Curriculum Area Project

ELA Module 2A

Grade 6

2014-2015

Grade 6 Language Arts

Clarke Middle School/Woodland Middle School

East Meadow School District

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**Rationale**

The rationale for this CAP is based on the New York State Common Core Standards for the 6th grade English Language Arts curriculum. The Common Core topics are organized into modules that have the rigor necessary to succeed on the New York State ELA Assessment. The Common Core Standards are fully addressed in this CAP. Students will be analyzing text, citing textual evidence, identifying literary elements, determining central themes, analyzing point of view, speaking across texts, analyzing texts deeply and writing objective summaries.

**Abstract**

In recent years, there have been significant shifts within education in New York State. As our district has committed to adapting to the NYS Common Core Standards, we have adjusted our curriculum to align with these standards. Within the ELA curriculum our means of traveling towards the road to success in this area has been through the implementation of modules in the classroom. The modules serve as a vehicle to guide our children through the standards with tasks and activities which instill “college ready” skills.

During the 2013-2014 school year the East Meadow school district introduced our teachers and students to our first module, *The Lightning Thief*. As we followed the module with fidelity, we soon discovered that the module was quite cumbersome. In addition, we found that the module lacked some components necessary to meet our students’ needs and properly prepare them for complex rigorous questions that they will face during state exams. As a result of our findings from the first module, we approached the “Bud Not Buddy” module with these concerns in mind. We proactively synthesized the lesson plans to make it more reader friendly. Furthermore, we incorporated several multiple choice style test questions throughout the module which will require students to think critically and better prepare them for future rigorous activities.

Our hopes in creating this CAP is to be able to better navigate through the cumbersome module which at the same time providing our students with higher level thinking questions to better prepare them for future success.

**Unit 1 Lesson 1:**

**Enduring Understanding:** Launching the novel and understanding its context

**Long Term Learning Targets:** I can cite text-based evidence to support an analysis of literary text.

**Daily Learning Targets:** I can use evidence from the text to make inferences about Bud.

**Standards:** RL.6.1

**Materials:**

* Bud, Not Buddy (book; one per student)
* Photography for The World of Bud, Not Buddy chart
* The World of Bud, Not Buddy chart
* Evidence Flags (one bag per student)
* Tracking Bud’s Rules graphic organizer (one per student)
* Exit Ticket: Who’s Bud? (one per student)

**Do Now: Unpacking Learning Targets**

* Invite a student to read aloud the learning target:
  + *“I can use evidence from the text to make inferences about Bud.”*
* Ask:
  + *“What words in the learning target do you think are most important? Why?*
* As students respond, circle words on the posted learning target and annotate words for meaning or associations. Guide students towards the words e*vidence, text, inference,* and *Bud.*

**Procedure:**

**1. Establishing a Context for Bud, Not Buddy (20 minutes)**

* Display the word “Depression” on the board. Ask students to think about what they know about the word and its meaning. Ask students to share their responses.
* Invite students to sit with their triads.
* Each triad will receive a different photograph pertaining to The Great Depression.
* Tell students to begin by focusing only on the photograph. Ask:
  + “What do you notice?”
* Invite students to silently jot their ideas on a post it.
* Finally, invite students to think about the questions that both this photograph and caption make them wonder. Ask:
  + “What do you wonder?”
* Invite students to silently jot their wonderings about the photograph on the same post it.
* Tell students to leave the photographs on their table or desks where they were working. Give directions:
  + Travel as a triad to the next station clockwise from your own.
  + At that station, you will have 3 minute to look at the photograph on the table or desk and write down your “I notice” and “I wonder.”
  + When given a signal, rotate to the next station and repeat the same task.
  + Allow students to rotate to three or four stations.
* Refocus students whole group and ask:
  + “How do these images help connect to the word “depression”?”
  + “What does it mean to be an orphan?”
* Ask students to Think-Pair-Share:
  + “How might the life of an orphaned child be different from the life of a child who has a family?”
* Invite whole class shares from students, depending on time.
* Tell the class that the time period in which *Bud, Not Buddy* 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.

**2. Whole Class Read of Chapter 1: Who Is Buddy? (20 minutes)**

* Distribute a copy of **Bud, Not Buddy** by Christopher Paul Curtis and a baggie of **evidence flags** 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. *The Lighting Thief*, and tell them that much of the same smart thinking and close reading that they learned while reading *The Lighting Thief* will continue and bullied in this novel.
* 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 characters, setting, and plot of the story. After students have examined the cover and read the blurb, ask:
  + “What do you think this book is about?”
  + “Who is the main character, or *protagonist*, of the book?” Explain that the word *protagonist* means the leading character, or hero, of a story. Percy Jackson was the protagonist of *The Lighting Thief*.
* Invite the class to read along as you read aloud Chapter 1 of Bud, Not Buddy. 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.
* Invite students to discuss with their triads:
  + “Who is Bud?”
  + What have we learned about him?”
  + What kind of character is he so far? What evidence from the text makes you think this?”
* Give students 3 to 5 minutes to discuss. Invite a few whole class shares to help all students come to similar understanding.
* 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 **Tracking Bud’s Rules graphic organizer** 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.
* 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.
* 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.

**Closing and Assessment: Exit Ticket: Who’s Bud? (3 minutes)**

* Distribute an **Exit Ticket: Who’s Bud?** 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.
* 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.

**Homework:**

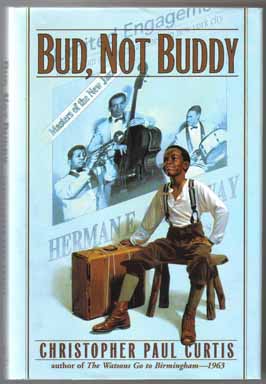
* Do a “first draft” read of Chapter 2 of *Bud, Not Buddy*. In this chapter, Bud will begin to share his “rules.” After reading the chapter, complete the Tracking Bud’s Rules graphic organizer. Students will only complete columns 1 and 2. You will discuss your writing and thoughts at the beginning of the next lesson.

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

**Notice and Wonder**

|  |  |
| --- | --- |
| **I Notice** | **I Wonder** |
|  | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |

* What do you think the word ‘orphaned’ means?
* How do these images connect to the word depression?



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| Name: |  | Date: |  |

**Notice and Wonder**

**(ANSWER KEY)**

|  |  |
| --- | --- |
| **I Notice** | **I Wonder** |
| 1. I notice two African American boys sitting outside. It looks like they are eating. The boy on the right has no shoes on his feet. Their clothes look ratty and dirty. There is a car in the picture, too. | 1. I wonder what time of day it is and the season? Should the boys be in school? Where are the boy’s shoes? What kind of car is that in the picture? Is it an antique? Or does it belong in that time period? |
| 2. I notice a long line of people waiting outside for something. They are wearing coats and hats. I notice the line forms next to buildings. There are no cars in the street. | 2. I wonder why the people are waiting in line. I wonder what season is represented in the picture (fall, winter or early spring). Where is this place? A city or a town? |
| 3. I notice a man, woman, and two children sitting by railroad tracks. They are sitting down in the dirt. I notice bags, shoes and other items around them on the ground. I notice that the mother has her hand over her face. There are two railroad cars. | 3. I wonder why they are sitting by the railroad. I wonder if they see the danger in this decision. I wonder if they are waiting to catch a train. Why did the father take off his shoes? I wonder if he plans on staying there for a while. |
| 4. I notice men sitting in a field with run-down shacks in the background. I notice that the shacks are not very sturdy. They look like they are going to fall down. I notice two American flags flying in the background. I notice laundry hanging from a clothes line. | 4. I wonder what the shacks are made of because they do not look too sturdy. I wonder if anybody lives in the shacks. I wonder where this picture was taken. I think it is in the United States because I see two American flags in the picture. I wonder what the men are doing. Are they waiting for someone or something to happen? |
| 5. I notice a woman holding a baby. I notice two other children leaning on her shoulders. I notice a sleeping baby. I notice that the clothes that these four people are wearing look ratty and dirty. I notice that the woman looks serious. | 5. I wonder why the woman looks so serious. I wonder what she is thinking about. I wonder if the three children belong to this woman. Is she their mother? I wonder why their clothes are so dirty. I wonder where these people are. I wonder if the children are boys or girls. |
| 6. I notice an old fashioned car filled with adults, children, boxes and bags. I notice that there are boxes, and bags tied to the outside of the car, too. I notice that one of the children is standing up in the car. | 6. I wonder why this car has boxes, bags and pots tied to the outside of it. I wonder what type of car is shown in the picture. I wonder where these people are going. I wonder why the children are not in car seats. |

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| Name: |  | Date: |  |

**Exit Ticket**

**Write two things that you learned about the main character (Bud) in chapter 1.**

|  |  |
| --- | --- |
| **What I know about Bud**  **(fact or inference)** | **How I know it (evidence)** |
|  |  |
|  |  |

**MODIFIED VERSION**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

**Exit Ticket**

**Write two things that you learned about the main character (Bud) in chapter 1.**

|  |  |
| --- | --- |
| **What I know about Bud**  **(fact or inference)** | **How I know it (evidence)** |
| I think that Bud is | I think this because |
| I think that Bud is | I think this because |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Date:** |  |

**Tracking Bud’s Rules**

**Definitions:**

**Survive:** *to remain alive*

**Thrive:** *to grow, develop, and be successful*

|  |  |  |  |
| --- | --- | --- | --- |
| **Rule #/ Page #** | **Bud’s “Rule to Live By” (in your own words)** | **Is this rule meant to help Bud *survive* or *thrive*?**  **Provide evidence to support your thinking.** | **Where do you think this rule came from?**  **What does it tell us about Bud?** |
| **Rule #:**  3  **Page #:**  11 | When lying, keep it a simple lie that you can remember. | This rule is meant to help Bud survive. According to page 17, Bud states, “And if I didn’t lie good enough she was going to use that strap on me.” | I think this rule came from Bud’s experiences in the home and when he was placed with other families. This tells us that Bud has not had it easy and is willing to lie in order to survive. |
| **Rule #:**  **Page #:** |  |  |  |
| **Rule #:**  **Page #:** |  |  |  |
| **Rule #:**  **Page #:** |  |  |  |
| **Rule #:**  **Page #:** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rule #/ Page #** | **Bud’s “Rule to Live By” (in your own words)** | **Is this rule meant to help Bud *survive* or *thrive*?**  **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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| **Rule #:**  **Page #:** |  |  |  |
| **Rule #:**  **Page #:** |  |  |  |
| **Rule #:**  **Page #:** |  |  |  |
| **Rule #:**  **Page #:** |  |  |  |

**MODIFIED VERSION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Date:** |  |

**Tracking Bud’s Rules**

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|  |  |  |  |
| --- | --- | --- | --- |
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| **Rule #:**  118  **Page #:**  18 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |
| **Rule #:**  328  **Page #:**  27 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |
| **Rule #:**  83  **Page #:**  42 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |
| **Rule #:**  16  **Page #:**  56 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rule #/ Page #** | **Bud’s “Rule to Live By” (in your own words)** | **Is this rule meant to help Bud *survive* or *thrive*?**  **Provide evidence to support your thinking.** | **Where do you think this rule came from?**  **What does it tell us about Bud?** |
| **Rule #:**  87  **Page #:**  102 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |
| **Rule #:**  29  **Page #:**  116 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |
| **Rule #:**  8  **Page #:**  133 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |
| **Rule #:**  63  **Page #:**  157 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |
| **Rule #:**  28  **Page #:**  178 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |
| **Rule #:**  39  **Page #:**  219 |  | This rule is meant to help Bud survive/thrive. (circle one)  According to page \_\_\_\_\_\_ | I think this rule came from  This tells me that Bud |

**Unit 1: Lesson 2**

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

**Long Term Learning Targets:**

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

**Daily 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.

**Standards:** RL.6.4, L.6.5

**Materials:**

* Bud, Not Buddy (book; one per student)
* Tracking Bud’s Rules graphic organizer (from Lesson 1)
* Figurative Language in Bud, Not Buddy graphic organizer (one per student)
* Strategies for Answering Selected Response Questions anchor chart (new; co-created with students in Work Time B; see supporting materials)
* Selected Response Questions: Word Choice in Chapter 2 (one per student)
* Selected Response Questions: Word Choice in Chapter 2 (Suggested Answers, for Teacher Reference)
* Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy (one per student)
* Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy (Sample Response for Teacher Reference)

**Do Now:**

**1. Engaging the Reader: Tracking Bud’s Rules: Rule Number 118 (8 minutes)**

**•** 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.

• Pair students up. Ask them to Think-Pair-Share:

* “According to their name, what are the two purposes for Bud’s rules?”

• 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.

• Ask students to Think-Pair-Share:

* + “Why might Bud need to learn to be a better liar?”
  + “How is the purpose of becoming a better liar different from the purpose of having a ‘funner’ life?”

• 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.

• 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 survive and rules to thrive. Ask students to Think-Pair-Share:

* “What does it mean to survive?”
* “What does it mean to thrive?”

• 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.”

• Write two examples on the board:

* “Look both ways and listen before crossing the road.”
* “Don’t settle until you have found what you love in work and in personal relationships.”

• Ask students to discuss in their pairs:

* “Which rule is a survive rule? Which rule is a thrive rule? How do you know?

• Cold call students to share their answers. Confirm that the first rule is a survive rule and the second is a thrive rule.

* Teacher will add *survive* and *thrive* to their **word wall**.
* Tell students that Chapter 2 contains two of Bud’s rules. Today they will focus on one of them.

**2. Opening:**

* Ask students to look at page 18 in their copies of Bud, Not Buddy. 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.”
* Have students work through each of the three columns on their Tracking Bud’s Rules graphic organizer with their partner, pausing to check for understanding between each column. Think-Pair Share:
  + *“What does rule number 118 mean in your own words?”*
  + *“How does Bud use rule number 118? To survive or to thrive?”*
* 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.
* Think- Pair-Share:
  + *“Where do you think this rule came from? What does it tell us about Bud?”*
* 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.
* 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.

**3. Unpacking Learning Targets (4 minutes)**

* Invite students to read the learning targets with you:
  + “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.”
* Ask:
  + *“What is figurative language?”*
  + *“How will determining the meaning of figurative language help us understand a text?”*
* 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 *literal* 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.
* Assure students that they will be learning more about this later in the lesson.

**Procedure:**

**1. Introducing Figurative Language in Bud, Not Buddy (10 minutes)**

* Remind students that the *narrator* 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 *The Lightning Thief*. Ask:
  + *“Who is the narrator of this story?”*
* After students identify Bud as the narrator, invite them to Think-Pair-Share:
  + “How might having Bud tell the story affect the language of the novel?”
  + “How might having Bud tell the story affect a reader?”
* 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 characters talk. 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.
* Explain that all of this adds to the concept of a story’s *tone*. Ask:
  + “Where have you heard the word *tone*?”
* Students have probably encountered this word in music, or in the phrase “tone of voice.” Explain that the use of the word tone when discussing literature is more like “tone of voice” because, as with our voices, *tone* in writing conveys feelings. In the absence of an actual voice, authors use words to create a *tone* and convey feeling.
* Define *tone* as “the feelings a narrator has toward a character or subject in the story.” The teacher will add the word *tone* to their word wall.
* 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.
* 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:
  + “How does Buddy describe the woman’s walk in this excerpt?”
* 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 *figurative language* called *simile*. A *simile* compares two things that are not alike using the words “like” or “as.” For example, “Her eyes are as blue as the sky.”
* Distribute the **Figurative Language in Bud, Not Buddy graphic organizer**. 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.
* As students to discuss in their triads:
  + “What is the *literal* meaning of this description? What is Bud trying to describe using this figurative language?”
* 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.”
* Invite students to fill in the second column of the graphic organizer.
* 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.
* Ask students to discuss in triads:
  + “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?”
* Guide students towards 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.
* Ask them to place their work in their binder, where they can easily access it in future lessons.

**2. Explaining How Word Choice Affects Tone: Strategies for Answering Selected Responses Questions (18 minutes)**

* 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.
* Invite students to open their book to page 4. As they follow along, read aloud the passage from “It’s at six that grown folks don’t think you’re cute” to “The first foster home I was in taught me that real quick.” Ask:
  + “What is Bud explaining in this excerpt?” Listen for responses like: “Bud is explaining how things change when you turn six.”
* Display the **Strategies for Answering Selected Response Questions anchor chart** and be sure these bullets are included:
  + 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 you know are not correct.
  + Determine which of the remaining choices best answers the question.
  + Reread the questions and passages to double-check your answer.
* Distribute **Selected Response Questions: Word Choice in Chapter 2** 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.
* 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.”’
* 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.
* 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 **Selected Response Questions: Word Choice in Chapter 2 (Suggested Answers, for Teacher Reference).**

**Closing and Assessment: Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy (5 minutes)**

* Distribute the **Exit Ticket:** **Interpreting Figurative Language in Chapter 2 of *Bud, Not Buddy*** to each student.
* Tell students that this exit ticket is just like the Figurative Language in *Bud, Not Buddy* 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.
* Collect students’ exit tickets. These can be used to determine students who will need greater levels of support in Lesson 3 and 4 as they continue to work with figurative language.

