grade 6: Module 2A: Unit 1: Lesson 10

## Supporting Materials



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<b>Name:</b>		<b>Date:</b>	
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<b>Bud's Character Traits:</b>	<b>Steve Jobs' Character Traits:</b>
<b>Traits they have in common</b>	

What is the most important character trait shared by Bud and Steve Jobs? Why?




EXPEDITIONARY  
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## **Grade 6: Module 2A: Unit 1: Lesson 11**

**Text-Dependent Questions and Making a Claim:**  
Digging Deeper into Paragraphs 20–22 of Steve Jobs' Commencement Address (and connecting to Chapter 11)



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite text-based evidence to support an analysis of informational text (RI.6.1)
- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)

**Supporting Learning Targets**

- I can read Paragraphs 20–22 of the Steve Jobs speech closely in order to answer text-dependent questions.
- I can make a claim using details from Paragraphs 20–22 of the Steve Jobs speech.
- I can connect the events described by Steve Jobs in Paragraphs 15–22 of his speech to those experienced by Bud in the novel *Bud, Not Buddy*.

**Ongoing Assessment**

- Forming Evidence-Based Claims graphic organizer

**Agenda**

1. Opening
  - A. Engaging the Reader: Triad Discussion—Rules in Chapter 11 of *Bud, Not Buddy* (5 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Text-Dependent Questions, Paragraphs 20–22 (15 minutes)
  - B. Forming Evidence-Based Claims: Paragraphs 20–22 (18 minutes)
3. Closing and Assessment
  - A. Connecting the Steve Jobs Speech to *Bud, Not Buddy* (5 minutes)
4. Homework
  - A. Read Chapter 12 of *Bud, Not Buddy*.

**Teaching Notes**

- This lesson is similar in structure to Lesson 9 and is the second in the final series of the two-lesson cycle. In this lesson, students dig deeper into Paragraphs 20–22 in order to answer text-dependent questions. This is their final day to work with the Steve Jobs speech.
- In this lesson, students make a claim using the Forming Evidence-Based Claims graphic organizer to answer a question in pairs without any teacher input or modeling in preparation for the end of unit assessment.
- In advance: Read the Close Reading Guide for this lesson (see supporting materials) and familiarize yourself with the text-dependent questions and suggested answers.
- Post: Learning targets.



Lesson Vocabulary	Materials
claim	<ul style="list-style-type: none"> <li>• Stanford University Commencement Address: Steve Jobs (from Lesson 6)</li> <li>• Paragraphs 20–22 of the Steve Jobs Speech—Text-Dependent Questions (one per student)</li> <li>• Close Reading Guide—Paragraphs 20–22 of the Steve Jobs Speech (for Teacher Reference)</li> <li>• Forming Evidence-Based Claims graphic organizer (one per student)</li> <li>• Forming Evidence-Based Claims task card (one per student)</li> <li>• Connections between Steve Jobs and Bud anchor chart (from Lesson 7)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Triad Discussion—Rules in Chapter 11 of Bud, Not Buddy (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to sit in their triads.</li> <li>• Write these questions on the board. Ask students to use what they recorded on their Tracking Bud’s Rules graphic organizer to think and then discuss:             <ul style="list-style-type: none"> <li>* “What rules did Bud refer to in Chapter 11?”</li> <li>* “What is the meaning of Bud’s rule number 29?”</li> <li>* “What life experiences may have led Bud to feel this way?”</li> </ul> </li> <li>• Circulate to listen in on triads to ensure that all students are participating in the discussion and have completed their organizer for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the homework holds all students accountable for reading the novel and completing their homework.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:             <ul style="list-style-type: none"> <li>* “I can read Paragraphs 20–22 of the Steve Jobs speech closely in order to answer text-dependent questions.”</li> <li>* “I can make a claim using details from Paragraphs 20–22 of the Steve Jobs speech.”</li> <li>* “I can connect the events described by Steve Jobs in Paragraphs 20–22 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.”</li> </ul> </li> <li>• Tell students that these learning targets are similar to those in Lessons 7 and 9 because this lesson follows a similar structure.</li> <li>• Remind them that they did a lot of work on making claims about a text in Module 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Text-Dependent Questions, Paragraphs 20–22 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now that they have got the gist of Paragraphs 20–22, as they did with Paragraphs 6–8 and 12–14, they are going to dig deeper into this section of the text in order to understand it fully.</li> <li>• Ask students to get out their copies of <b>Stanford University Commencement Address: Steve Jobs</b> and distribute <b>Paragraphs 20–22 of the Steve Jobs Speech—Text-Dependent Questions</b>. Students work through the first part of this handout in concert with the <b>Close Reading Guide</b> (for Teacher Reference).</li> </ul>	<ul style="list-style-type: none"> <li>• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</li> </ul>

