



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Overview



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

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

Guiding Questions And Big Ideas

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

Performance Task

Essay to Inform: “My Rule to Live By”

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



Content Connections

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

NYS Social Studies Core Curriculum

Unifying Themes (pages 6–7)

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

Social Studies Practices, Grades 5–8:

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



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



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

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



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



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



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



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



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

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



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



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



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



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



Close Reading

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

Independent Reading

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



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Grade 6: Module 2A: Assessments Overview



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



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



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Grade 6: Module 2A: Performance Task



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Summary of Task

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

Format

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

Standards Assessed Through This Task

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



Student-Friendly Writing Invitation/Task Description

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

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

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

Options For Students

- Some students may dictate or record their essays.

Options For Teachers

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



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Grade 6: Module 2A

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about rules to live by and the Great Depression. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

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

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

Common Core Band Level Text Difficulty Ranges:

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

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

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



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

*Lexile based on a conversion from Accelerated Reading level



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

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‡Book content may have higher maturity level text



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Grade 6: Module 2A Unit 1: Overview



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

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

Guiding Questions And Big Ideas

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

Mid-Unit 1 Assessment

Figurative Language and Word Choice in Bud, Not Buddy

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

End of Unit 1 Assessment

Analyzing the Barack Obama Back-to-School Speech

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



Content Connections

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

NYS Social Studies Core Curriculum

- Relevant Content Standards

Central Texts

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



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

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



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



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



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



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



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



Optional: Experts, Fieldwork, And Service

Experts:

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

Fieldwork:

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

Service:

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

Optional: Extensions

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



Bud's Rules Graphic Organizer

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

Figurative Language in Bud, Not Buddy Graphic Organizer

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

Vocabulary

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

Note Taking

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

Discussion

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



Close Reading

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

Independent Reading

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

The calendar below shows what is due on each day.

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

Due at Lesson	Read the chapter below:	Gathering Textual Evidence
Unit 1, Lesson 2	2	<ul style="list-style-type: none"> What do we learn about Bud's personality in chapter I? Use evidence flags to identify details that show these traits.
Unit 1, Lesson 3	3	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 4	4	<ul style="list-style-type: none"> What did Bud do to Todd? Why did he do this? Use evidence flags to identify details that support your stance.
Unit 1, Lesson 5	5	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 6	6	<ul style="list-style-type: none"> Pretend that you are "Poppa" and write a journal entry explaining why you reached-out to Bud at the mission.
Unit 1, Lesson 7	7	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 8	8	<ul style="list-style-type: none"> 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 9	9	<ul style="list-style-type: none"> In this chapter, Bud says: "It's funny how ideas are, in a lot of ways they're just like seeds. Both of them start real small and then ... woop, zoop, sloop ... before you can say Jack Robinson they've gone and grown a lot bigger than you ever thought they could" (pages 91 and 92). Refer to the text to help you answer these questions: <ul style="list-style-type: none"> * "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 10	10	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 11	11	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 12	12	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.



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



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

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



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

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



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

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Target (2 minutes)</p> <ul style="list-style-type: none">• Invite a student to read aloud the learning target:<ul style="list-style-type: none">* "I can use evidence from the text to make inferences about Bud."• Ask:<ul style="list-style-type: none">* "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 toward the words <i>evidence</i>, <i>text</i>, <i>inference</i>, and <i>Bud</i>.	<ul style="list-style-type: none">• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



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



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “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 <i>Bud, Not Buddy</i> takes place is called the Great Depression. Explain that the Great Depression is a period of about 10 years in the 1930s when millions of people in our country were struggling and jobless. The economy and stock market had crashed; the Midwest, where much of our country’s food is grown, was struck by drought, so farmers lost their crops; and many took to “riding the rails,” crisscrossing the country in search of work. 	
<p>B. Whole Class Read of Chapter 1: Who Is Buddy? (20 minutes)</p> <ul style="list-style-type: none"> Distribute a copy of <i>Bud, Not Buddy</i> 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, <i>The Lightning Thief</i>, and tell them that much of the same smart thinking and close reading that they learned while reading <i>The Lightning Thief</i> will continue and build in this novel. Tell students that in order to get into the novel, you will read aloud the first chapter as they read along. First, however, they should take a couple of minutes to examine the cover and read the blurb on the back of the book. This will allow them to begin thinking about the character, setting, and plot of the story. After students have examined the cover and read the blurb, ask: <ul style="list-style-type: none"> * “What do you think this book is about?” * “Who is the main character, or <i>protagonist</i>, of the book?” Explain that the word <i>protagonist</i> means the leading character, or hero, of a story. Percy Jackson was the protagonist of <i>The Lightning Thief</i>. Invite the class to read along as you read aloud Chapter 1 of <i>Bud, Not Buddy</i>. Read this chapter without stopping or discussing with students. If they have questions, tell them that they will have time to discuss this book more after reading the chapter. They may want to jot questions they have as you read. Invite students to discuss with their triads: <ul style="list-style-type: none"> * “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?” 	<ul style="list-style-type: none"> Some students may benefit from using a ruler or piece of paper to underline the lines as they are read aloud. Consider posting discussion questions where all students can see them. Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Give students 3 to 5 minutes to discuss. Invite a few whole class shares to help all students come to a 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	Meeting Students' Needs
<p>A. Exit Ticket: Who’s Bud? (3 minutes)</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. • Provide ELLs with a sentence starter to aid in language production. For example: “I think that Bud ...” or “I think this because ...”
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Do a “first draft” read of Chapter 2 of <i>Bud, Not Buddy</i>. In this chapter, Bud will begin to share his “rules.” After reading the chapter, complete the Tracking Bud’s Rules graphic organizer. You will discuss your writing and thoughts at the beginning of the next lesson. 	