**Homework:**

* Read Chapter 3 of *Bud, Not Buddy*. Identify the rules Bud refers to the chapter and complete your Tracking Bud’s Rules graphic organizer.

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**Figurative Language in Bud, Not Buddy**

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).

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| **Example of figurative language...**  **(from the text)** | **What this means literally** | **What this example shows me about Bud (tone)** |
| *“All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like firecrackers going off on the wooden floor.” (p. 1)* | She was walking fast and her high-heels were making a pop/tap on the floor as she walked. | 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. |
| *“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)* |  |  |
| *“Mrs. Amos had her ears set to believe anything Todd said. In her eyes Todd’s mouth was a prayer book.” (p. 12)* |  |  |

**Lesson 4**

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| *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. 31)* |  |  |
| *He was deep asleep and his hands were crossed on his chest like he was ready for the graveyard. (p. 34)* |  |  |

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**Figurative Language in Bud, Not Buddy**

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).

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| **Example of figurative language...**  **(from the text)** | **What this means literally** | **What this example shows me about Bud (tone)** |
| *“All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like firecrackers going off on the wooden floor.” (p. 1)* | She was walking fast and her high-heels were making a pop/tap on the floor as she walked. | 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. |
| *“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)* |  |  |
| *“Mrs. Amos had her ears set to believe anything Todd said. In her eyes Todd’s mouth was a prayer book.” (p. 12)* |  |  |

**Lesson 4**

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| *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. 31)* |  |  |
| *He was deep asleep and his hands were crossed on his chest like he was ready for the graveyard. (p. 34)* |  |  |

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**Questions**

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*?
   1. old suitcase
   2. poor manners
   3. kind of people
   4. type of fun

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

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How does that affect the meaning of this excerpt?

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1. 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*?
   1. disease-carrying animals
   2. orphaned children
   3. dishonest person
   4. man-eating beasts

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

* 1. It shows that Mrs. Amos will not let animals attack Todd.
  2. It shows that Mrs. Amos considers Bud to be less than human.
  3. It shows Mrs. Amos thinks Bud will make Todd sick.
  4. It shows that Mrs. Amos does not want to put Bud in the shed

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**Questions**

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*?
   1. old suitcase
   2. poor manners
   3. kind of people

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

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

* 1. It shows that Mrs. Amos will not let animals attack Todd.
  2. It shows that Mrs. Amos considers Bud to be less than human.
  3. It shows Mrs. Amos thinks Bud will make Todd sick.

**Unit 1: Lesson 3**

**Enduring Understanding:** Analyzing Figurative Language and How the Author’s Word Choice Affects Tone and Meaning (Chapter 3)

**Long Term Learning Targets:**

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

**Daily 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*.

**Standards:** RL.6.1

**Materials:**

* Bud, Not Buddy (book; one per student)
* Tracking Bud’s Rules graphic organizer (from Lesson 1)
* Carousel of Quotes: Figurative Language in Chapter 3 (for Teacher Reference)
* Figurative Language in Bud, Not Buddy graphic organizer (from Lesson 2)
* Markers (a different color for each triad)
* Chapter 3 of Bud, Not Buddy: Author’s Word Choice, Meaning, and Tone graphic organizer (one per student and one to display)
* Chapter 3 of Bud, Not Buddy: Author’s Word Choice, Meaning and Tone graphic organizer (for Teacher Reference)
* Homework: Bud, Not Buddy—Chapter 4 (one per student)

**Do Now:**

**1. Engaging the Reader: Triad Discussion-Rules in Chapter 3 of *Bud, Not Buddy* (6 minutes)**

* Invite students to get into triads. Remind them that for homework they were to read Chapter 3 of *Bud, Not Buddy* and fill out their **Tracking Bud’s Rules graphic organizer** if they came across any of Bud’s rules.
* 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.
* Circulate to listen in and ensure that all students are participating in the discussion and completed their graphic organizer for homework.

**2. Unpacking Learning Targets**

* Invite a student to read aloud the learning target:
  + “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*.”
* Remind students that they discussed *tone* and *figurative language* in the previous lesson. Define them again for the class.

**Procedure:**

**1. Analyzing Author’s Word Choice, Meaning, and Tone in Chapter 3 of Bud, Not Buddy (12 minutes)**

* Distribute **Chapter 3 of Bud, Not Buddy: Author’s Word Choice, Meaning, and Tone graphic organizer** and display on the board.
* 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.
* Model with the students how to fill in the columns on the graphic organizer. See **Chapter 3 of Bud, Not Buddy: Author’s Word Choice, Meaning and Tone (for Teacher Reference)** 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.”
* Ask students to discuss in their triads:
  + “Why has the author used the word ‘gray’ repeatedly here? What does the repeated use of the word ‘gray’ emphasize to the reader?”
* 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.
* Give triads 12 minutes to analyze and discuss word choice, tone, and meaning on pages 21–26 of in their copies of **Bud, Not Buddy** and to fill out the graphic organizer.
* 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:
  + “What feeling or meaning does this word convey? Why?”
  + “How would you describe the tone? Why?”
* Refocus students’ whole group. Cold call a few students to share their notes about word choice, tone, and meaning with the whole group.

**Closing and Assessment: Exit Ticket (3 minutes)**

* Hand out **Exit Ticket** to each student.
* Students will have 3 minutes to complete this question:
  + “What do you now know about how figurative language can affect tone?”
* Circulate and support students as they work. At the end of 3 minutes, collect these exit tickets and review them.

**Homework:** Read Chapter 4 of Bud, Not Buddy.

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**Author’s Word Choice, Meaning and Tone**

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

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**Author’s Word Choice, Meaning and Tone**

| **Word Choice/Text Details** | **Feeling/Meaning**  For each word or phrase, **describe the emotion**, feeling, or meaning that it conveys. | **Tone**  Based on the images, words, and phrases you have selected, describe the tone of the text with one word (examples: *angry, violent,* or *harsh*). |
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| “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” (p. 21-22).  gray | It makes the reader realize |  |
| “When they were **digging** around in Bug’s ears with the tweezers you’d’ve thought they were pulling his legs off, not some cockroach’s” (p. 23).  digging | It makes the reader realize |  |
| “I finally got a hole big enough to look out and **mashed** my eye up against the glass” (p. 25).  mashed | It makes the reader realize |  |

Bonus Question – Try if you have time!

| “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).  revved |  |  |
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**Exit Ticket**

What do you now know about how figurative language can affect tone?

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**Unit 1: Lesson 4**

**Enduring Understanding:** Rules to Live By

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

**Long Term Learning Targets:**

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

**Daily 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*.

**Standards:** RL.6.1, RL.6.4, L.6.5

**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)

**Do Now:**

**1. Group Discussion: (2 minutes)**

* Invite students to get into triads to share their answers to the homework questions:
  + “What did Bud do to Todd? Why did he do it?”
* Ask students:
  + “What would you title chapter 4?”
* Listen to students responses.

**2. Unpacking Learning Targets**

* Invite the class to read the learning targets with you:
  + “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*.”
* Remind students that these are the same targets they have been working with for three days.

**Procedure:**

**1. Writing: Interpreting Figurative Language in Bud, Not Buddy (10 minutes)**

* Display and invite students to take out **the Figurative Language in Bud, Not Buddy graphic organizer** (from Lesson 2). Review the example recorded in Lesson 2 to remind students how to fill out the graphic organizer.
* Distribute **Bud, Not Buddy: Chapter 4 Figurative Language**. Pair students up and ask them to analyze the figurative language examples and fill out the Figurative Language graphic organizer.
* Circulate to assist students in reading the excerpts and analyzing the figurative language. Ask:
  + “What does the figurative language mean literally?”
  + “What does the excerpt tell you about Bud?”
* Invite students to get into triads to share their analyses.
* Cold call students to share their analyses with the whole class.

**2. Read-aloud of Excerpt from Chapter 4 and Completion of Selected Response Questions (20 minutes)**

* Direct students’ attention to the **blank Strategies for Answering Selected Response Questions anchor chart.** Invite them to read the bullet points with you.
* Distribute **Selected Response Questions, Chapter 4 of Bud, Not Buddy.** Tell students that all the questions are from an excerpt of the text on page 32.
* 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.
* Invite students to open their copies of **Bud, Not Buddy** 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.”
* Give students the next 10 minutes to work independently on the selected response questions.
* 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.

**Closing and Assessment: Exit Ticket (3 minutes)**

* Circulate and support students as they work. At the end of 3 minutes, collect these exit tickets and review them.

**Homework:** Read Chapter 5 of *Bud, Not Buddy*. 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.

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**Entrance Ticket**

**Read Chapter 4 and answer this question:**

**1. What did Bud do to Todd? Why did he do this?**

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**QUIZ**

**Read each question and choose the best answer from the answer choices.**

**Chapter 1**

1. Bud believes that Herman E. Calloway from the Dusky Devastators of the Depression poster is his

1. uncle
2. father
3. brother
4. grandfather

**Chapter 2**

2. What does Bud mean when he says of Mrs. Amos, “In her eyes Todd’s mouth was a prayer book”?

1. Todd was always praying
2. Todd had a large mouth
3. Todd always told the truth
4. Todd was full of knowledge

3. What lie did Toddy tell Mrs. Amos to cover his behavior?

1. Todd wanted Bud to go to the bathroom before he wet the bed
2. Todd thought Bud was having a bad dream
3. Todd thought that Bud had already wet his bed
4. Todd was having a bad dream

**Chapter 3**

4. How did Bud’s friend Bugs get his nickname?

1. He liked to play with bugs
2. He has bug-like features/looks
3. His hair sticks up like a bug’s antenna
4. He had a roach crawl into his ear

**Chapter 4**

5. How does Bud turn Todd’s lie around to punish him?

1. He makes Todd spend the night in the shed
2. He tells Mr. and Mrs. Amos that Todd wet his bed
3. He makes Todd wet his bed
4. Bud puts a Ticonderoga pencil up Todd’s nose

**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.**

6. 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*?

* 1. old suitcase
  2. poor manners
  3. kind of people
  4. type of fun

7. On page 15, Mrs. Amos says, “I do know I shall not allow *vermin* to attack my poor baby in his own house.” Why does the author choose to use the word *vermin*?

* 1. It shows that Mrs. Amos will not let animals attack Todd.
  2. It shows that Mrs. Amos considers Bud to be less than human.
  3. It shows Mrs. Amos thinks Bud will make Todd sick.
  4. It shows that Mrs. Amos does not want to put Bud in the shed

**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.*

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

* 1. Causing pain and suffering
  2. Teasing and making fun of
  3. Punching and beating up
  4. Lying and cheating

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

* 1. A home with two parents
  2. A home with hot running water
  3. A home with a shotgun in the kitchen
  4. A home with a two boys

10. 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?

* 1. Bud does not want to become a bully like Todd.
  2. Bud feels a sense of responsibility to other foster kids.
  3. Bud expects to have to pay for the trouble he caused.
  4. Bud does not know where his mother and father are.

**Short Response Question**

What does this passage teach the reader about Bud’s feelings toward foster homes? Use evidence from the passage to support your answer.

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**QUIZ**

**Read each question and choose the best answer from the answer choices.**

**Chapter 1**

1. Bud believes that Herman E. Calloway from the Dusky Devastators of the Depression poster is his

1. uncle
2. father
3. grandfather

**Chapter 2**

2. What does Bud mean when he says of Mrs. Amos, “In her eyes Todd’s mouth was a prayer book”?

1. Todd was always praying
2. Todd always told the truth
3. Todd was full of knowledge

3. What lie did Toddy tell Mrs. Amos to cover his behavior?

1. Todd wanted Bud to go to the bathroom before he wet the bed
2. Todd thought Bud was having a bad dream
3. Todd thought that Bud had already wet his bed

**Chapter 3**

4. How did Bud’s friend Bugs get his nickname?

1. He liked to play with bugs
2. He has bug-like features/looks
3. He had a roach crawl into his ear

**Chapter 4**

5. How does Bud turn Todd’s lie around to punish him?

1. He makes Todd spend the night in the shed
2. He tells Mr. and Mrs. Amos that Todd wet his bed
3. He makes Todd wet his bed

**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.**

6. 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*?

* 1. old suitcase
  2. poor manners
  3. kind of people

7. On page 15, Mrs. Amos says, “I do know I shall not allow *vermin* to attack my poor baby in his own house.” Why does the author choose to use the word *vermin*?

* 1. It shows that Mrs. Amos will not let animals attack Todd.
  2. It shows that Mrs. Amos considers Bud to be less than human.
  3. It shows Mrs. Amos thinks Bud will make Todd sick.

**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.*

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

* 1. Causing pain and suffering
  2. Teasing and making fun of
  3. Punching and beating up

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

* 1. A home with two parents
  2. A home with hot running water
  3. A home with a shotgun in the kitchen

10. 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?

* 1. Bud does not want to become a bully like Todd.
  2. Bud feels a sense of responsibility to other foster kids.
  3. Bud expects to have to pay for the trouble he caused.

**Short Response Question**

What does this passage teach the reader about Bud’s feelings toward foster homes? Use evidence from the passage to support your answer.

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**Unit 1: Lesson 5**

**Enduring Understanding:** “Rules to Live By”

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

**Long Term Learning Targets:**

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

**Daily 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*.

**Standards:** RL.6.1, RL.6.4, L.6.5

**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)

**Do Now:**

**1. Engage the Reader: Tracking Bud’s Rules, Number 83 (5 minutes)**

* Ask students to sit in their triads and take out their Tracking Bud’s Rules graphic organizer and their copy of Bud, Not Buddy. 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.
* Tell students they will spend the next 5 minutes discussing these questions in their triads”
  + “What is the meaning of this rule in your own words?”
  + “Is this a rule that helps Bud to survive or thrive?”
  + “Where do you think this rule came from?”
* 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.
* Circulate and support students as they have their conversations. Help them to maintain accountable talk, staying on topic for the duration of the conversation.
* 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 cases.

**2. Unpacking Learning Targets**

* Invite the class to read the learning targets with you:
  + “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*.”
* Remind students that these are the same 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.

**Procedure:**

**1. Mid-Unit 1 Assessment (30 minutes)**

* Distribute the **Mid-Unit 1 Assessment: Figurative Language and Word Choice in *Bud, Not Buddy*** to each student.
* Tell students that in this mid-unit assessment, they will focus on one passage from Chapter 5 of Bud, Not Buddy. Invite them to open their books to page 41. The passage begins with “Me and momma having the same conversations….” and ends on the top of page 43 with “…because another door opens.”
* 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.
* 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.
* Tell students they will have 30 minutes to complete this assessment.
* Circulate and support them as they work. During an assessment, your prompting should be minimal.
* After 30 minutes, collect the assessments.

**Closing and Assessment: Reflecting on Learning Targets: Fist to Five (4 minutes)**

* 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.
* Read each learning target:
  + “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*.”
* 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.

**Homework:**

* Read Chapter 6 of *Bud, Not Buddy*. Then write a journal entry in which you pretend that you are “Poppa” and explain why you reached-out to Bud at the mission.

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**Chapter 5 Quiz**

**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.”

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| 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) |
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1. 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?**

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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”?**

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**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.**

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**MODIFIED VERSION**

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**Chapter 5 Quiz**

**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.”

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| 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) |
|  | The literal meaning of this figurative language is | We can infer that Bud |

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?**

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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”?**

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**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.**

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**Unit 1: Lesson 6**

**Enduring Understanding:** “Rules to Live By”

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

**Long Term Learning Targets:**

* I can cite text-based evidence to support an analysis of informational text.
* I can use a variety of strategies to determine word meaning in informational texts.

**Daily 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.

**Standards:** RL.6.1, RL.6.4,

**Materials:**

* Bud, Not Buddy (book; one per student)
* Entrance Ticket: What Would You Title Chapter 6? (one per student and one to display)
* Stanford University Commencement Address: Steve Jobs (one per student and one to display)
* Video of Steve Jobs’ Stanford University Commencement Address, found at http://www.ted.com/talks/steve\_jobs\_how\_to\_live\_before\_you\_die.html or http://www.youtube.com/watch?v=UF8uR6Z6KLc
* Technology to display video of Steve Jobs’ Stanford University Commencement Address
* Reading Closely: Guiding Questions handout (from Module 1; included again in supporting materials for this lesson; one per student and one to display)
* Strategies for Determining Unknown Words anchor chart (new; teacher-generated; see supporting materials for sample)
* Exit Ticket: Why Do People Have Rules to Live By? (one per student)

**Do Now:**

**1. Unpacking Learning Targets (2 minutes)**

* Invite the class to read the learning targets with you:
  + “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.”
* Remind students what the word *gist* means (understanding what the text is mostly about).
* Invite them to Think-Pair-Share:
  + “Given these learning targets, what do you think we are going to be doing in this lesson?”
* 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.