Work Time	Meeting Students’ Needs
<p><b>B. Forming Evidence-Based Claims: Paragraphs 20–22 (18 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Forming Evidence-Based Claims graphic organizer</b>. Remind students that they used this organizer in Lesson 9 to make a claim in order to answer a question.</li> <li>• Post this question on the board and explain that the claim students make needs to answer this question:             <ul style="list-style-type: none"> <li>* “Why does Steve Jobs make the puzzling claim in Paragraph 21 that “death is very likely the single best invention of life”?”</li> </ul> </li> <li>• Invite students to record the question at the top of their Forming Evidence-Based Claims organizer for quick reference as they are working.</li> <li>• Remind them that in the first row of boxes, they record details from the text; in the second row, they record their thinking about those details and explain how the details are connected; and in the final row, they record the claim.</li> <li>• Pair students up. Distribute the <b>Forming Evidence-Based Claims task card</b>. Invite students to read the directions with you. Tell them to follow these directions to form an evidence-based claim that answers the question.</li> <li>• Circulate to assist students. Ask probing questions such as the following:             <ul style="list-style-type: none"> <li>* “Why have you chosen that detail?”</li> <li>* “What is your thinking behind choosing that detail?”</li> <li>* “How are those details connected?”</li> </ul> </li> <li>• To help students achieve a deeper understanding of the speech, ask questions like:             <ul style="list-style-type: none"> <li>* “Why does Steve Jobs think that death is the best invention of life?”</li> <li>* “If he thinks death is good, he must think living forever would be bad. Why would living forever be bad? How would that change the way we live our lives?”</li> </ul> </li> <li>• Invite students to get into triads to share their work. Tell them that they may make revisions to their evidence-based claim based on what they learn from their peers.</li> <li>• Select volunteers to share their claims and details with the whole group. Listen for students to claim that death is necessary because if people didn’t die, the world would be overpopulated and nothing would get better. Also, if people lived forever, there would be no impetus to live life more fully, no need to treasure life’s beautiful moments and people.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> <li>• When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.</li> <li>• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Connecting the Steve Jobs Speech to Bud, Not Buddy (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pair students up. Ask them to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “After reading this part of the speech, what new connections can you see between Steve Jobs and Bud? How are their experiences similar? How are they different?”</li> </ul> </li> <li>• Select students to share their responses with the whole group.</li> <li>• Refocus the group. Focus students’ attention on the <b>Connections between Steve Jobs and Bud anchor chart</b>. Invite them to suggest connections between Steve Jobs and Bud to record on the chart. Tell students that they will use these connections for an assessment later in the unit. Suggestions might include:               <ul style="list-style-type: none"> <li>• Both have experienced death; Steve Jobs came close himself, and Bud experienced the death of his mother.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Anchor charts serve as note-catchers when the class is co-constructing ideas and recording ideas for future reference.</li> </ul>
Homework	Meeting Students’ Needs
<p>A. Read Chapter 12 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.</p>	