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

Supporting Materials



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

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

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



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



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



Name:		Date:	
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What I know about Bud	How I know it (evidence)



EXPEDITIONARY
LEARNING

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

Figurative Language and Word Choice:

A Closer Look at Bud, Not Buddy (Chapter 2)



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

I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)

I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting Learning Targets

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

Ongoing Assessment

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



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Tracking Bud's Rules: Rule 118 (8 minutes)Unpacking Learning Targets (4 minutes)Work Time<ol style="list-style-type: none">Introducing Figurative Language in Bud, Not Buddy (10 minutes)Explaining How Word Choice Affects Tone: Strategies for Answering Selected Response Questions (18 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy (5 minutes)Homework<ol style="list-style-type: none">Read Chapter 3. Add to the Tracking Bud's Rules graphic organizer.	<ul style="list-style-type: none">In the opening of this lesson, students look closely at the new routine in which they examine "Bud's Rules and Things." Bud's rules show up throughout the novel and offer students another insight into him as a character.Students are asked to consider what the rule means, how he uses it, and where it may have originated. Bud's rules will provide a bridge connecting the novel to texts students will be reading in the second half of Unit 1 and in Unit 2.During Work Time, students begin to think, talk, and write about how word choice affects tone and meaning in the novel. They do this primarily in the context of identifying and interpreting the use of figurative language in a passage of Chapter 2.They also work with their triads to answer selected response questions about an excerpt from Chapter 2.In advance: Prepare the Strategies for Answering Selected Response Questions anchor chart.Post: Learning targets.



Lesson Vocabulary	Materials
figurative language, tone, meaning; slug, swat, tap, ilk, race, vermin, survive, thrive	<ul style="list-style-type: none">• <i>Bud, Not Buddy</i> (book; one per student)• Word-catcher (from Lesson 1)• Tracking Bud's Rules graphic organizer (from Lesson 1)• Figurative Language in <i>Bud, Not Buddy</i> 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 <i>Bud, Not Buddy</i> (one per student)• Exit Ticket: Interpreting Figurative Language in Chapter 2 of <i>Bud, Not Buddy</i> (Sample Response for Teacher Reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Tracking Bud's Rules: Rule Number 118 (8 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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 <i>survive</i> and rules to <i>thrive</i>. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What does it mean to <i>survive</i>?” * “What does it mean to <i>thrive</i>?” • 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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 <i>survive</i> rule and the second is a <i>thrive</i> rule. 	<ul style="list-style-type: none"> • Consider posting new vocabulary words where all students can see them. • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before you begin asking questions.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to add <i>survive</i> and <i>thrive</i> to their word-catcher.• Tell students that Chapter 2 contains two of Bud's rules. Today they will focus on one of them.• 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:<ul style="list-style-type: none">* "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:<ul style="list-style-type: none">* "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.	



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.”* “I can explain how the author’s word choice affects tone and meaning in the novel.”• Ask:<ul style="list-style-type: none">* “What is <i>figurative language</i>?”* “How will determining the meaning of <i>figurative language</i> 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 <i>literal</i> language because literal language means exactly what it says. One common form of figurative language is when you describe something by comparing it to something else.• Assure students that they will be learning more about this later in the lesson.	