**Procedure:**

**1. Read and Discuss Paragraph 1 (8 minutes)**

* Ask students to sit in their triads.
* Distribute **Stanford University Commencement Address: Steve Jobs** and display it on the board.
* Invite students to read the title of the speech with you. Ask them to think and then discuss in their triads:
  + “Who was Steve Jobs?”
  + “What do you know about him?”
* 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.
* Tell the class that a *university commencement address* is a speech at a commencement ceremony, which is an event for students who are graduating from college.
* 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.”
* Have these questions on an index card and hand it out to each triad. Invite students to discuss in their triads:
  + “What does this introductory paragraph tell you?”
  + “What do we learn about Steve Jobs in this introduction?”
  + “What is the structure of this speech going to be?”
  + “Why would he structure it this way?”
* 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.

**2. Reading and Listening to Paragraphs 1-8 of the Steve Jobs Speech (10 minutes)**

* 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).
* 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.
* Play 00:00-05:34 (Paragraphs 1-8) of the video of Steve Jobs’ Stanford University Commencement Address without stopping.

**3. Getting the Gist and Identifying Vocabulary, Paragraphs 6-8 (12 minutes)**

* Display the **Reading Closely: Guiding Questions**. Remind students that they have seen this handout in Module 1. Explain that in this lesson, they are going to look at the “Questioning Texts” row of the chart.
* 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.
* Ask students to discuss in their triads:
  + “What do you understand from this excerpt so far?”
* 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.
* 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.”
* Invite students to silently reread Paragraph 6 of the speech for the gist. Ask them to Think-Pair-Share:
  + “What is the gist of this paragraph? What is this paragraph mostly about?”
* Listen for them to explain that it is mostly about how he took a calligraphy class.
* 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.
* Invite students to do the same with Paragraphs 7 and 8 of the speech, annotating the gist and circling words that are unfamiliar.
* 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.
* Invite students to talk with their triad to compare what they wrote for their gist statements.
* Reconvene whole group. Ask students to share, one paragraph at a time, the unfamiliar words they circled.
* Display and review the anchor chart **Strategies for Determining Unknown Words**:
  + 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.

**Closing and Assessment: Exit Ticket: Why Do People Have Rules to Live By? (5 minutes)**

* Invite students to refer to Paragraphs 6–8 of the speech and to discuss in their triads:
  + “Like Bud, Steve Jobs suggests rules. What rules does Steve Jobs suggest in these paragraphs of his speech?”
* Listen for students to say: “You have to trust in something—your gut, destiny, life, karma, whatever.”
* Distribute the **exit ticket: Why Do People Have Rules to Live By?** Ask:
  + “Both Bud and Steve Jobs have rules to live by. Why do people have rules to live by?”
* Give students a minute to think about how to answer this question. Then invite them to record their answer on their exit ticket.

**Homework:**

* Finish reading Chapter 6 of *Bud, Not Buddy*. Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in this chapter.

**Unit 1: Lesson 7 (Part 1)**

**Enduring Understanding:** “Rules to Live By”

**Topic:** 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 Learning Targets:**

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

**Daily Learning Targets:**

* I can read Paragraphs 6–8 of the Steve Jobs speech closely in order to answer text-dependent questions.

**Standards:** RL.6.1, SL.6.1

**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)

**Do Now:**

**1. Entrance Ticket: What Would You Title Chapter 6? (8 minutes)**

* Display and distribute the Entrance Ticket: What Would You Title Chapter 6?
* 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.
* Invite students to pair up with someone to share their title and their reason for choosing it.
* Cold call a few students to share their partner’s title and the reason they chose that title.

**2. Unpacking Learning Targets (2 minutes)**

* Invite the class to read the learning targets with you:
  + “I can read Paragraphs 6-8 of the Steve Jobs speech closely in order to answer text-dependent questions.”

**Procedure:**

**1. Text-Dependent Questions, Paragraphs 6–8 (20 minutes)**

* 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 **Stanford University Commencement Address: Steve Jobs.**
* Distribute **Paragraphs 6–8 of the Steve Jobs Speech—Text-Dependent Questions.** Students work through this handout in concert with the **Close Reading Guide** (for Teacher Reference).

**Closing and Assessment: Reflecting on Learning Targets: Fist to Five (3 minutes)**

* Tell students that you are going to read the learning target 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.
* Read the learning target:
  + “I can read Paragraphs 6-8 of the Steve Jobs speech closely in order to answer text-dependent questions.”

**Homework:**

* Students will read Chapter 7 and complete the **Tracking Graphic Organizer**.

**Text-Dependent Questions**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_**

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| **Directions and Questions** | **Answer and Evidence from the Text** |
| 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.”  **What does he mean when he says, “It wasn’t all romantic?”** |  |
| 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?** |  |

**Unit 1: Lesson 7 (Part 2)**

**Enduring Understanding:** “Rules to Live By”

**Topic:** 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 Learning Targets:**

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

**Daily 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.*

**Standards:** RL.6.1, SL.6.1

**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)

**Do Now:**

**1. Unpacking Learning Targets (2 minutes)**

* Invite the class to read the learning targets with you:
  + “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.”
* Remind students that they did a lot of work on making claims about a text in Module 1.

**Procedure:**

**1. Forming Evidence-Based Claims: Paragraphs 6-8 (15 minutes)**

* Distribute the **Forming Evidence-Based Claims graphic organizer** and display it on the board. Remind students that they used this organizer when making evidence-based claims about themes in myths in Module 1.
* 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.
* Write this claim on the board and invite students to copy it into the claim box on their organizer:
  + “You have to trust that the dots will somehow connect in your future.”
* Invite students to discuss in triads:
  + “What do you think was the question that prompted this claim?”
  + “How will having an idea of the question help you to find details to support the claim?”
* 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?
* 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.
* 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.
* 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.
* 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.”
* Give pairs 5 minutes to do this.
* Circulate to assist students in identifying details that support the claim and making connections between the evidence. Ask:
  + “How does that detail answer the question and support the claim? What is your thinking behind choosing that detail?”
* 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.
* Display the organizer and model how to do this using the detail you underlined and the annotation you made when modeling earlier.
* 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).
* Invite pairs to work on their organizers. Make it clear that they do not need to record the same details as their partner.
* Circulate to assist students in identifying details that support the claim and making connections between the evidence. Ask:
  + “How does that (individual) detail answer the question and support the claim? What is your thinking behind choosing that detail?”
  + “How are the three details connected?”
* 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.
* Refocus the group. Invite students to help you to fill out the displayed organizer as a class, choosing connecting details to support the claim.

**Closing and Assessment: Connecting the Steve Jobs Speech to Bud, Not Buddy**

* Distribute the **Connecting Events in the Steve Jobs Speech to those in Bud, Not Buddy graphic organizer.** Give students 30 seconds to read through the events from the Steve Jobs speech in the left-hand column.
* Tell students to work in pairs to identify how those two events are similar in some way to Bud’s experiences in the novel Bud, Not Buddy. 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.
* Refocus the group. Focus students’ attention on the **Connections between Steve Jobs and Bud anchor chart.**
* Give students a couple of minutes to think about how to answer this question:
  + “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?”
* 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:
  + Follow rules
  + Didn’t live with or have contact with their biological mother
  + Gave up on school to follow their dreams

**Homework:**

* Read Chapter 8 of *Bud, Not Buddy*. 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.

**Unit 1: Lesson 8:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Getting the Gist and Determining Word Meaning: Paragraphs 12-14 of Steve Jobs’ Commencement Address (and connecting to Chapter 8)

**Long Term Learning Targets:**

* I can cite text-based evidence to support an analysis of informational text.
* I can use a variety of strategies to determine word meaning in informational texts.

**Daily 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.

**Standards:** RL.6.1, RL.6.4

**Materials:**

* Stanford University Commencement Address: Steve Jobs (from Lesson 6)
* Video of Steve Jobs’ Stanford University Commencement Address from 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 Module 1, Unit 2, Lesson 2; one per student and one to display)
* Strategies for Determining Unknown Words anchor chart (from Lesson 6)
* Love and Loss Venn Diagram (one per student and one to display)
* Connections between Steve Jobs and Bud anchor chart (from Lesson 7)
* Homework: Chapter 9 of Bud, Not Buddy (one per student)

**Do Now:**

**1. Engaging the Reader: Bud, Not Buddy**

* Invite students to get into triads to share their annotated Hooverville pictures drawn for homework. Ask triads to discuss:
  + “How are the pictures different?”
  + “Why are the pictures different?”
* 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.
* 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.

**2. Unpacking the Learning Targets**

* 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.
* Read the learning targets to students and ask if there are any questions about them:
  + “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.”
* Ask:
  + “Why do we read for gist?”
* 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.

**Procedure:**

**1. Listening to the Steve Jobs Speech (Paragraphs 9–14) While Reading Along**

* 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.
* Ask students to follow along with their copies of **Stanford Commencement Address: Steve Jobs** as you play 05:35-09:00 (Paragraphs 9-14) of the **video of Steve Jobs’ Stanford University Commencement Address** without stopping.

**2. Reading for the Gist and Vocabulary, Paragraphs 12–14**

* Tell students they will read Paragraphs 12–14 for the gist, just as they did in Lesson 6.
* 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.
* 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.
* Circulate and read student annotations, looking for a student response like: “Getting fired was actually a good thing, and he became more creative.”
* Invite students to do the same thing with Paragraphs 13 and 14: reread, annotate the gist, and circle unfamiliar words.
* Circulate to assist students with reading and to read student annotations. Look for students to have annotated something similar to these examples:
  + Paragraph 13—Steve Jobs kept creating new and good companies. He also started his family.
  + Paragraph 14—Do what you love and don’t stop until you find it.

**2. Love and Loss Venn Diagram**

* Remind students that this part of the Steve Jobs speech was about love and loss. Display and distribute **Love and Loss Venn Diagram**. 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?”
* 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.
* Invite students to work in triads to complete their Venn diagram.
* Cold call students to share their similarities and differences with the whole group. Record similarities on the **Connections between Steve Jobs and Bud anchor chart.**
* Distribute **Homework: Chapter 9 of Bud, Not Buddy.**

**Closing and Assessment: Fist to Five: Learning Targets**

* Students will assess the learning target by completing a Fist to Five.

**Homework:**

* 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’re 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:
  + “What is the idea Bud is talking about?”
  + “How did it grow?”
  + “Does this remind you of anything else in the book?”

**Unit 1: Lesson 9 (Day 1)**

**Enduring Understanding:** “Rules to Live By”

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

**Long Term Learning Targets:**

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

**Daily Learning Targets:**

* I can read Paragraphs 12–14 of the Steve Jobs speech closely in order to answer text-dependent questions.

**Standards:** RI.6.1, RI.6.2, RI.6.5

**Materials:**

* Stanford University Commencement Address: Steve Jobs (from Lesson 6)
* Paragraphs 12–14 of the Steve Jobs Speech—Text-Dependent Questions (one per student)
* Close Reading Guide—Paragraphs 12–14 of the Steve Jobs Speech (for Teacher Reference)

**Do Now:**

**1. Engaging the Reader: Triad Discussion-Questions from Chapter 9 of Bud, Not Buddy**

* Remind students of the homework questions:
  + “What idea is Bud talking about?”
  + “How did it grow?”
  + “Does this remind you of anything else in the book?”
* Invite students to get into triads to share their answers to the homework questions with supporting details.
* Cold call students to share their ideas whole group.

**2. Unpacking the Learning Targets**

* Invite students to read the learning targets with you:
  + “I can read Paragraphs 12–14 of the Steve Jobs speech closely in order to answer text-dependent questions.”
* Tell students that these learning targets are similar to those in Lesson 7 because this lesson follows a similar structure.
* Remind them that they did a lot of work on making claims about a text in Module 1.

**Procedure:**

**1. Text-Dependent Questions, Paragraph 12-14**

* 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.
* Ask students to get out their copies of **Stanford University Commencement Address: Steve Jobs** and distribute **Paragraphs 12–14 of the Steve Jobs Speech—Text-Dependent Questions**. Students work through the first part of this handout in concert with the **Close Reading Guide** (for Teacher Reference).

**Closing and Assessment: Fist to Five: Learning Targets**

* Students will assess the learning target by completing a Fist to Five.

**Homework:**

* Read Chapter 10 of *Bud, Not Buddy*.

**Unit 1: Lesson 9 (Day 2)**

**Enduring Understanding:** “Rules to Live By”

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

**Long Term Learning Targets:**

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

**Daily 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.

**Standards:** RI.6.1, RI.6.2, RI.6.5

**Materials:**

* Stanford University Commencement Address: Steve Jobs (from Lesson 6)
* Paragraphs 12–14 of the Steve Jobs Speech—Text-Dependent Questions (one per student)
* Close Reading Guide—Paragraphs 12–14 of the Steve Jobs Speech (for Teacher Reference)
* Forming Evidence-Based Claims graphic organizer (one per student and one to display)
* Forming Evidence-Based Claims task card (one per student)
* Connections between Steve Jobs and Bud anchor chart (from Lesson 7)

**Do Now:**

**1. Unpacking the Learning Targets**

* Invite students to read the learning targets with you:
  + “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*.”
* Tell students that these learning targets are similar to those in Lesson 7 because this lesson follows a similar structure.
* Remind them that they did a lot of work on making claims about a text in Module 1.

**Procedure:**

**1. Forming Evidence-Based Claims: Paragraphs 9-14**

* Distribute the **Forming Evidence-Based Claims graphic organizer** and display it on the board. Remind students that they used this organizer in Lesson 7 to find details to support a claim given to them.
* 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.
* Post this question on the board and explain that the claim students make needs to answer this question:
  + “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?”
* Invite students to record the question at the top of their Evidence-Based Claims organizer for quick reference as they are working.
* 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.
* 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.”
* 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.”
* 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.
* Distribute the **Forming Evidence-Based Claims task card**. Invite students to read the directions with you. Tell them to follow these directions to form an evidence-based claim to answer the question.
* Circulate to assist students. Ask probing questions such as the following:
  + “Why have you chosen that detail?”
  + “What is your thinking behind choosing that detail?”
  + “How are those details connected?”
* 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.
* 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.

**Closing and Assessment: Connecting the Steve Jobs Speech to Bud, Not Buddy**

* Pair students up. Ask them to Think-Pair-Share:
  + “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?”
* Select students to share their responses with the whole group.
* Refocus the group. Focus students’ attention on the **Connections between Steve Jobs and Bud anchor chart**. 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:
  + Both Bud and Steve Jobs faced hard times but kept trying to find what they really loved.
  + Neither settled until they had found what they loved.

**Homework:**

* Finish reading Chapter 10 of *Bud, Not Buddy*.

**Unit 1: Lesson 10:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** **Getting the Gist and Determining Word Meaning:** Paragraphs 20-22 of Steve Jobs’ Commencement Address (and connecting to Chapter 10)

**Long Term Learning Targets:**

* I can cite text-based evidence to support an analysis of informational text.
* I can use a variety of strategies to determine word meaning in informational texts.

**Daily 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.

**Standards:** RI.6.1, RI.6.4

**Materials:**

* Stanford University Commencement Address: Steve Jobs (from Lesson 6)
* Tracking Bud’s Rules graphic organizer (started in Lesson 1)
* Video of Steve Jobs’ Stanford University Commencement Address (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)
* Exit Ticket: “Give One Get One” (one per student)

**Do Now:**

**1. Engaging the Reader: Triad Discussion-Rules in Chapter 10 of Bud, Not Buddy**

* Invite students to sit in their triads.
* 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:
  + “What rules did Bud refer to in Chapter 10?”
  + “What is the meaning of Bud’s rule number 87?”
  + “What life experiences may have led Bud to feel this way?”
* Circulate to listen in on triads to ensure all students are participating in the discussion and have completed their organizer for homework.

**2. Unpacking the Learning Targets**

* Invite students to read the learning targets with you:
  + “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.”
* Ask students to Think-Pair-Share:
  + “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?”
* 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.

**Procedure:**

**1. Listening to the Steve Jobs Speech (Paragraphs 15-26) While Reading Along**

* 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.
* Ask students to follow along with their copies of **Stanford Commencement Address: Steve Jobs** as you play 09:00-14:32 (Paragraphs 15-26) of the **video of Steve Jobs’ Stanford University Commencement Address** without stopping.