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A: Unit 1: Lesson 11

## Supporting Materials



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<b>Name:</b>		<b>Date:</b>	
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<b>Directions and Questions</b>	<b>Notes</b>
<p>In Paragraph 20, Steve Jobs says: “This was the closest I’ve been to facing death, and I hope it’s the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept.”</p> <p>How does this paragraph set up and prepare us for what he says in Paragraphs 21 and 22?</p> <p>What impact does it have on the reader?</p>	
<p>In Paragraph 22, Steve Jobs says, “Your time is limited, so don’t waste it living someone else’s life.”</p> <p>Having read the paragraphs before, how does he come to that rule?</p>	
<p>What are the rules for life that Steve Jobs gives us in Paragraph 23?</p>	
<p>Are they rules to help us <i>survive</i> or <i>thrive</i>? Why?</p>	



Directions and Questions	Notes
<p>In Paragraph 20, Steve Jobs says: “This was the closest I’ve been to facing death, and I hope it’s the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept.”</p> <ol style="list-style-type: none"> <li>1. How does this paragraph set up and prepare us for what he says in Paragraphs 21 and 22?</li> <li>2. What impact does it have on the reader?</li> </ol>	<p><b>(5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read in their heads as you read the extract aloud.</li> <li>• Ask them to Think-Pair-Share:             <ul style="list-style-type: none"> <li>• “What does he mean when he says that before he came close to facing death, death was a ‘purely intellectual concept’?”</li> </ul> </li> </ul> <p><i>Listen for students to explain that it means it was just an idea, rather than something real.</i></p> <ul style="list-style-type: none"> <li>• Ask them to discuss Questions 1 and 2 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li> <li>• Cold call students to share their answers with the class.</li> </ul> <p><i>Listen for them to explain that this makes us realize that Steve Jobs knows about death because he has come very close to dying, so it sets us up to trust what he is going to say more than we would if he didn’t have those personal life experiences.</i></p>



Directions and Questions	Notes
<p>In paragraph 22 Steve Jobs says, “Your time is limited, so don’t waste it living someone else’s life.”</p> <p>1. Having read the paragraphs before, how does he come to that rule?</p>	<p><b>(5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read in their heads as you read the extract aloud.</li> <li>• Ask students to Think-Pair-Share:           <ul style="list-style-type: none"> <li>• “What does he mean when he says that ‘Your time is limited, so don’t waste it living someone else’s life’? Does he mean you literally live someone else’s life for them? How would you say this in your own words?”</li> </ul> </li> </ul> <p><i>Listen for students to explain that it means that life is short, so focus on what is going on in your own life; don’t waste time worrying about what other people are doing.</i></p> <ul style="list-style-type: none"> <li>• Ask them to discuss Question 3 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.</li> <li>• Cold call students to share their answers with the class.</li> </ul> <p><i>Listen for them to explain that he comes to that rule by coming close to death himself, which made him realize how short life can be.</i></p>



Directions and Questions	Notes
<p>2. What are the rules for life that Steve Jobs gives us in Paragraph 23?</p>	<p><b>(5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read in their heads as you read this extract from Paragraph 23 aloud: “Don’t be trapped by dogma—which is living with the results of other people’s thinking.”</li> <li>• Ask students to Think-Pair-Share:           <ul style="list-style-type: none"> <li>• “What does this mean?”</li> </ul> </li> </ul> <p><i>Listen for students to explain that it means: “Don’t spend your life restricting yourself because of what other people tell you.”</i></p>
<p>3. Are they rules to help us survive or thrive? Why?</p>	<ul style="list-style-type: none"> <li>• Ask students to discuss Question 4 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their question sheet.</li> <li>• Select volunteers to share their answers with the class.</li> </ul> <p><i>Listen for them to explain that the rules he gives are: Don’t waste your time living someone else’s life; don’t spend your life restricting yourself because of what other people tell you; don’t let what other people say have a big effect on what you think and do; and follow your heart.</i></p> <ul style="list-style-type: none"> <li>• Ask students to discuss Question 5 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their question sheet.</li> <li>• Cold call students to share their answers with the class.</li> </ul> <p><i>Listen for students to explain that they are rules to thrive because they won’t save them in a life-or-death situation, but they can help them to do better in life.</i></p>



# FORMING EVIDENCE-BASED CLAIMS

Name ..... Date .....

<b>FOCUSING QUESTION</b>	
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DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

<b>HOW I CONNECT THESE DETAILS</b>	
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<b>CLAIM</b>	
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Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



1. Reread Paragraphs 20–22 with the question in mind.
2. Record three details in the first boxes on your Forming Evidence-Based Claims organizer. You do not have to record the same details as your partner.
3. Discuss with your partner your thinking about those details and how they answer the question.
4. Record your thinking about those details in the second row of boxes on your Forming Evidence-Based Claims organizer.
5. Discuss how those details are connected in answering the question with your partner.
6. Record how those details are connected on your Forming Evidence-Based Claims organizer.
7. Use the details and the connections between the details to make a claim to answer the question.



EXPEDITIONARY  
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## **Grade 6: Module 2A: Unit 1: Lesson 12**

**End of Unit 1 Assessment:** Analyzing an Excerpt  
from Barack Obama's Back-to-School Speech



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine the main idea of an informational text based on details in the text. (RI.6.2)

I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5)

**Supporting Learning Targets**

- I can read an excerpt of President Obama’s speech closely in order to answer text-dependent questions.
- I can make a claim using details from an excerpt of President Obama’s speech.

**Ongoing Assessment**

- End of Unit 1 Assessment: Analyzing President Obama’s 2009 Back-to-School Speech

**Agenda**

1. Opening
  - A. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Reading and Listening to an Excerpt from President Obama’s Speech (5 minutes)
  - B. End of Unit Assessment (35 minutes)
3. Closing and Assessment
  - A. Mix and Mingle: What Does President Obama Believe Students Need to Do to Be Successful? (3 minutes)
4. Homework:
  - A. Read Chapter 13 of *Bud, Not Buddy*.

**Teaching Notes**

- In this end of unit assessment, students read an excerpt from President Barack Obama’s Back-to-School Speech from 2009. They independently apply the same reading strategies and skills they practiced in reading and analyzing the Steve Jobs speech. The assessment begins with students reading along as they hear this excerpt delivered by President Obama. Students then answer a series of short-response questions and complete a Forming Evidence-Based Claims graphic organizer in response to a focusing question.
- In advance: Read the excerpt of the speech (see supporting materials). Prepare technology to play the video of President Obama’s Back to School Speech from times 15:44-18:59. If the equipment is unavailable, you can read the excerpt aloud to your class. This video may be accessed at: <http://www.whitehouse.gov/video/President-Obamas-Message-for-Americas-Students>
- Review Mix and Mingle strategy (Appendix)
- Post: Learning targets, the focusing question for the Forming Evidence-Based Claims graphic organizer (see supporting materials).
- Assess student responses on the End of Unit Assessment using the Grade 6 2-Point Rubric: Short Response (from [http://www.engageny.org/sites/default/files/resource/attachments/grade-6-ela-guide\\_0.pdf](http://www.engageny.org/sites/default/files/resource/attachments/grade-6-ela-guide_0.pdf))