**2. Getting the Gist and Vocabulary, Paragraphs 20-22**

* Tell students they will read Paragraphs 20–22 for the gist, just as they did in Lessons 6 and 8.
* 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.
* 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.
* Remind students to use the **Reading Closely: Guiding Questions handout** used in Lessons 6 and 8.
* 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.
* Invite students to talk with their triad to compare what they wrote for their gist statements.
* Refocus the whole class. Ask them to Think-Pair-Share:
  + “What strategies do you use to determine the meaning of unknown words?”
* Remind students to refer to the bullet points on the **Strategies for Determining Unknown Words anchor chart** when encountering new and difficult vocabulary.
* Words students may struggle with:
  + Paragraph 20: decades, intellectual concept
  + Paragraph 21: destination, invention, agent, gradually
  + Paragraph 22: dogma, noise, intuition
* 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.
* Praise students for their stamina with three challenging paragraphs and for the collaboration you witnessed in their triads.

**3. Text-Dependent Questions, Paragraphs 20-22**

* 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.
* Distribute **Paragraphs 20–22 of the Steve Jobs Speech—Text-Dependent Questions.** Students work through the first part of this handout in concert with the **Close Reading Guide** (for Teacher Reference).

**Closing and Assessment: Connecting the Steve Jobs Speech to Bud, Not Buddy**

* Pair students up. Ask them to Think-Pair-Share:
  + “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?”
* Select students to share their responses with the whole group.
* Refocus the group. Focus students’ attention on the **Connections between Steve Jobs and Bud anchor chart**. 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:
* Both have experienced death: Steve Jobs came close himself, and Bud experienced the death of his mother.

**Homework:**

* Read Chapter 11 of Bud, Not Buddy. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.

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| **Bud’s Character Traits:** | **Steve Jobs’ Character Traits:** |
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| **Traits they have in common** | |
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| Name: |  | Date: |  |

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

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**Unit 1: Lesson 11:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Making a Claim: Digging Deeper into Paragraphs 20-22 of Steve Job’s Commencement Address (and connecting to Chapter 11)

**Long Term Learning Targets:**

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

**Daily Learning Targets:**

* I can make a claim using details from Paragraphs 20-22 of the Steve Jobs speech.

**Standards:** RI.6.1, RI.6.2, RI.6.5

**Materials:**

* Stanford University Commencement Address: Steve Jobs (from Lesson 6)
* Forming Evidence-Based Claims graphic organizer (one per student)

**Do Now:**

**1. Unpacking the Learning Targets**

* Invite students to read the learning targets with you:
  + “I can make a claim using details from Paragraph 20-22 of the Steve Jobs.”

**Procedure:**

**1. Forming Evidence-Based Claims: Paragraphs 20-22**

* Distribute the Forming Evidence-Based Claims graphic organizer. Remind students that this is their study guide to help them with the end of Unit 1 Assessment which will follow this lesson.
* Post this question on the board and explain that the claim students make needs to answer this question:
  + “Why does Steve Jobs make the puzzling claim in Paragraph 21 that “death is very likely the single best invention of life?"
* Invite students to record the question at the top of their Forming Evidence-Based Claims organizer for quick reference as they are working.
* 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.
* Pair students up. Distribute the **Forming Evidence-Based Claims task card**. Invite students to read the directions with you. Tell them to follow these directions to form an evidence-based claim that answers the question.
* Circulate to assist students. Ask probing questions such as the following:
  + “Why have you chosen that detail?”
  + “What is your thinking behind choosing that detail?”
  + “How are those details connected?”
* To help students achieve a deeper understanding of the speech, ask questions like:
  + “Why does Steve Jobs think that death is the best invention of life?”
  + “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?”
* 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.
* 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.

**Homework:**

* Study Forming Evidence-Based Claim graphic organizer.

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| **Directions and Questions** | **Notes** |
| 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.”  How does this paragraph set up and prepare us for what he says in Paragraphs 21 and 22?  What impact does it have on the reader? |  |
| In Paragraph 22, Steve Jobs says, “Your time is limited, so don’t waste it living someone else’s life.”  Having read the paragraphs before, how does he come to that rule? |  |
| What are the rules for life that Steve Jobs gives us in Paragraph 23? |  |
| Are they rules to help us *survive* or *thrive*? Why? |  |

**Unit 1: Lesson 12:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** End of Unit 1 Assessment: Analyzing an Expert from Barack Obama’s Back-to-School Speech

**Long Term Learning Targets:**

* I can determine the main idea of an informational text based on details in the text.
* I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text.

**Daily 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.

**Standards:** RI.6.2, RI.6.5

**Materials:**

* End of Unit 1 Assessment: Analyzing President Obama’s 2009 Back-to-School Speech (one per student)
* Forming Evidence-Based Claims: Focusing Question for President Obama’s Back-to-School Speech (one per student and one for display)
* Video of President Obama’s 2009 Back-to-School speech, found at: http://www.whitehouse.gov/video/President-Obamas-Message-for-Americas-Students
* Technology to display video of President Obama’s Back to School Speech
* End of Unit 1 Assessment: Analyzing President Obama’s 2009 Back-to-School Speech (Answers for Teacher Reference)

**Do Now:**

**1. Unpacking the Learning Targets**

* Invite students to read along as you read aloud today’s 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.”
* 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.

**Procedure:**

**1. Reading and Listening to an Excerpt from President Obama’s Speech**

* Distribute a copy of the **End of Unit 1 Assessment: Analyzing President Obama’s 2009 Back-to-School Speech** 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.”
* Ask students to follow along with their copies of **President Obama’s Back to School Speech** as you start at 15:34 of the video of **President Obama’s Back to School Speech** without stopping. Play the video until the end.

**2. End of Unit 1 Assessment**

* Tell students they will have the next 35 minutes to work on their assessment. Point out that you have posted the **Forming Evidence-Based Claims: Focusing Question for President Obama’s Back-to-School Speech** 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.
* 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.
* After 30 minutes, collect the assessments.

**Homework:**

* Read Chapter 12 of Bud, Not Buddy. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.

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

**End of Unit 1 Assessment:**

Analyzing President Obama’s 2009 Back To School Speech

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ D**

**End of Unit 1 Assessment:**

Analyzing President Obama’s 2009 Back To School Speech

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?

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.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ D**

**End of Unit 1 Assessment:**

**Analyzing President Obama’s 2009 Back To School Speech**

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.**

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1. **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.**

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1. **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.**

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**Unit 2: Lesson 1**

**THE SPEECH**

**Enduring Understanding:** “Rules to Live By”

**Topic:** How Does the Author Convey Themes in *Bud, Not Buddy*?

**Long Term Learning Targets:**

I can determine a theme based on details in a literary text and how it is conveyed through details in the text.

I can compare and contrast how different genres communicate the same theme or idea.

**Daily Learning Targets:**

I can select text evidence to support themes from *Bud, Not Buddy*.

I can analyze the writing techniques the author uses to convey themes in *Bud, Not Buddy*.

**Standards:** RL.6.2, RL.6.9

**Materials:**

* Tracking Bud’s Rules graphic organizer (from Unit 1, Lesson 1)
* Conveying Theme in Bud, Not Buddy charts (new; created by students in small groups; see supporting materials)
* Bud, Not Buddy (book; one per student)
* Conveying Theme in Bud, Not Buddy charts (new; five total; teacher-generated; see supporting materials for samples)
* Markers (one per student)
* Exit ticket: How Does the Author Convey Theme? (one per student)

**Do Now:**

**1. Engaging the Reader: Chapter 13 of *Bud, Not Buddy***

* Invite students to sit in their triads.
* Write the following questions on the board. Ask students to use what they recorded on their Tracking Bud’s Rules graphic organizer to think and then discuss:
  + “What is the meaning of Bud’s Rule #63?”
  + “What does the word kin mean in this rule?”
  + “Do you agree with Bud’s rule? Why or why not?”
* Circulate to listen in on triads to ensure all students are participating in the discussion and have completed their homework. Remind students to write kin in their word-catcher if appropriate.

**2. Unpacking Learning Targets**

* Invite students to read the first learning target aloud with you:
  + “I can select text evidence to support themes from Bud, Not Buddy.”
* Tell students they identified themes of myths in Module 1, Unit 2. Ask students to turn and talk with a partner:
  + “What is a theme?”
* Cold call students. Listen for and guide them to recall that themes are the author’s message about a topic. Consider providing the example used in Module 1, the topic of parent-child relationships where the theme was, “A mother will put her love for her children above every other relationship.”
* Tell students they learned that authors convey, or communicate, the theme through important details or events. Invite students to read the second learning target aloud with you:
  + “I can analyze the writing techniques the author uses to convey themes in Bud, Not Buddy.”
* Ask students to Think-Pair-Share:
  + “What does it mean to convey something?”
* Listen for students to explain that convey means to put across or to communicate.

**Procedure:**

**1. Triads Complete Conveying Theme in Bud, Not Buddy Anchor Charts**

* Focus students on the five **Conveying Theme in Bud, Not Buddy charts**. See the **Conveying Theme in Bud, Not Buddy charts (for Teacher Reference)** in supporting materials for examples. Remind students that these are thematic statements—statements about theme. Invite students to read each thematic statement with you.
* Tell students they are going to continue working in triads to look back at previous chapters in **Bud, Not Buddy** and find text evidence that supports one of the themes just reviewed.
* Display Chart 4A and prompt students to notice that the left side of the chart is for evidence directly from the novel. The right side is for them to record their analysis of writing techniques used by Christopher Paul Curtis in his book.
* Ask students to discuss in their triads:
  + “How does a writer communicate theme? What are some writing techniques used to convey theme?”
  + “Having read a lot of the novel now, what are your first ideas about how Curtis conveys these themes?”
* Invite students to share their triad discussion with the class. Record student ideas on a new **Conveying Themes anchor chart**. Students may struggle to answer these questions, so ensure that the writing techniques used to convey theme are included on the anchor chart:
  + Narrator’s thoughts
  + Dialogue between characters
  + Plot (action in the story)
* Model how to fill out the charts using Chart 4A. Direct students to reread the thematic statement on the chart: “Most people in the world are kind, especially in hard times.”
* Ask students:
  + “So what is this thematic statement about? If you are given this chart to work on, what are you going to be looking for evidence of?”
* Cold call students for their responses. Listen for them to explain that the theme is about kindness, so they will be looking for evidence of kindness.
* Circle the word “kind” in the thematic statement to emphasize it.
* Model how to fill out the chart with Chapter 6 of the novel; you will be looking for evidence of kindness. Begin flipping through pages of the chapter, reading the words you are skimming and sharing the thoughts in your head, in order for students to hear and see how a reader skims and scans a familiar text.
* After skimming over page 48, stop reading and write on the chart:
* “Chapter 6, all page 48.” Explain to students that this event in the book conveys the theme because the other family helps Bud get food even though they don’t know him. On the right side of the chart write the gist of this event: “Bud is helped in the mission line to get food by a family he has never met before.”
* Direct students’ attention to the right side of the chart about the author’s writing techniques. As you look back over page 48, think aloud about how you determine the writing techniques. It may sound something like this: “I notice quotes and dialogue on this page. I also notice Bud’s thoughts about his pretend dad and how the other people in line were reacting. I think Curtis is conveying this theme through dialogue with new characters and Bud’s thoughts.”
* Write on the left side of the chart: “Curtis is telling us this event through dialogue with new characters and Bud’s thoughts.”
* Ask students:
  + “What part of the lesson will help you meet our first learning target today?”
* Listen for: “Selection of evidence,” left side of the chart.
  + “What part of the lesson will help you meet our second learning target for today?”
* Listen for: “Curtis’s writing techniques,” right side of the chart.
* Explain that each student in the triad will be skimming and scanning one chapter. Direct students’ attention to where the chapters are listed beneath the thematic statement. Explain that Chart 4 will have actually two parts: 4A will review Chapters 8–10, and 4B will review Chapters 11–13.
* Invite students to get in their triads. Assign each triad a chart:
  + Chart 1
  + Chart 2
  + Chart 3
  + Chart 4A
  + Chart 4B
* Hand out markers and ask students to record their ideas on their chart as you modeled.
* Circulate and observe the text evidence students are selecting to support each thematic statement. Consider probing students and supporting their group discussions with questions such as:
  + “Can you tell me a little about why this text evidence supports this thematic statement?”
  + “How does Curtis convey this event or detail to us, the readers?”
* Reconvene students. Ask one member of each triad to place their charts around the room. Consider pairing charts with the same theme next to one another.

**2. Gallery of Walk of Charts**

* Review the Gallery Walk protocol with students. Tell students the purpose for the Gallery Walk is to focus on the second learning target:
  + “I can analyze the writing techniques Curtis uses to convey themes in Bud, Not Buddy.”
* Invite students to spend 5 minutes circulating to read the right-hand column of each chart looking at the different writing techniques Curtis used to convey the themes in the novel.

**Closing and Assessment: Back to Back/Face to Face**

* Students will pair up. They will have their backs to each other.
* The teacher will state the question:
  + “How does the author convey theme?”
* Students will be given 2 minutes to think about the answer to the question.
* The teacher will say, “Face to Face” and students will turn to their partners to discuss their answers.

**Homework:**

Read Chapter 14 of Bud, Not Buddy. 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

**Unit 2: Lesson 2 & 3:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Introducing “If” and Noting Notices and Wonders of the First Stanza

**Long Term Learning Targets:**

* I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.
* I can compare and contrast how different genres communicate the same theme or idea.
* I can analyze figurative language, word relationships, and nuances in word meanings.

**Daily Learning Targets:**

* I can describe the structure of the poem “If.”
* I can describe the literal meaning of figurative language in the poem “If.”
* I can paraphrase the first stanza of Rudyard Kipling’s “If” poem.
* I can identify rules to live by communicated in the first stanza of the poem “If.”

**Standards:** RL.6.5, RL.6.9, L.6.5

**Materials:**

* “If” by Rudyard Kipling, excluding the fourth stanza (one per student and one for display)
* “If” audio recording (several versions can be found at http://archive.org/details/if\_kipling\_librivox)
* Technology to play audio recording
* Tracking Bud’s Rules graphic organizer (from Lesson 1)
* Analyzing “If” graphic organizer
* Close Reading Guide – Stanza 1 of “If” by Rudyard Kipling (for Teacher Reference)
* Rules to Live By in “If” anchor chart (new; co-created with students in Work Time C)
* Conveying Theme in Bud, Not Buddy charts (five total; from Lesson 1)
* Exit ticket: Connecting “If” with Bud, Not Buddy (one per student)

**Do Now:**

**1. Engaging the Reader: Chapter 14 of *Bud, Not Buddy***

* Invite students to sit in their triads. Remind them that for homework they were to use evidence flags to identify three moments in Chapter 14 that showed Bud’s life changing from surviving to thriving.
* Tell students to share the three pieces of evidence they marked with their triad and to justify why they chose each piece of evidence.
* Circulate to listen in on triads to ensure all students are participating in the discussion.
* Cold call students to share the evidence they selected with the whole group.

**2. Unpacking Learning Targets**

* Invite students to read the first learning target aloud with you:
  + “I can describe the structure of the poem ‘If.’”
  + “I can describe the literal meaning of figurative language in the poem ‘If.’”
  + “I can paraphrase the first stanza of Rudyard Kipling’s ‘If’ poem.”
  + “I can identify rules to live by communicated in the first stanza of the poem ‘If.’”
* Remind students of what figurative language is.
* Ask students:
  + “What does paraphrase mean?”
* Cold call students to share their thinking. Remind students that paraphrase means to put it into their own words and that paraphrasing helps them to ensure that they understand the main ideas.

**Procedure:**

**1. Reading and Listening to Audio Recording of “If”**

* Distribute **“If”** and display it on the board. Tell students that this is most of a poem written by a famous author named Rudyard Kipling, who lived from 1865 to 1936. Explain that there is another stanza, which they will see later on in the unit.
* Tell students that the poem has been recorded as an audio version, so they are going to begin by reading along as they listen to it.
* Play the audio recording of Stanzas 1–3 of the “If” poem.
* Ask students to discuss in their triads:
  + “So what is this poem mostly about?”
* Select volunteers to share their triad discussion with the whole group. Students will not have a precise understanding of the poem’s meaning or themes. You are listening for students’ initial ideas.
  + “Now that you have read a poem, what makes a poem different from a story?”
* Cold call on students to share their triad discussion with the whole group. Listen for students to explain that poetry has a rhythm to it—it doesn’t always follow the way someone would speak. In poetry, ideas are organized into stanzas rather than paragraphs, and the language in poetry tends to be more descriptive than the language in prose.
* Students may not know what a *stanza* is. Tell them that it is like a verse in a song and point out each of the stanzas on the displayed “If” poem.
* Ask students to discuss in their triads:
  + “Now that you have heard poetry read aloud, how is it read differently from a story? Why?”
* Select volunteers to share their triad discussion with the whole group. Listen for students to explain that the poem is read in a rhythm, almost like a song without music, because the rhythm helps to convey the meaning. Also, there is more emphasis on certain words, and there are perhaps longer pauses between lines or stanzas of poetry than there would be when reading a story aloud to emphasize the meaning in particular lines.
* Ask students to discuss in their triads:
  + “Why is it important to read poetry closely?”
* Select volunteers to share their triad discussion with the whole group. Listen for students to explain that in poetry every word counts—each one has been chosen carefully to convey meaning—so they need to read poetry very carefully and analyze the word choice carefully to understand the meaning that the author was trying to convey.

**2. Analyzing the Meaning of Excerpts of the First Stanza**

* Remind students that in the previous lesson, they read and listened to an audio version of **Rudyard Kipling’s poem “If.”** Remind them also that they began to look more closely at the first stanza of the poem with notices and wonders about different elements of the poem such as punctuation, word choice, and structure.
* Use the **Close Reading Guide—Stanza 1 of “If” by Rudyard Kipling (for Teacher Reference)** to guide students through a series of questions about the meaning of excerpts from the first stanza of “If.” Students discuss the answers to these questions in their triads and share with the whole class.

**3. Paraphrasing the First Stanza**

* Tell students now that they have analyzed the words and phrases in the stanza more closely and have a deeper understanding of it, they are going to paraphrase the stanza.
* Ask the class to get into triads to share their paraphrasing.
* Remind students of the Paraphrased column on their **Analyzing “If” graphic organizer** from the previous lesson. Tell them to record their paraphrasing of the first stanza in that last column.

**4. Determining Rules to Live By in the First Stanza**

* Refocus the whole group. Give students a few minutes to reread the poem from start to finish. Ask students to discuss in triads:
  + “So what is this poem mostly about?”
  + “How does the first stanza fit into the poem as a whole?”
* Select volunteers to share their triad discussion with the whole group. Guide students toward the idea that the first stanza sets the pattern that the following stanzas repeat in terms of the rhythm and language they use.
* Remind students that this module is all about rules to live by and that, as we have already seen, Bud has rules to live by, Steve Jobs suggested rules to live by, and in “If” Rudyard Kipling suggests rules to live by.
* Tell students they should look closely at each “If” statement within the first stanza as well as the stanza as a whole. Ask students to discuss in their triads:
  + “What are some rules to live by that Rudyard Kipling gives us in the first stanza of the poem?”
* Select volunteers to share their triad discussion with the whole group.
* Record student suggestions on the **Rules to Live By in “If” anchor chart**. Suggestions could include:
  + Maintain control even when others are losing control.
  + Trust yourself even when others doubt you.
  + Don’t hold a grudge against people when they doubt you.
  + Don’t make time for lies—for lying or listening to the lies of others.
  + Don’t hate people or worry about people who hate you.
  + Control your ego—don’t boast or promote yourself too much.
  + Don’t let others lead you off your path.
* Ask students to discuss in their triads:
  + “How are those rules communicated?”
* Use equity sticks to invite students to share their triad discussion with the whole group.
* Guide students toward the idea that Rudyard Kipling tells us the rules rather than suggests them and uses figurative language and “If” statements to make it poetic.

**Closing and Assessment: Exit Ticket: Connecting “If’ with Bud, Not Buddy**

* Focus students on the five Conveying Theme in Bud, Not Buddy charts from Lesson 1.
* Distribute exit ticket: Connecting “If” with Bud, Not Buddy. Give students a minute or so to look at the charts to consider the question:
  + “Which of the rules to live by in ‘If’ are similar to a rule or a theme in Bud, Not Buddy?”
* Ask students to write their answer to the question on their exit ticket.

**Homework:**

* Read Chapter 15 and 16 of Bud, Not Buddy. Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in Chapter 15.

**Unit 2 Lesson 4 & 5:**

**Enduring Understanding:** Launching the novel and understanding its context

**Long Term Learning Targets:**

* I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.
* I can compare and contrast how different genres communicate the same theme or idea.
* I can analyze figurative language, word relationships, and nuances in word meanings.

**Daily Learning Targets:**

* I can describe the literal meaning of figurative language in the poem “If.”
* I can paraphrase the second stanza of Rudyard Kipling’s “If” poem.
* I can identify rules to live by communicated in the second stanza of the poem “If.”
* I can describe the structure of the poem “If.”
* I can identify the meaning of unfamiliar vocabulary from the context.

**Standards:** RL.6.5, RL.6.9, L.6.5

**Materials:**

* *Bud, Not Buddy* (book; one per student)
* “If” (from Lesson 2) projected on the board
* Analyzing “If ” graphic organizer (from Lesson 2)
* Stanza 2 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher (one per student)
* Close Reading Guide—Stanza 2 of “If ” by Rudyard Kipling (for Teacher Reference)
* Analyzing “If” graphic organizer (from Lesson 2)
* Rules to Live By in “If” anchor chart (from Lesson 3)
* Conveying Theme in *Bud, Not Buddy* charts (from Lesson 1)

**Do Now: Unpacking Learning Targets (2 minutes)**

Invite students to read the learning targets with you

Remind students of what *figurative language* is and what it means to paraphrase and why it is useful.

**Procedure:**

1. **Analyzing the Meaning of Excerpts of the Second Stanza**

* Remind students that in the previous lesson, they began to look more closely at the second stanza of the poem with notices and wonders about different elements of the poem such as punctuation, word choice, and structure.
* Ask students to get out their copies of **“If”** and distribute the **Stanza 2 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning Note-catcher**. Use the **Close Reading Guide—Stanza 2 of “If” by Rudyard Kipling (for Teacher Reference)** to guide students through a series of questions about the meaning of excerpts from the second stanza of “If.” Students discuss the answers to these questions in their triads, write notes to answer the questions on their note-catcher, and then share with the whole class.

1. **Paraphrasing the Second Stanza**

* Tell students that now that they have analyzed the words and phrases in the stanza more closely and have a deeper understanding of it, they are going to paraphrase the stanza.
* Ask the class to get into triads to share their paraphrasing.
* Remind students of the Paraphrased column on their **Analyzing “If” graphic organizer** from the previous lesson. Tell them to record their paraphrasing of the second stanza in that last column.

1. **Determining Rules to Live By in the Second Stanza**

* Refocus the whole group. Give students a few minutes to reread the poem from start to finish. Ask students to discuss in triads:
  + “How does the second stanza fit into the poem as a whole?”
* Select volunteers to share their triad discussion with the whole group. Guide students toward the idea that this stanza continues the same rhythm as the first stanza and introduces more rules to live by.
* Remind students that this module is all about rules to live by and that, as we have already seen, Bud has rules to live by, Steve Jobs suggested rules to live by, and in “If” Rudyard Kipling suggests rules to live by.
* Tell students they should look closely at each “If” statement within the second stanza as well as the stanza as a whole. Ask students to discuss in their triads:
  + “What are some rules to live by that Rudyard Kipling gives us in the second stanza of the poem?”
* Select volunteers to share their triad discussion with the whole group.
* Record student suggestions of rules on the **Rules to Live By in “If” anchor chart**. Suggestions could include:
  + - Have dreams but don’t let them control you. Live in the real world too.
    - Don’t overthink things.
    - Remember that you decide whether something is a triumph or a disaster, so try to control your emotions when things seem really good or bad.
    - Remember that people will twist what you say, and foolish people will believe them.
    - Expect people to question and try to destroy/break down what you believe in.
* Ask students to discuss in their triads:
  + “How are those rules communicated?”
* Guide students toward the idea that, as in the first stanza, Rudyard Kipling tells us the rules rather than suggests them and uses figurative language and “If” statements to make it poetic.

**Closing and Assessment: Exit Ticket:**

Focus students on the five **Conveying Theme in Bud, Not Buddy charts** from Lesson 1. Remind students that the themes of each of the stanzas of “If” are the rules that the stanza presents.

Give students a minute or so to look at the charts to consider these questions:

“Which of the rules to live by in ‘If’ connects with a theme from *Bud, Not Buddy*? How does it connect?”

**Homework:** Read Chapter 17 and 18 of *Bud, Not Buddy*. Use evidence flags to identify the important details that lead to Bud’s realization that Herman Calloway is not his father but his grandfather.

**“If”**

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| --- |
| **Grade 6: Module 2A: Unit 2: Lesson 5**  **Stanza 2 of “If” by Rudyard Kipling-**  **Interpreting Text to Make Meaning Note-catcher** |

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

|  |  |
| --- | --- |
| **Directions and Questions** | **Answer & Evidence from Text** |
| “If you can dream—and not make dreams your master;”   1. **What does he mean by this?** |  |
| “If you can think—and not make thoughts your aim,”   1. **What does it mean to not make thoughts your aim?** |  |
| “If you can meet with Triumph and Disaster  And treat those two impostors just the same:”   1. **What does he mean to treat both triumph and disaster just the same?** |  |
| “If you can bear to hear the truth you’ve spoken  Twisted by knaves to make a trap for fools,”   1. **What is “a trap for fools”?** |  |

|  |  |
| --- | --- |
| **Directions and Questions** | **Answer & Evidence from Text** |
| “Or watch the things you gave your life to, broken,  And stoop and build ’em up with worn-out tools;”   1. **What do you understand from “Or watch the things you gave your life to, broken”? What is broken? Who broke it?** 3. **Why does he describe the tools as “worn-out”? What does this mean?** |  |

**Unit 2 Lesson 6:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Looking Closely at Third Stanza of “If”

**Long Term Learning Targets:**

* I can compare and contrast how reading a text is different from watching a movie or listening to a literary text.
* I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.

**Daily Learning Targets:**

* I can compare the experience of listening to an audio version of the poem to reading the poem.

**Standards:** RL.6.7,

**Materials:**

* “If” by Rudyard Kipling, excluding the fourth stanza (one per student and one for display)
* “If” audio recording (several versions can be found at http://archive.org/details/if\_kipling\_librivox)
* Technology to play audio recording
* Close Reading Guide—Stanza 3 of “If ” by Rudyard Kipling (for Teacher Reference)

**Do Now:**

**1. Engaging the Reader: Chapter 18 of *Bud, Not Buddy***

* Invite students to sit in their triads. Remind them that for homework they were to use evidence flags to identify the important details that lead to Bud’s realization that Herman Calloway is not his father but his grandfather.
* Ask students to share the evidence they marked with their triad and to justify why they chose each piece of evidence.
* Circulate to listen in on triads to ensure that all students are participating in the discussion.
* Cold call students to share the evidence they selected with the whole group.

**2. Unpacking Learning Targets**

* Invite students to read the first learning target aloud with you:
  + “I can describe the structure of the poem ‘If.’”
  + “I can identify the meaning of unfamiliar vocabulary from the context.”
  + “I can compare the experience of listening to an audio version of the poem to reading the poem.”
* Remind students that they should be familiar with the first two targets from their work in Lessons 2 and 4.
* Focus students on the third target. Ask them to Think-Pair-Share:
  + “What do you think you are going to be doing in this lesson that you haven’t done previously? Why?”
* Select volunteers to share their pair discussion with the whole group. Listen for students to explain that they are probably going to be listening to an audio version of the poem and comparing the audio version to the experience of reading it.

**Procedure:**

**1. Comparing the Audio Version to the Written Poem**

* Ask students to reread the third stanza of the poem silently.
* Play the **“If” audio recording** of the third stanza of the poem. Ask students to listen **WITHOUT** reading along on their text.
* Invite students to discuss in triads:
  + “How is the experience of reading the poem different from hearing it?”
  + “How is the experience of reading it similar to hearing it?”
* Select volunteers to share their triad discussions with the whole group. Listen for students to explain that when listening, you hear more emphasis on certain words and phrases, and you hear the rhythm of the poem more clearly than when you read it to yourself. On an audio version there may be music or sound effects, which help to set a certain tone by emphasizing a word or phrase.

**2. Determining Rules to Live By in the Third Stanza**

* Refocus the whole group. Give students a few minutes to reread the poem from start to finish. Ask students to discuss in triads:
  + “How does the third stanza fit into the poem as a whole?”
* Select volunteers to share their triad discussion with the whole group. Guide students toward the idea that the third stanza continues the same rhythm as the first and second stanzas, and introduces more advice—more rules to live by.
* Remind students that this module is all about rules to live by and that, as we have already seen in this module, Bud has rules to live by, Steve Jobs suggested rules to live by, and in “If” Rudyard Kipling suggests rules to live by.
* Tell students they should look closely at each “If” statement within the stanza as well as the stanza as a whole. Ask them to discuss in their triads: “What are some rules to live by that Rudyard Kipling gives us in the third stanza of the poem?”
* Select volunteers to share their triad discussion with the whole group.
* Record student suggestions on the **Rules to Live By in “If” anchor chart**. Suggestions could include:
  + If you risk everything, you could lose everything—so be aware of that when you take risks.
  + Don’t broadcast your failures to everyone.
  + Motivate yourself to do things that will continue even when you die.
  + Persevere through difficult times.
* Ask students to discuss in their triads:
  + “How are those rules communicated?”
* Use equity sticks to invite students to share their triad discussion with the whole group.
* Guide students toward the idea that, as in the other stanzas, Rudyard Kipling tells us the rules rather than suggests them and uses figurative language and “If” statements to make it poetic.

**Closing and Assessment: Exit Ticket: Venn Diagram Comparing Listening to and Reading “If”**

* Distribute the Exit Ticket: Venn Diagram: Comparing Reading and Listening to “If”. Ask students:
  + “How is the experience of reading the poem different from the experience of listening to an audio version?”
  + “How is it similar?”
* Invite students to record the similarities in the middle and the factors that are unique to listening and unique to reading on the appropriate side of the diagram.

**Homework:**

* Read Chapter 19 of *Bud, Not Buddy*. Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in Chapter 19.

**Unit 2 Lesson 7:**

**Enduring Understanding:** Launching the novel and understanding its context

**Long Term Learning Targets:**

* I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.
* I can compare and contrast how different genres communicate the same theme or idea.
* I can analyze figurative language, word relationships, and nuances in word meanings.

**Daily Learning Targets:**

* I can describe the literal meaning of figurative language in the poem “If.”
* I can paraphrase the third stanza of Rudyard Kipling’s “If” poem.
* I can identify rules to live by communicated in the third stanza of the poem “If.”

**Standards:** RL.6.5, RL.6.9, L.6.5

**Materials:**

* “If ” (from Lesson 2)
* Stanza 3 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning Note-catcher (one per student)
* Close Reading Guide—Stanza 3 of “If ” by Rudyard Kipling (for Teacher Reference)
* Analyzing “If” graphic organizer (from Lesson 2)
* Rules to Live By in “If ” anchor chart (from Lesson 3)
* Conveying Theme in *Bud, Not Buddy* charts (from Lesson 1)

**Do Now:**

**1. Engaging the Reader: Chapter 19 of Bud, Not Buddy (5 minutes)**

Invite students to sit in their triads.

Write the following questions on the board. Ask students to use what they recorded on their Tracking Bud’s Rules graphic organizer to think and then discuss:

\* “What is the meaning of Bud’s Rule #39?”

\* “Do you agree with Bud’s rule? Why or why not?”

Circulate to listen in on triads to ensure all students are participating in the discussion and have completed their homework.

**2. Unpacking Learning Targets (2 minutes)**

Invite students to read the learning targets with you:

\* “I can describe the literal meaning of figurative language in the poem ‘If.’”

\* “I can paraphrase the third stanza of Rudyard Kipling’s ‘If’ poem.”

\* “I can compare how similar themes are communicated in *Bud, Not Buddy* and ‘If.’”

Remind students of what *figurative language* is and what it means to *paraphrase* and why it is useful.

**Procedure:**

1. **Paraphrasing the Third Stanza (5 minutes)**

* Tell students that now that they have analyzed the words and phrases in the stanza more closely and have a deeper understanding of it, they are going to paraphrase the stanza.
* Ask the class to get into triads to share their paraphrasing.
* Remind students of the Paraphrased column on their **Analyzing “If” graphic organizer**. Tell them to record their paraphrasing of the third stanza in that last column.