Lesson Vocabulary	Materials
excerpt	<ul style="list-style-type: none"> <li>• End of Unit 1 Assessment: Analyzing President Obama’s 2009 Back-to-School Speech (one per student)</li> <li>• Forming Evidence-Based Claims: Focusing Question for President Obama’s Back-to-School Speech (one per student and one for display)</li> <li>• Video of President Obama’s 2009 Back-to-School speech, found at: <a href="http://www.whitehouse.gov/video/President-Obamas-Message-for-Americas-Students">http://www.whitehouse.gov/video/President-Obamas-Message-for-Americas-Students</a></li> <li>• Technology to display video of President Obama’s Back to School Speech</li> <li>• End of Unit 1 Assessment: Analyzing President Obama’s 2009 Back-to-School Speech (Answers for Teacher Reference)</li> <li>• Document camera</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read along as you read aloud today’s learning targets:             <ul style="list-style-type: none"> <li>* “I can read an excerpt of President Obama’s speech closely in order to answer text-dependent questions.”</li> <li>* “I can make a claim using details from an excerpt of President Obama’s speech.”</li> </ul> </li> <li>• Tell students that today they will spend time listening to, reading, and writing about a speech delivered by President Barack Obama. They will be using the same reading skills and strategies they have been practicing with the Steve Jobs speech, but now they have the opportunity to show those skills independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Reading and Listening to an Excerpt from President Obama’s Speech (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute a copy of the <b>End of Unit 1 Assessment: Analyzing President Obama’s 2009 Back-to-School Speech</b> to each student. Tell them that, just like when reading the Steve Jobs speech, they will first listen to President Obama deliver this excerpt of his address while they read along. Give students the context of this address by saying: “Each fall, President Obama addresses the students of America by giving a back-to-school speech. In this speech, he outlines and elaborates on ideas he believes will help students be successful in school. Today we are going to watch just a part of the speech he gave America’s students in 2009, but this excerpt has themes and structure on its own.”</li> <li>Ask students to follow along with their copies of <b>President Obama’s Back to School Speech</b> as you start at 15:34 of the <b>video of President Obama’s Back to School Speech</b> without stopping. Play the video until the end.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to President Obama give the speech will improve student engagement in the text and give them a deeper understanding of the meaning through his intonation and the emphasis he places on words and phrases.</li> </ul>
<p><b>B. End of Unit 1 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students they will have the next 35 minutes to work on their assessment. Point out that you have posted the <b>Forming Evidence-Based Claims: Focusing Question for President Obama’s Back-to-School Speech</b> for them to use when completing the Forming Evidence-Based Claims graphic organizer portion of the assessment. Tell students to copy this question at the top of the organizer. Remind students that the details from the text they choose should relate to this question. They then connect the details. Finally, they form a claim that answers the focusing question.</li> <li>Circulate and support students as they work. This will primarily mean helping student get “unstuck” on individual questions, or in choosing important details when making their claim.</li> <li>After 35 minutes, collect the assessments.</li> </ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Mix and Mingle: What Does President Obama Believe Students Need to Do to Be Successful? (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Congratulate students on the perseverance and stamina it takes to sit and analyze a text. Tell them that you would like for them to now share some of their ideas from the assessment in order to hear a diversity of opinions about President Obama’s speech.</li> <li>• Tell students that when you give them the signal, they will begin to quietly and slowly walk around the room. They will have 3 minutes to have a collaborative discussion, talking to as many people as they can, without running and being polite in passing one another.</li> <li>• With the first person they encounter, they are sharing their own claim for the question: “What does President Obama believe students need to do to be successful?” When they get to the second person, they have to share the claim of the person they just talked to, saying: “(Student’s name) thinks that …” When they get to the third person, they share the second person’s idea, and so on until time is up.</li> <li>• Circulate and listen to students’ conversations. Remind them that they are spreading each other’s ideas, not just their own, around the room.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of strategies like Mix and Mingle allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>
Homework	Meeting Students’ Needs
<p>A. Read Chapter 13 of <i>Bud, Not Buddy</i>. Add rule number 63 rule to your Tracking Bud’s Rules graphic organizer. Think about the meaning of Bud’s this rule. Think about whether or not you agree with Bud’s rule and why.</p>	



EXPEDITIONARY  
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# Grade 6: Module 2A: Unit 1: Lesson 12