1. **Determining Rules to Live By in the Third Stanza (8 minutes)**

* Refocus the whole group. Give students a few minutes to reread the poem from start to finish. Ask students to discuss in triads:
  + “How does the third stanza fit into the poem as a whole?”
* Select volunteers to share their triad discussion with the whole group. Guide students toward the idea that the third stanza continues the same rhythm as the first and second stanzas, and introduces more advice—more rules to live by.
* Remind students that this module is all about rules to live by and that, as we have already seen in this module, Bud has rules to live by, Steve Jobs suggested rules to live by, and in “If” Rudyard Kipling suggests rules to live by.
* Tell students they should look closely at each “If” statement within the stanza as well as the stanza as a whole. Ask them to discuss in their triads:
  + “What are some rules to live by that Rudyard Kipling gives us in the third stanza of the poem?”
* Select volunteers to share their triad discussion with the whole group.
* Record student suggestions on the **Rules to Live By in “If” anchor chart**. Suggestions could include:
  + - If you risk everything, you could lose everything—so be aware of that when you take risks.
    - Don’t broadcast your failures to everyone.
    - Motivate yourself to do things that will continue even when you die.
    - Persevere through difficult times.
* Ask students to discuss in their triads:
  + “How are those rules communicated?”
* Guide students toward the idea that, as in the other stanzas, Rudyard Kipling tells us the rules rather than suggests them and uses figurative language and “If” statements to make it poetic.

**Closing and Assessment: Exit Ticket:**

**\* “What is similar about the way Curtis and Rudyard Kipling conveyed a similar theme? What is different?”**

**Homework:**

Read the afterword of Bud, Not Buddy. Use evidence flags to identify three facts in the afterword that you find particularly interesting.

**GradE 6: Module 2A: Unit 2: Lesson 7 \_\_\_\_\_\_\_\_\_\_**

**Stanza 3 of “If” by Rudyard Kipling—**

**Interpreting Text to Make Meaning Note-catcher**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

|  |  |
| --- | --- |
| **Directions and Questions** | **Answer with Evidence** |
| “If you can make one heap of all your winnings  And risk it on one turn of pitch-and-toss,”   1. **What do you think he means by “one turn of pitch-and-toss”?** |  |
| “And lose, and start again at your beginnings  And never breathe a word about your loss:”   1. **What does “And lose, and start again at your beginnings” mean?** 2. **What does it mean to “never breathe a word about your loss”?** |  |
| “If you can force your heart and nerve and sinew  To serve your turn long after they are gone,”   1. **What does he mean to “serve your turn long after they are gone”?** |  |
| “And so hold on when there is nothing in you  Except the Will which says to them: ‘Hold on’”   1. **What does he mean by “And so hold on when there is nothing in you”?** |  |

**Unit 2 Lesson 8:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”

**Long Term Learning Targets:**

* I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.
* I can compare and contrast how reading a text is different from watching a movie or listening to a literary text.
* I can compare and contrast how different genres communicate the same theme or idea.
* I can analyze figurative language, word relationships, and nuances in word meanings.

**Daily Learning Targets:**

* I can describe the literal meaning of figurative language in the poem “If.”
* I can compare how similar themes are communicated in Bud, Not Buddy and “If.”
* I can compare the experience of listening to an audio version of the poem to reading the poem.

**Standards:** RL.6.5, RL.6.7, RL.6.9, L.6.5

**Materials:**

* Bud, Not Buddy (book; one per student)
* “If,” including Stanza 4 (one per student)
* Assessment Text: “If” by Rudyard Kipling
* Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If” (one per student)
* “If ” audio recording (from Lesson 2)
* Technology to play audio recording
* Conveying Theme in Bud, Not Buddy anchor charts (from Lesson 1)
* Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If” (Answers; for Teacher Reference)
* 2-Point Rubric: Writing from Sources/Short Response (for Teacher Reference; use this to guide scoring of student assessments)

**Do Now:**

**1. Unpacking Learning Targets**

* Invite students to read the learning targets with you:
  + “I can describe the literal meaning of figurative language in the poem ‘If.’”
  + “I can compare how similar themes are communicated in Bud, Not Buddy and ‘If.’”
  + “I can compare the experience of listening to an audio version of the poem to reading the poem.”
* Remind students of what figurative language is. Explain that in this lesson, they will read the fourth stanza of “If” and complete the mid-unit assessment.

**Procedure:**

**1. Mid-Unit Assessment: Comparing the Listening and Reading Experience of Stanza 4 of “If”**

* Explain to students that they are going to work on Stanza 4 independently for their mid-unit assessment rather than working in pairs or triads as in previous lessons.
* Distribute **Assessment Text: “If” by Rudyard Kipling.** Tell students to read the whole poem slowly and carefully in their heads.
* Tell students to read Stanza 4 a second time.
* Distribute **Assessment Text: “If” by Rudyard Kipling** and **Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”**.
* Tell students that they are going to begin by listening to an audio version of Stanza 4 to compare the experience of listening to the text with the experience of reading the text.
* Play the **“If” audio recording** of Stanza 4.
* Ask students:
  + “How is the experience of listening to Stanza 4 similar to reading Stanza 4? How is it different?”
* Invite students to fill out the Venn diagram at the top of their mid-unit assessment sheet to compare the experience of reading the poem to the experience of listening to it.
* Students will then complete multiple choice questions pertaining to the poem, “If” and the novel, “Bud, Not Buddy.”

**Closing and Assessment:**

* The teacher will circulate the room to ensure understanding and assist any struggling students.

**Unit 2: Lesson 9:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Qualities of a Strong Literary Argument Essay

**Long Term Learning Targets:**

* I can cite text-based evidence to support an analysis of literary text.
* I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
* With support from peers and adults, I can use a writing process to produce clear and coherent writing.

**Daily Learning Targets:**

* I can describe the qualities of a literary argument essay about Bud’s Rules.
* I can analyze how evidence from the text supports a claim in the Steve Jobs model essay.

**Standards:** RL.6.1, W.6.4, W.6.5

**Materials:**

* End of Unit 2 Assessment Prompt: How Does Bud Use His Rules—To Survive or To Thrive? Argument Essay (one per student and one to display)
* Qualities of a Strong Literary Argument Essay anchor chart (new; co-created with students during Work Time A; see supporting materials)
* Model literary argument essay: “Steve Jobs’ Rules to Live By” (one per student and one to display)
* Jobs Speech: Analyzing Evidence-based Claims graphic organizer (one to display)
* Jobs Speech: Analyzing Evidence-Based Claims graphic organizer (for Teacher Reference)

**Do Now:**

**1. Unpacking Learning Targets**

* Invite students to read along with you as you read the learning targets out loud:
  + “I can describe the qualities of a literary argument essay about Bud’s Rules.”
  + “I can analyze how evidence from the text supports a claim in the Steve Jobs model essay.”
* Explain that understanding a *literary argument* is key to their success in the next several lessons. Begin with having them think about what an argument is.
* Ask students to discuss with an elbow partner:
  + “Think about a time that you were in an argument with someone. What causes an argument?”
* Cold call on a pair to share their thinking. Ideally, students will say, “We disagreed about something,” or “We had different ideas.”
* Explain that in writing, there is a difference between argument and opinion. In speaking, we often say we had an argument because we had a difference of opinion; but when we refer to writing, the meaning of the two words is different. Writing an opinion piece means that it’s something a person believes, whether or not the person has evidence to prove it. However, in a written argument, the author will make a claim, support it with reasons, and prove those reasons with evidence.
* Ask:
  + “If a written argument is where the author makes a claim, supports it with reasons, and proves those reasons with evidence, what can you infer is a *literary argument*?”
* After giving students some think time, ask for a volunteer to share their answer. Listen for students to infer that a literary argument means the supporting reasons and evidence come from a text, from a piece of literature.
* Write the definition of a literary argument on the board: “A literary argument is a piece of writing that makes a claim about a literary text and uses details and evidence to support that claim.”
* Tell students that in order for them to get ready to write their own essays, the lesson today will be focused on looking at what makes a strong literary argument in a model essay.

**Procedure:**

**1. Unpacking the End of Unit 2 Assessment Prompt**

* Distribute the **End of Unit 2 Assessment Prompt: How Does Bud Use His Rules—To Survive or To Thrive?** **Argument Essay** and display it on the board. Invite students to follow along with you as you read the prompt aloud. Ask students to circle any unfamiliar words. Clarify words as needed.
* Invite students to underline words and phrases on the prompt that will help them make a strong literary argument. Look for students to underline words and phrases such as:
* Establish a claim about whether Bud uses his rules to help him survive or thrive.
* Write an introduction.
* To support your claim, use evidence about how Bud uses three of his rules.
* Provide closure to your essay with a conclusion.
* Use relevant and specific text evidence, including direct quotations, to support your claim.
* Explain how your evidence supports your claim.
* Use transitional words and phrases to make your writing cohesive and logical.
* Invite students to close their eyes for a moment and envision themselves writing their essay. Ask them to think about what the essay needs to include and what thinking they need to do in order to write. Now have students open their eyes, get with a partner, and discuss the three questions displayed on the board.
* Display and ask:
  + “What is this prompt asking you to do?”
  + “What will your writing have to include to address the question?”
  + “What thinking will you have to do to complete that writing?”
* Refocus students whole group. Begin the **Qualities of a Strong Literary Essay anchor chart.** Explain to students that they just discussed the *qualities* of a strong literary argument essay. Qualities are the parts or the characteristics of something—in this case, the essay.
* Teacher will display an already made chart that contains the qualities of a strong literary argument essay.
  + Make a claim. (Students may say, “Choose a side.”)
  + Choose text evidence that supports the claim. (Students might say, “Pick rules to help back up your choice.”)
  + Explain how each piece of evidence supports the claim. (Students might say, “Add my own thinking” or “Explain the evidence.”)
  + Introduce the claim. (Students might say, “Write my claim in the beginning.”)
  + Make it coherent. (Students might say, “Make it stick together; have everything connect.”)
  + Make it logical. (Students might say, “Have it make sense.”)
* For anything students do not identify on their own, add it to the anchor chart and explain why you are adding it.

**2. Reading Like a Writer: Annotating the Model Essay about Rules in the Rules in the Steve Jobs Speech**

* Display and distribute the **Model literary argument essay: “Steve Jobs’ Rules to Live By”.**
* Congratulate students on beginning the criteria for a strong literary argument. Tell them they will now begin reading like a writer, studying a model literary argument essay to see what they will be writing.
* Invite students to follow along while you read the Jobs essay out loud.
* Ask students to turn to their partner and talk about the gist of the essay. Prompt students with a few questions around the content of the essay, such as:
  + “What claim is the author of this essay making?”
  + “What is the purpose of the body paragraphs?”
* Explain that based on the great close reading of the prompt, students already know a strong essay will include a claim, text evidence, and an explanation of how the evidence supports the claim.
* Display a guide to coding the text where all students can see. Direct their attention to the text codes (C, T, E) and ask them to write the codes on the top of the speech so they remember what they are: C=claim, T=text evidence, E=explanation.
* Students should use a “C” to identify a claim. They should use a “T” where they see text evidence. And they should use an “E” where the author of the essay explains the connection between the evidence and the claim.
* Read aloud the first two paragraphs of the text as students read along. Model the process of coding it:
  + “Now I am going to read the first and second paragraph for you and code the text with our C, T, and/or E. Please follow along.”
  + Read: *“Life offers many opportunities to make choices. Life can be both easy and hard. When we make choices during the easy or hard times, we are either surviving or thriving. Steve Jobs used his rules in his life to help him thrive.”*
  + “I see a claim very clearly here, so I am writing a ‘C.’ The claim is that Jobs used his rules to thrive.”
  + Read: *“… despite being orphaned, dropping out of college, being fired, and having cancer.”*
  + “This phrase signals a lot of life experiences from the text, but we really want the rule as our text evidence here.”
  + Read: *“In his commencement address to Stanford University in 2005, Jobs shared his three rules to follow in order to thrive in life.”*
  + “This is the claim again at the end where I’m writing ‘C.’”
  + Read: *“Steve Jobs shared his first rule: ‘You have to trust in something.’”*
  + “This is his text evidence here, so I’ll write a ‘T.’”
  + Read: “He told the graduates that each choice in our lives is a dot, and we should trust in those choices. He said this was more important than spending time worrying about how all the dots connect in the future. Jobs followed his rule to trust his gut and enrolled in a calligraphy college course, and that led to the typefaces and spacing used in computers today. Following the rule to trust in something helped Jobs thrive in life because he trusted in himself and didn’t spend energy worrying about the future.”
  + “The rest of the paragraph is the writer’s explanation about the rule and how Jobs used the rule to thrive. I’ll place an ‘E’ next the whole section.”
* Check for student understanding by asking students to show a Fist to Five if you understand how I coded our model essay.” Note any students who have less than a three and circulate to those students first when they work on Paragraph 2.
* Direct students to read paragraph three of the model essay. Then the teacher and students will annotate the text together with a C, T, and E.
* Prompt students to read the rest of the paragraphs of the model essay annotating the text with a C, T, and E.
* Circulate and observe student annotations, making note of whether students are able to find the text evidence and the explanations. Give students a minute to review their annotation. Then have them turn to a partner and discuss their annotations.
* Most likely, you will notice some students struggling to make a decision about whether part of the essay is a T or an E, or whether they should code T and E for the same part of the essay. Let them know that explaining supporting evidence is the analysis part of the essay, and that they are on the right track noticing the challenge of it.

**3. Analyzing Evidenced-Based Claims: Essay about the Steve Jobs Speech**

* Display the blank Jobs Speech: Analyzing Evidence-Based Claims graphic organizer.
* Invite a volunteer to tell you how she or he coded the third paragraph. For example, a student might tell you to code a “T” on “‘Love what you do’ and do what you love,” and both a “T” and an “E” on “Jobs overcame being fired and followed that rule. He continued doing what he loved, working on computer systems and starting companies such as Pixar. By choosing to do what he loved, Steve Jobs stayed true to himself and thrived regardless of the tough times.”
* Write the rule in the “text evidence” box of the graphic organizer and the other quote in the “explaining the thinking” box of the graphic organizer in the middle row. Refer to Jobs Speech: Analyzing Evidence-Based Claim graphic organizer (for Teacher Reference) for examples.
* Model for students how to think about using text evidence in their explanations. To the student who shared her or his annotations, you might say: *“I can tell you understand that text evidence includes the rule to live by. Good. This is clear text evidence. I also see you identifying the last line as both text evidence and explaining the support of the claim. A good way to figure this out is to ask yourself, ‘What is the line mostly doing? Stating text evidence or clarifying the author’s thinking about how Jobs used the rule?’ In this case, the part you labeled ‘T’ and ‘E’ clearly had some text evidence in it with the author’s own thinking. But the purpose of the line was to explain how Jobs used the rule to thrive in life—the explanation. So it should be labeled only with an E.”*
* Invite students to Think-Pair-Share:
  + “With your partner, review the fourth paragraph, asking yourselves, ‘What is each section of this paragraph doing? Supporting the claim with text evidence or explaining how Jobs used his rule?’”
  + “Revise any annotations, based on your discussion.”
* Refocus students and invite a volunteer to share how she or he coded the paragraph. Listen for an explanation that the ‘T’ is the rule “to live each day as if it was your last,” and that the ‘E’—the explanation of how Jobs used that rule—was “Jobs followed his heart and intuition with the calligraphy class. He found courage to get over fears of what others thought about him after getting fired from Apple. He knew death was a part of life, and remembering this each day helped him ensure he was doing what he really wanted most days of his life. By living the rule, Jobs thrived.”
* Write student thinking on the graphic organizer. Explain that you are filling in a model of the graphic organizer they will use in Lesson 10 for their own essay.
* Ask students to give a thumbs-up or thumbs-down if they felt successful separating the text evidence from the explanations.
* Note the students who show a thumbs-down and may need more scaffolding to separate text evidence and explanations in Lesson 10.

**CLOSING AND ASSESSMENT: Reflection: Why Do We Analyze Models?**

* Ask students to talk with a partner. Encourage them to look back at the anchor chart and see if they can make connections between the work they did in class and the chart.
* Ask:
  + “Why are we studying our model essay so closely?”
* Invite volunteers to share their answers. Guide students to understand that they are reading like writers as they study the model essay in preparation for writing their own essay. Analyzing the text is specifically helping them to identify the content and evidence they need to include in a strong essay.

**HOMEWORK:**

* Review the novel and the Bud’s Rules graphic organizer that you completed in Units 1 and 2. In preparation for Lesson 10, think about what claim you might make about how Bud used his rules. Bring both the Bud, Not Buddy novel and your Bud’s Rules graphic organizer to class for Lesson 10.