## Supporting Materials



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Name:		Date:	
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Excerpt from:  
**REMARKS BY THE PRESIDENT**  
**IN A NATIONAL ADDRESS TO AMERICA'S SCHOOLCHILDREN**  
September 8, 2009

- P1 No one's born being good at all things. You become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice. The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in.
- P2 Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength because it shows you have the courage to admit when you don't know something, and that then allows you to learn something new. So find an adult that you trust—a parent, a grandparent or teacher, a coach or a counselor—and ask them to help you stay on track to meet your goals. And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you, don't ever give up on yourself, because when you give up on yourself, you give up on your country.
- P3 The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best.
- P4 It's the story of students who sat where you sit 250 years ago, and went on to wage a revolution and they founded this nation. Young people. Students who sat where you sit 75 years ago who overcame a Depression and won a world war; who fought for civil rights and put a man on the moon. Students who sat where you sit 20 years ago who founded Google and Twitter and Facebook and changed the way we communicate with each other.
- P5 So today, I want to ask all of you, what's your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a president who comes here in 20 or 50 or 100 years say about what all of you did for this country?



Excerpt from:

**REMARKS BY THE PRESIDENT  
IN A NATIONAL ADDRESS TO AMERICA'S SCHOOLCHILDREN  
September 8, 2009**

**P6** Now, your families, your teachers, and I are doing everything we can to make sure you have the education you need to answer these questions. I'm working hard to fix up your classrooms and get you the books and the equipment and the computers you need to learn. But you've got to do your part, too. So I expect all of you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you.

President Barack Obama. Prepared Remarks of President Barack Obama: Back to School Event. Delivered in Arlington, Virginia. September 8, 2009. Public Domain.



1. In Paragraph 1, President Obama says: “You’re not a varsity athlete the first time you play a new sport. You don’t hit every note the first time you sing a song.” Why does he include these examples? How do they contribute to the meaning of that paragraph? Use evidence from the text.


2. In Paragraph 4, President Obama repeats the phrase “Students who sat where you sit ...” Why does he include this phrase? How does it add to the meaning of this excerpt? Use evidence from the text.


3. What do you notice about the structure of Paragraph 5? How does it add to the meaning of this excerpt from the speech? Use evidence from the text.




1. In Paragraph 1, President Obama says: "You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song." Why does he include these examples? How do they contribute to the meaning of that paragraph? Use evidence from the text.

*He includes those examples because students may have experience of those examples, which makes students want to listen to what he has to say. The examples contribute to the meaning of the paragraph by linking to academic work at school. He leads in to saying, "You might have to do a math problem a few times before you get it right," which is what he really wants to talk to students about.*

2. In Paragraph 4, President Obama repeats the phrase "Students who sat where you sit ..." Why does he include this phrase? How does it add to the meaning of this excerpt? Use evidence from the text.

*He includes it because it makes students realize that everyone, even really successful people and people who change the world, were students in school once. He uses the example of, "Students who sat where you sit 20 years ago who founded Google and Twitter and Facebook and changed the way we communicate with each other." It adds to the meaning of the excerpt by leading in to talking about how every student has the potential to be something really important and to contribute something big to the world.*

3. What do you notice about the structure of Paragraph 5? How does it add to the meaning of this excerpt from the speech? Use evidence from the text.

*The structure of paragraph 5 is questions. They make students think about how they can one day become people who make a big difference in the world, he says, "What's your contribution going to be?"*



# FORMING EVIDENCE-BASED CLAIMS

Name ..... Date .....

<b>FOCUSING QUESTION</b>	
--------------------------	--

DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

<b>HOW I CONNECT THESE DETAILS</b>	
------------------------------------	--

<b>CLAIM</b>	
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Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



Post this question where all students can see it. Tell them to copy this question at the top of their **Forming Evidence-Based Claims graphic organizer**. Remind students that the details from the text they choose should relate to this question. They then connect the details and form a claim from those.

“What does President Obama believe students need to do to be successful?”