**GradE 6: Module 2A: Unit 2: Lesson 9 \_\_\_\_\_\_\_\_\_\_**

**Jobs Speech: Analyzing Evidence-Based Claims**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

Focusing question: How did Steve Jobs use his “rules” to help him *survive* or *thrive?*

**The claim:** Steve Jobs’ rules help him thrive.

|  |  |  |
| --- | --- | --- |
| Text evidence from speech | Text evidence from speech | Text evidence from speech |
|  |  |  |
| Explaining the thinking about this rule … | Explaining the thinking about this rule … | Explaining the thinking about this rule … |
| *What is going on in the story to help you prove your claim?* |  |  |

**Unit 2 Lesson 10:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Revisiting Bud’s Rules: *Survive or Thrive?*

**Long Term Learning Targets:**

* I can cite text-based evidence to support an analysis of literary text.
* I can write arguments to support claims with clear reasons and relevant evidence.
* I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
* With support from peers and adults, I can use a writing process to produce clear and coherent writing.

**Daily Learning Targets:**

* I can analyze how Bud used his rules: to survive or to thrive.
* I can argue a claim using text evidence from the novel.

**Standards:** RL.6.1, W.6.1, W.6.4, W.6.5

**Materials:**

* Tracking Bud’s Rules graphic organizer (from Unit 1, Lesson 1)
* End of Unit 2 Assessment Prompt: How Does Bud Use His Rules—To Survive or To Thrive? Argument Essay (from Lesson 9)
* How Did Bud Use His Rule? model chart (for display)
* *Bud, Not Buddy* (book, one per student)
* Chart paper (one per triad)
* Markers (one per triad)
* Task card for How Did Bud Use His Rule? charts (one per triad)
* Bud’s Rule strips (one per triad)
* *Bud, Not Buddy*: Forming Evidence-Based Claims graphic organizer (one per student)

**Do Now:**

**1. Discussion: Survive or Thrive?**

* Direct students to take out their **Tracking Bud’s Rules graphic organizer** as a resource for discussion.
* Display the **End of Unit 2 Assessment Prompt: How Does Bud Use His Rules—To Survive or To Thrive? Argument Essay** and read: “How does Bud use his rules: to *survive* or to *thrive*?” Encourage students to read closely and think about what the question is really asking them to decide.
* Ask them to use their Bud’s Rules graphic organizer as they turn and talk with a partner:
  + “How does Bud use his rules to help him: to *survive* or to *thrive*?”
* Invite a few students to share their answers. Probe them to include a reason. Listen for students who use a text-based piece of evidence to support their claim. Hold off on comments at this time. You will use student answers when you unpack the learning targets and launch the work time. Consider writing students’ thinking on a document camera as they share.

**2. Unpack Learning Targets**

* Invite a student to read today’s learning targets:
  + “I can analyze how Bud used his rules: to *survive* or to *thrive.”*
  + “I can argue a claim using text evidence from the novel.”
* Ask:
  + “What do you have to do to *argue*, rather than give an opinion? Think back to our learning target discussion from Lesson 9. Show a thumbs-up when you have an answer in your head.”
* Cold call a few students. Listen for them to say that to argue is to tell what you think *and* use text evidence to support your thinking.
* Refer to the examples students shared in the opening discussion. Explain which example was more of an argument because of the text evidence the students gave. Explain which one was an opinion and needed text evidence to support it. Reassure students that they will get to practice this in the lesson today. They will analyze Bud’s rule to make a well-supported claim.

**Procedure:**

**1. Finding Text Evidence: How Did Bud Use His Rules?**

* Display the End of Unit 2 Assessment Prompt: How Does Bud Use His Rules—To Survive or To Thrive? Argument Essay and point out the focus question: “How does Bud use his rules: to *survive* or to *thrive*?”
* Invite students to Think-Pair-Share:
  + “How are you going to decide which side to argue?”
  + “What steps do you have to take to answer this question?”
* Refocus students whole group. Invite a few volunteers to answer. Listen for students to say they will look over the rules, pick a side, and find evidence to support it. Clarify two points if needed: First, before students choose a side, they should review their resources and consider the evidence. Second, if students say they are deciding whether Bud survives or thrives, clarify the misconception. Let them know they are correct that they have to take a side on survive or thrive. But clarify that they have to determine how Bud used his rules, and whether this helped him survive or thrive. Clarifying these potential misconceptions from the beginning will be important to students’ success in answering the focus question.
* Display the **How Did Bud Use His Rule? model chart**. Explain that each triad will get one rule to explain and present on their chart. The task is to create a chart like the model that provides details they find in the novel on how Bud used that rule. Explain to only write text evidence from the novel. Just as with the model, they do not include their ideas about how Bud used the rule. The next part of the lesson is for a silent Gallery Walk where all the students will read across the rules, make their claim, and begin to select evidence.
* Review directions while directing student attention to parts of the model that correspond to each number of the directions.
* Write your rule, page number, and chapter on one side.
* Skim the novel before and after the rule.
* Discuss with your group what you all found from skimming.
* Write the text evidence from the novel that will help the class remember exactly how Bud used that rule. NOTE: This is not where you argue whether it helped him survive or thrive.
* Consider these questions as you work:
  + Does Bud use the rule immediately?
  + Does he use it later in novel?
  + Does he break his own rule?
* Ask if there are any questions.
* Explain that there are 10 rules left to review and chart (one for each rule.)
* Direct students to count off 1 to 10, remembering their numbers. Tell all the 1s to get in a group, all the 2s, all the 3s, etc. This structure provides diversity in student grouping and a chance for students to hear new ideas and thoughts about the novel. Invite students to bring their Bud, Not Buddy novel and their Bud’s Rules graphic organizer as resources.
* Distribute to each group a piece of chart paper, a marker, the task card for How Did Bud Use His Rule? charts, and a rule from the Bud’s Rule strips.
* Circulate and support groups. Provide feedback on the learning target they are working on here: “I can analyze how Bud uses his rules: to survive or to thrive.” For students who are stuck, prompt them by asking one of the questions in the directions: Does Bud use the rule immediately? Does he use it later in novel? Does he break his own rule?
* Encourage students to write large and neatly, as everyone in the class will read their chart during the Gallery Walk.
* Direct groups to locations to hang their charts around the room, making sure there is enough space between each chart for students to wander for the Gallery Walk.

**2. Silent Gallery Walk: Weighing Evidence: Survive vs. Thrive**

* Distribute the ***Bud, Not Buddy*: Forming Evidence-Based Claims graphic organizer** to each student.
* Review the Gallery Walk protocol. Invite students to imagine being in a museum and walking around to look at each piece of art hanging on the walls. In this lesson, rather than looking at artwork, they will read text evidence on how Bud used each of his rules. Explain that students will rotate to each chart hung on the wall. At each chart they should read the text evidence, thinking and talking about how Bud uses this rule: to survive or to thrive. Was Bud using this rule to actually help him *live* through a situation, or was he using it to *achieve his goals* and *have a better life*?
* Direct students to spread out among all 10 charts to have no more than three or four students at a chart. Remind students that the Gallery Walk is silent. Tell them they have 7 minutes to rotate through all the charts.

**Closing and Assessment: Reflection: Bud’s Rules**

* Students will be given a checklist of Bud’s Rules and asked to check if that rule helped Bud *survive* or to *thrive*.

**Homework:** Students will be given the focus question to answer using the **Forming Evidence-Based Claims** worksheet:

* + “How does Bud use his rules: to survive or to thrive?”

**Unit 2 Lesson 11 (Day 1):**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Pitching Your Claim with Best Evidence

**Long Term Learning Targets:**

* I can cite text-based evidence to support an analysis of literary text.
* With support from peers and adults, I can use a writing process to produce clear and coherent writing.

**Daily Learning Targets:**

* I can argue my claim about Bud’s rules using text evidence from the novel.

**Standards:** RL.6.1, W.6.5

**Materials:**

* Independent Reading Review recording form (one per student)
* Qualities of a Strong Literary Argument Essay anchor chart (from Lesson 9)
* How Did Bud Use His Rule? charts (From Lesson 10)
* Bud, Not Buddy: Forming Evidence-Based Claims graphic organizer (from Lesson 10; extra copies optional)
* Take a Stand Protocol (for Teacher Reference)

**Do Now:**

**1. Unpacking Learning Targets**

* Invite students to read along with you as you read the learning targets out loud:
  + “I can argue my claim about Bud’s rules using text evidence from the novel.”
  + “I can determine the best evidence to support my claim about Bud.”
* Ask:
  + “So now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?”
* Listen for: “Choosing our evidence to support the ‘survive’ or ‘thrive’ claim and argue our ideas with each other.”

**Procedure:**

**1. Taking a Stand: Does Bud Use His Rules to Survive or Thrive?**

* Direct students’ attention to the Qualities of a Strong Literary Argument Essay anchor chart (from Lesson 9).
* Remind students that the learning target for today says to argue their claim using text evidence. Explain that they are *pitching* their evidence.
* Ask:
  + “What does it mean to *pitch* your evidence, to *pitch* an idea?”
* Listen for: “To pitch means to toss or to throw in baseball. In this case, it means to toss an idea to a person or group and try to convince them it’s good.”
* Invite students to review the **Bud, Not Buddy: Forming Evidence-Based Claims graphic organizer** they completed in Lesson 10.
* Display and review the Take a Stand protocol.
* Explain where students will go in the classroom if they claim *survive* and where to go if they claim *thrive*. Ask if there are any questions before beginning.
* Begin the protocol, starting with Step 2a: Asking the focus question. Continue through each step of the protocol.
* Listen for strong arguments made by students during the protocol. Write down a strong example made by both sides to use as a model later in this lesson.
* Consider repeating rounds (Step e from the protocol) three or four times to ensure everyone has a chance for oral practice. You may allow students to regroup with their own side between each round to refine their explanation (argument). This would be a good time to provide descriptive feedback to each side such as: “I hear clear statements about one of Bud’s rules and how he used the rule. I want you to think again about how text evidence proves Bud survived or thrived.”
* Refocus students whole group and have them return to their seats.

**Closing and Assessment: Reflection: Bud’s Rules**

* Students will complete a Fist to Five activity on the first learning target.

**Unit 2 Lesson 11 (Day 2):**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Pitching Your Claim with Best Evidence

**Long Term Learning Targets:**

* I can cite text-based evidence to support an analysis of literary text.
* With support from peers and adults, I can use a writing process to produce clear and coherent writing.

**Daily Learning Targets:**

* I can determine the best evidence to support my claim about Bud.

**Standards:** RL.6.1, W.6.5

**Materials:**

* Qualities of a Strong Literary Argument Essay anchor chart (from Lesson 9)
* How Did Bud Use His Rule? charts (From Lesson 10)
* Bud, Not Buddy: Forming Evidence-Based Claims graphic organizer (from Lesson 10; extra copies optional)
* Take a Stand Protocol (for Teacher Reference)
* Exit Ticket: “Survive or Thrive?” (one per student)

**Do Now:**

**1. Unpacking Learning Targets**

* Invite students to read along with you as you read the learning targets out loud:
  + “I can determine the best evidence to support my claim about Bud.”
* Ask:
  + “So now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?”
* Listen for: “Choosing our evidence to support the ‘survive’ or ‘thrive’ claim and argue our ideas with each other.”

**Procedure:**

**1. Evaluating Evidence: Choosing Best Evidence to Support a Claim**

* Ask for student volunteers to respond to the question:
  + “What did you have to do to present a strong explanation in support of your claim?”
* Listen for: “I had to use some of my own thinking and some of the text evidence about how Bud used or did not use his rule.”
* Review the second learning target again: “I can determine the best evidence to support my claim about Bud.” Explain that this half of the lesson will focus on evaluating their evidence and revising their Forming Evidence-Based Claims graphic organizer.
* Explain that not all text evidence is equal. Some evidence is stronger than other evidence.
* Display the two arguments you wrote down during the Take a Stand protocol. Explain why these arguments were strong. Focus on these two points:
* The way in which Bud used the rule was clearly connected to the claim.
* There were detailed explanations as the evidence from the novel was explained in their own words.
* Ask students to revisit the three rules and explanations on their Forming Evidence-Based Claims forms. Direct them to work independently on revising their arguments as needed by asking themselves two questions:
  + “Can I clearly explain the connection between how Bud uses his rule and my claim?”
  + “Can I explain my text evidence in my own words with enough detail to support my claim?”
* Offer a new blank Forming Evidence-Based Claims graphic organizer to students who have several revisions to make on their graphic organizer. Remind students to revisit the **How Did Bud Use His Rule? charts** on the walls from Lesson 10 as a resource for revision or choosing new evidence as needed.
* Circulate to check for understanding by observing their revisions. Consider circulating to students who did not participate in the Taking Sides discussion or students who struggled to articulate their arguments.
* Provide feedback to students on determining their best evidence. As needed, ask students the two posted questions as you confer with them. Also, consider asking: “How did you determine that this was a strong piece of evidence?” Listen for students to make a clear and detailed explanation that connects how Bud used or did not use the rule and their claim. When students provide a clear explanation, encourage them to write their thinking in the Explain Your Thinking box on the graphic organizer. If students are unclear in their answer, suggest they revisit the novel and reread what happened after the rule to better understand how Bud used the rule. Suggest they consider whether the evidence supports their claim, and, if so, try to explain it to a friend or write it on the graphic organizer.
* Refocus students’ whole group. Ask them to turn to their elbow partner and share what they determined were the best rules to support their claim and why. Explain that all of them will have a turn sharing their own evidence and listening to their partner. The purpose for this is to have students hear their own explanations for best evidence out loud after working silently; therefore, it is not a time for peer feedback.

**Closing and Assessment: Exit Ticket: Survive or Thrive?**

* Distribute the **Survive or Thrive? exit ticket**. Ask students to complete the exit ticket.
* Collect the exit ticket to plan writing partners for Lesson 12.

**Unit 2 Lesson 12:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Selecting Evidence to Logically Support Claims

**Long Term Learning Targets:**

* I can cite text-based evidence to support an analysis of literary text.
* I can determine a theme based on details in a literary text.
* I can write arguments to support claims with clear reasons and relevant evidence.
* I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
* With support from peers and adults, I can use a writing process to produce clear and coherent writing.

**Daily Learning Targets:**

* I can explain how my evidence supports my claim in a logical way.
* I can skillfully select the best evidence to support my claim about Bud.

**Standards:** RL.6.1, RL.6.2, W.6.1, W.6.4, W.6.5

**Materials:**

* Literary Argument Essay Rubric (one per student)
* Rule Sandwich Guide: Jobs Speech (one per student)
* Model literary argument essay: “Steve Jobs’ Rules to Live By” (from Lesson 9)
* Qualities of a Strong Literary Argument Essay anchor chart (from Lesson 9)
* Rule Sandwich Guide: Bud, Not Buddy (three per student)
* Bud, Not Buddy (book; one per student)
* Tracking Bud’s Rules graphic organizer (from Unit 1, Lesson 1)
* Bud, Not Buddy: Forming Evidence-Based Claims graphic organizer (from Lesson 11)

**Do Now:**

**1. Discussing the Rubric**

* Distribute the **Literary Argument Essay Rubric** and display it on the board. Explain that this is almost exactly the same rubric from Module 1, with one addition. Direct students’ attention to the rubric displayed.
* Circle or highlight on the displayed rubric in the Command of Evidence section, “skillfully and logically explain how evidence supports ideas” in Level 4 and “logically explain how evidence supports ideas” in Level 3.
* Turn and talk:
  + “Discuss with your elbow partner: What does it mean to ‘*logically* explain’ your evidence?
* Refocus students’ whole class. Cold call a student to share his/her discussion. Listen for students to say the explanations have to be clear and easy to follow when you read. If students need support with their explanation of logical, ask them to call on another pair of students. If students still need support defining logical after they have called on each other a few rounds, give them the explanation.
* Turn and talk again:
  + “Discuss with your elbow partner, what does it mean to ‘*skillfully* explain’ your evidence?”
* Refocus student’s whole class. Ask for volunteers to share their answers. Consider that *skillful* might be harder to explain. Listen for students to say that skillful is about selecting the best and most appropriate evidence to support your claim. Again, provide this definition to students if they do not have the answer on their own.
* Explain that they have already worked on skillfully selecting their evidence by revising their graphic organizer in Lesson 11. They will continue this work today while also working on logically explaining their evidence. Direct students to store their Literary Argument Essay Rubric in accordance with your classroom systems for keeping papers.

**2. Unpack Learning Targets**

* Invite a student to read the learning targets aloud while other students follow along:
  + “I can explain how my evidence supports my claim in a logical way.”
  + “I can skillfully select the best evidence to support my claim about Bud.”
* Explain that the first target is about making logical claims. The second target is about skillfully supporting claims. Tell students they will study the Steve Jobs model first and then begin working on their own essay with a writing graphic organizer.

**Procedure:**

**1. Studying the Model Essay: Backward Planning a Body Paragraph**

* Direct students to retrieve the **Model literary argument essay: “Steve Jobs’ Rules to Live By”** they annotated in Lesson 9. Explain that the three paragraphs in the middle are the body paragraphs. Invite them to skim the second paragraph of the essay to identify if and where the author logically explained the evidence in support of the claim.
* Ask:
  + “Is this paragraph *logical*? Please explain your thinking with examples from the paragraph.” If necessary, remind students that logical means “well reasoned” or “making sense.”
* Listen for students to explain that is it logical because the author tells you the rule as well as how Jobs used the rule in his life to thrive.
* Explain that you want to show them how the paragraph might look in a graphic organizer that they will use to write their own essays.
* Display and distribute the **Rule Sandwich Guide: Jobs Speech**. Read the paragraph at the top aloud. Explain that this is the structure that students will use to explain rules in their essays. It is also a very important part of supporting their argument.
* Point out the three parts of the rule sandwich and the example from the model essay. Also, emphasize that there are sentence stems to help them introduce and explain their rules. Explain to students that they will use the quote sandwich to argue how Bud used his rules to survive or thrive.
* Read the example in each part of the sandwich that comes from the second paragraph in the Jobs essay. Make connections to what students shared about the second paragraph. Fill in the graphic organizer using the information from the second paragraph, modeling how this paragraph would have looked in its planning stages.
* Ask half the class to read the third paragraph and the other half of the class to read the fourth. Direct them to think about which parts of their paragraph would fit into the sandwich.
* Refocus the class whole group. Ask a volunteer who read the third paragraph to describe how that paragraph fits into the rule sandwich. Listen for: “The top of the sandwich is the introduction to the rule, ‘At the age of 30 he was fired from Apple, his own company. This led him to discover his second rule.’ The middle of the sandwich is the rule, ‘Love what you do and do what you love.’ And the bottom of the sandwich is the explanation, ‘Jobs overcame being fired and followed that rule. He continued doing what he loved, working on computer systems and starting companies such as Pixar. By choosing to do what he loved, Steve Jobs stayed true to himself and thrived regardless of the tough times.’”
* Emphasize that the *explanation* is where the author shifts gears from the rule to the author’s own thoughts about how Jobs used the rule.
* Ask for a volunteer who read the fourth paragraph to share. Listen for: “The top of the sandwich is the introduction to the rule, ‘Even before he survived his first round of cancer, he lived by his third rule.’ The middle of the sandwich is the rule, ‘Live each day as if it was your last.’ And the bottom of the sandwich is the explanation, ‘Jobs followed his heart and intuition with the calligraphy class. He found courage to get over fears of what others thought about him after getting fired from Apple. He knew death was a part of life, and remembering this each day helped him ensure he was doing what he really wanted most days of his life. By living the rule, Jobs thrived.’”
* Ask students to turn and talk with each other:
  + “What is included in each body paragraph in this model?”
* After they have had a chance to discuss, refocus student’s whole group. Cold call a pair and listen for: “Each body paragraph introduces the rule, says the rule, and explains how Jobs used the rule to thrive.”
* Write a generalized paraphrase of that on the **Qualities of a Strong Literary Argument Essay anchor chart**:
  + “Each body paragraph introduces the rule, says the rule, and explains how Bud uses the rule in support of the claim.”

**2. Writing: Making a “Rule Sandwich” for Bud, Not Buddy Literary Argument Essay**

* Display and distribute **Rule Sandwich Guide: Bud, Not Buddy**, three to each student to work on three sandwiches, as scaffolding for three body paragraphs. (To differentiate, you can have students work on two sandwiches.)
* Congratulate students on all the thinking they have done about Bud and how he has used his rule in the past several lessons. Invite them to complete three Rule Sandwich Guides for *Bud, Not Buddy*, one for each rule they have selected. Invite students to use all their resources, such as such as their copies of **Bud, Not Buddy**, the **Bud’s Rules graphic organizer** and the **Bud, Not Buddy: Forming Evidence-Based Claims graphic organizer.**
* Ask students to focus on the learning targets as they write:
  + “‘I can explain how my evidence supports my claim in a logical way.’ Our study of the model and the rule sandwich will help you meet this target today.”
  + “‘I can skillfully select the best evidence to support my claim about Bud.’ This is similar to the target in Lesson 11, except today you want to make your final selection of evidence to use for your essay.”
* Remind students they need to have three rules to support their claim. If it is hard to make the connection between the rule and the claim, then it might not be good text evidence to use.
* In this claim, students should use the sandwich as a guide to make sure they are logically supporting their claim just like the Jobs model. Point out that the sandwich provides sentence starters for each section. These sentence starters are there to support students, but it is optional to use them.
* Place students in partnerships based on the assessment you completed after Lesson 11. Invite them to support each other in selecting the best evidence and putting it in the sandwich. Tell them that each student is responsible for completing his or her own sandwich.
* Circulate and support students as they work. Explicitly praise students as they select an appropriate rule and then develop an introduction to the rule, an explanation for the rule, and the claim. As needed, support students by asking specific questions like:
  + “Does Bud’s use of this rule help him survive or thrive? How do you know? Explain your claim.”
  + “Are there more details you can add from the text and your own thinking to explain your claim?”
  + “When you look back over your resources, is there a better rule to help you support your claim?”
* Refocus students to whole group. Praise them for their focused work. Explain that tomorrow they will use the sandwiches to write their body paragraphs, and ask students to complete their sandwiches for homework if they did not finish them in class.

**Closing and Assessment: Debrief: How Have You Skillfully Chosen the Rules That Support Your Claim?**

* On the board, write the question:
  + “How have you skillfully chosen the rules that support your claim?”
* Ask students to discuss in pairs their answers.
* Cold call on three to five students to share how to skillfully select a rule. Listen for students to say they needed to explain how Bud used his rule, and that if the explanation didn’t make sense they had to either change the rule or change their claim.

**Homework:**

* Students will finish completing their Rule Sandwich Guide for *Bud, Not Buddy*.

**Unit 2 Lesson 13:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Writing: Drafting Body Paragraphs and Revising for Language

**Long Term Learning Targets:**

* I can cite text-based evidence to support an analysis of literary text.
* I can determine a theme based on details in a literary text.
* I can write arguments to support claims with clear reasons and relevant evidence.
* I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
* With support from peers and adults, I can use a writing process to produce clear and coherent writing.
* I can accurately use sixth-grade academic vocabulary to express my ideas.

**Daily Learning Targets:**

* I can draft the body paragraphs of my literary argument essay.
* I can use precise and domain-specific language to formally argue my claim about how Bud uses his rules.

**Standards:** RL.6.1, RL.6.2, W.6.1, W.6.4, W.6.5, L.6.6

**Materials:**

* Rule Sandwich Guide: Bud, Not Buddy (from Lesson 12)
* Writing with a Formal Style recording form (one per student)
* Thesauruses (available for student use as needed)
* Guided Mini Lesson on Formal Style (for Teacher Reference)

**Do Now:**

**1. Unpacking Learning Targets**

* Read aloud the learning targets for today:
  + “I can draft the body paragraphs of my literary argument essay.”
  + “I can use precise and domain-specific language to formally argue my claim about how Bud uses his rules.”
* Ask:
  + “What does *precise* mean?”
* Listen for: “Precise means to be exact and accurate.”
* Share an example with students and say:
  + “For example, the precise word for how I feel is ‘furious,’ not just mad. ‘Furious’ shows the precise degree to which I feel mad.”
* Ask:
  + “What might *domain-specific* language mean? Let me give you an example in context. To work as a biologist, you have to learn a lot of *domain-specific* words about biology. So, what do you think domain-specific language means?”
* Listen for: “It means words used for a specific study or work.”
* Explain that in this essay, the domain-specific language is from the novel and writing techniques. For example, remind students that in Unit 1 they focused on the similes and metaphors used by the author to express his ideas. “Simile” is a domain-specific word that would fit in their essay. And while reading, they learned a lot about being orphaned during the Depression. Words such as “orphaned” and “Depression” are domain-specific to the novel.

**Procedure:**

**1. Independent Writing: Drafting Body Paragraphs of the Literary Argument Essay**

* Direct students to retrieve their **rule sandwiches** from Lesson 12, as they will use these as well as the model essay to guide their paragraph writing.
* Remind students that there are expectations for quiet writing time. Explain that talking is a great way to learn and share ideas; however, quiet, focused writing is also a great way to learn. They have had several lessons to talk about Bud’s use of his rules, and today the focus is on working independently to draft a quality literary argument essay.
* Explain that students will write the introduction and conclusion in Lesson 14. Their goal today is to write the three body paragraphs in a logical way, as reviewed in Lesson 12.
* Ask:
  + “How are you feeling, fist to five, about your readiness to start writing on your own today? A five means you are ready and eager, a three means you might need help getting started, and a one means please confer with me first.”
* Make a note of students who have a one, two, or three. Circulate to those students first. Then continue conferring with students during this work time. Focus on how students are meeting the learning target “I can draft the body paragraphs of my literary argument essay” and how students are using the organizational structure of the rule sandwich to support their writing. Consider postponing feedback related to conventions and grammar. These writing skills will be instructed when students revise their early draft for a final draft in later lessons.

**2. Revising Word Choice: Maintaining a Formal Style**

* Review the second learning target: “I can use precise and domain-specific language to formally argue my claim about how Bud uses his rules.” Explain that this learning target is based on a section in the rubric that asks students to “establish and maintain a formal style using precise language and domain-specific vocabulary.”
* Ask:
  + “What does precise language mean again?”
  + “What does domain-specific language mean?”
* Invite volunteers to answer each question. Listen for them to say that precise to be exact and accurate. *Domain-specific* language means language used for a specific study or work, like the novel and writing techniques. Remind students that using these words will help them create a formal style in their essay. Invite them to use words from their word-catcher.
* Distribute **Writing with a Formal Style recoding form**. Students work through this handout in concert with the **Guided Mini Lesson on Formal Style (for Teacher Reference).**
* After delivering this mini lesson, direct students to begin independently revising their writing, reading one sentence at a time and circling any words that could be revised for more formal or domain-specific word choice. Direct them to follow the steps they recorded during the mini lesson.
* Encourage students to use a **thesaurus**, and their writing partner as resources to identify synonyms as needed.
* Explain that students do not need every word to be formal, but they want enough words across a paragraph to maintain a formal and sophisticated style.
* Explain that unfinished revisions can be completed for homework.
* Circulate and observe student revisions. Support students by providing feedback in accordance with the steps generated in the mini lesson.

**Closing and Assessment: Reading Aloud a Revised Paragraph**

* Direct students to work with their writing partner from Lesson 12. Ask them to take turns reading their body paragraphs out loud to each other. Have students decide who will be writer 1 and writer 2.
* Invite writer 1 to begin first, reading one of their revised body paragraphs out loud to their partner. The writer is listening for logical order and formal style. Tell them to mark their own paragraph as they read aloud when the language and explanations are not clear or formal. This will help them know where to revise as a next step.
* Have students continue alternating reading their body paragraphs to each other as time allows.

**Homework:**

* Complete the word choice revisions to your body paragraphs if you did not finish them in class.

**Unit 2 Lesson 14:**

**Enduring Understanding:** “Rules to Live By”

**Topic:** Planning for Writing: Introduction and Conclusion

**Long Term Learning Targets:**

* I can write arguments to support claims with clear reasons and relevant evidence.
* I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
* I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research.

**Daily Learning Targets:**

* I can draft the introduction and conclusion of my literary argument essay.

**Standards:** W.6.1, W.6.4, W.6.9,

**Materials:**

* Model literary argument essay: “Steve Jobs’ Rules to Live By” (from Lesson 9; one to display)
* Qualities of a Strong Literary Argument Essay anchor chart (from Lesson 9)
* Equity sticks
* Chart paper
* Rows 1 and 3 of Literary Argument Essay Rubric (one per student)
* Self Assessment: Rows 1 and 3 of Literary Argument Essay Rubric (one per student)

**Do Now:**

**1. Unpacking Learning Targets**

* Invite students to read the learning target with you:
  + “I can draft the introduction and conclusion of my literary argument essay.”
* Invite students to Think-Pair-Share:
  + “How are introductions and conclusions similar types of writing?”
* Listen for responses, or guide students toward responses, such as: “They are both writing about the whole essay in some way,” or “They are both ‘big idea’ writing, not about details.”
* Again invite students to Think-Pair-Share:
  + “How are introductions and conclusions different?”
* Listen for responses such as: “The introduction should get the reader interested in the topic, while the conclusion should wrap up the essay in some way.”

**Procedure:**

**1. Independent Writing: Drafting Body Paragraphs of the Literary Argument Essay**

* Display the **“Steve Jobs’ Rules to Live By” model literary argument essay**. Tell students that now that they have written a first draft of the body paragraphs of their argument essay, they are going to finish by drafting introductory and concluding paragraphs.
* Invite students to read along silently as you read the introduction of the model essay.
* Ask students to Think-Pair-Share:
  + “What does the author tell us in the introductory paragraph?”
* Use **equity sticks** to select students to share their responses. Record responses on chart paper for students to refer to throughout the lesson. Ensure the following are included:
  + An introductory paragraph:
    - Introduces the idea of surviving and thriving
    - Presents a claim
    - Explains where the evidence came from
* Invite students to pair up with another student to verbally rehearse their introductory paragraph. Remind students to refer to the notes on the chart paper.
* Circulate to assist students in verbally rehearsing their introductory paragraphs. Ask:
  + “How can you begin the paragraph?”
  + “How did the author begin the model argument essay?”
  + “What is it important for the reader to know right at the beginning? Why?”
  + “What is your claim—does Bud use his rules to survive or to thrive?”
* Invite students to draft their introductory paragraph using their verbal rehearsal and the notes on the chart paper.
* Again circulate to assist students in drafting their introductory paragraphs. Ask:
  + “How can you begin the paragraph?”
  + “How did the author begin the model argument essay?” \* “What is it important for the reader to know right at the beginning? Why?”
  + “What is your claim—does Bud use his rules to survive or to thrive?”

**2. Studying the Model and Drafting a Concluding Paragraph**

* Tell students that they are also going to take time today to draft their conclusion for the essay. Invite them to Think-Pair-Share the question from earlier in the lesson:
  + “In this type of an essay, how are introductions and conclusions similar?”
* Listen for responses, or guide students toward responses, such as: “They are both writing about the whole essay in some way,” or “They are both ‘big idea’ writing, not about details.”
* Again invite students to Think-Pair-Share:
  + “How are introductions and conclusions different?”
* Listen for responses such as: “The introduction should get the reader interested in the topic, while the conclusion should wrap up the essay in some way.”
* Invite students to read along silently as you read the concluding paragraph of the model essay.
* Ask students to Think-Pair-Share:
  + “What does the author tell us in the concluding paragraph?”
* Use equity sticks to select students to share their responses. Record responses on the same piece of chart paper under the notes about the introductory paragraph for students to refer to throughout the lesson. Ensure the following are included:
  + A concluding paragraph:
    - Summarizes the argument
    - Closes the paragraph by giving us something to think about at the very end
* Invite students to pair up with another student to verbally rehearse their concluding paragraph. Remind students to refer to the notes on the chart paper.
* Invite students to draft their concluding paragraph using their verbal rehearsal and the **Qualities of a Strong Literary Argument Essay anchor chart**.
* Circulate to assist students in rehearsing their introductory paragraphs. Ask:
  + “How can you summarize the argument?”
  + “How did the author conclude the model argument essay?”
  + “What are you going to give the reader to think about at the end?”

**Closing and Assessment: Reading Aloud a Revised Paragraph**

* Distribute **Rows 1 and 3 of Literary Argument Essay Rubric and Self Assessment: Rows 1 and 3 of Literary Argument Essay Rubric**. Tell students that they have already seen the whole argument essay rubric and these are the two rows that apply to the introductory and concluding paragraphs.
* Invite students to read the Criteria column and Level 3 with you.
* Tell students they are going to score the introductory and concluding paragraphs of the draft essay against the rubric—Row 1 of the rubric is about the introductory paragraph and Row 3 is about the concluding paragraph. Tell students to underline on the rubric where their essay fits best. They are then to justify how they have scored themselves using evidence from their essay on the lines underneath.
* Remind students to be honest when self-assessing because identifying where there are problems with their work will help them to improve their work.
* Circulate to ask questions to encourage students to think carefully about their scoring choices:
  + “You have underlined this part of your rubric. Why? Where is the evidence in your essay to support this?”
* Students who finish quickly can begin to revise their draft essays based on their scoring against the rubric.
* Tell students that now that they have finished the introductory and concluding paragraphs of their essays, they have completed the first draft. Collect the first drafts and the self-assessments.
* Students who have not finished will benefit from being able to take their essay home to finish the first draft.
* Collect students’ Self Assessment: Rows 1 and 3 of Literary Argument Essay Rubric in order to give feedback.