Work Time	Meeting Students' Needs
<p>A. Introducing Figurative Language in Bud, Not Buddy (10 minutes)</p> <ul style="list-style-type: none"> Remind students that the <i>narrator</i> of a story is the one who tells the story. This can be an omniscient narrator, also known as “eye in the sky,” or a character who tells the story from his or her own perspective, with his or her own voice, like Percy in <i>The Lightning Thief</i>. Ask: <ul style="list-style-type: none"> * “Who is the <i>narrator</i> of this story?” After students identify Bud as the narrator, invite them to Think-Pair-Share: <ul style="list-style-type: none"> * “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 character talks. In this story, we hear the voice of a ten-year-old boy in a particular time period, and in a particular region of the country. His age, his experiences, his personality, and his setting all affect the way he speaks, the way he tells a story, and the words he chooses. Explain that all of this adds to the concept of a story’s <i>tone</i>. Ask: <ul style="list-style-type: none"> * “Where have you heard the word <i>tone</i>?” Students have probably encountered this word in music, or in the phrase “tone of voice.” Explain that the use of the word <i>tone</i> when discussing literature is more like “tone of voice” because, as with our voices, <i>tone</i> in writing conveys feelings. In the absence of an actual voice, authors use words to create a <i>tone</i> and convey feeling. Define <i>tone</i> as “the feelings a narrator has toward a character or subject in the story.” Ask students to add the word <i>tone</i> to their word-catcher. 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: <ul style="list-style-type: none"> * “How does Buddy describe the woman’s walk in this excerpt?” 	<ul style="list-style-type: none"> Consider providing select students a partially completed graphic organizer. This will allow them to focus their time and attention on the most important thinking columns.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Listen for responses such as: “He compares her shoes to firecrackers going off on the wooden floor.” Tell the class that comparing two things in order to describe is a form of <i>figurative language</i> called <i>simile</i>. A <i>simile</i> compares two things that are not alike using the words “like” or “as.” For example: “Her eyes are as blue as the sky.”• Distribute the Figurative Language in <i>Bud, Not Buddy</i> 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.• Ask students to discuss in their triads:<ul style="list-style-type: none">* “What is the <i>literal</i> 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:<ul style="list-style-type: none">* “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 toward the idea that we can infer that Bud sees the woman in a negative way. Her walk is not soft; it is forceful and loud. This shows that Bud sees her as official and intimidating, not caring and gentle. Invite students to fill in the third column of the graphic organizer.• Ask them to place their work in their folder or binder, where they can easily access it in future lessons.	



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



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



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

Supporting Materials



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.....
Name:
.....

.....
Date:
.....

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



GRADE 6: MODULE 2A: UNIT 1: LESSON 2
Strategies for Answering Selected Response Questions
Anchor Chart
(For Teacher Reference)

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



.....
Name:

.....
Date:

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

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

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

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

How does that affect the meaning of this excerpt?



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

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

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

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



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

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

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

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

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

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

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

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



Name:

Date:

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

Example of figurative language (from the text)	What this means literally	How this language reveals Bud's feelings? (tone)
"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)		



Example of figurative language (from the text)	What this means literally	How this language reveals Bud's feelings? (tone)
"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)	<i>Bud is describing how Todd looks when he has lost his temper—breathing hard, chest heaving, eyes wide, etc.</i>	<i>Even in an intimidating and scary situation, Bud's tone remains humorous.</i>



EXPEDITIONARY
LEARNING

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

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

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

Agenda

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

Teaching Notes

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



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

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Triad Discussion—Rules in Chapter 3 of <i>Bud, Not Buddy</i> (6 minutes)</p> <ul style="list-style-type: none"> • Invite students to get into triads. Remind them that for homework they were to read Chapter 3 of <i>Bud, Not Buddy</i> and fill out their 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. 	<ul style="list-style-type: none"> • Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * "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 <i>Bud, Not Buddy</i>." • Remind students that they discussed <i>tone</i> and <i>figurative language</i> in the previous lesson. Define them again for the class. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Analyzing Author's Word Choice, Meaning, and Tone in Chapter 3 of <i>Bud, Not Buddy</i> (12 minutes)</p> <ul style="list-style-type: none">• Distribute Chapter 3 of <i>Bud, Not Buddy</i>: Author's Word Choice, Meaning, and Tone graphic organizer and display using document camera.• 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 <i>Bud, Not Buddy</i>: 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:<ul style="list-style-type: none">* "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 <i>Bud, Not Buddy</i> 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:<ul style="list-style-type: none">* "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.	



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



Closing and Assessment	Meeting Students' Needs
<p>A. Carousel of Quotes Synthesis (5 minutes)</p> <ul style="list-style-type: none">Ask students:<ul style="list-style-type: none">* "What do you now know about how figurative language can affect tone?"Invite students to spend 3 minutes considering the question while walking around the room looking at the notes triads have made on the Carousel of Quotes charts.Back-to-Back and Face-to-Face synthesis:<ol style="list-style-type: none">Pair students up.Ask them to sit back-to-back.Give them 1 minute to consider the answer they are going to give to the question now that they have looked at the notes on the Carousel charts.Ask them to turn face-to-face to tell their partner the answer.Distribute Homework: <i>Bud, Not Buddy</i>—Chapter 4.	<ul style="list-style-type: none">Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success. This closing activity is meant to help students synthesize their understanding of figurative language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read Chapter 4 of <i>Bud, Not Buddy</i>. Since there are no rules for you to analyze in this chapter, answer this question:<ul style="list-style-type: none">– "What did Bud do to Todd? Why did he do this?"	



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

Supporting Materials



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Name:		Date:	
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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: <i>angry, violent, or harsh</i>).
<p>“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).</p> <p>gray</p>		
<p>“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).</p> <p>digging</p>		
<p>“I finally got a hole big enough to look out and mashed my eye up against the glass” (p. 25).</p> <p>mashed</p>		



“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



Name:		Date:	
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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: <i>angry, violent, or harsh</i>).
<p>“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).</p> <p>gray</p>	<p><i>It makes the reader realize that the shed must be very dark because everything looks gray to Bud.</i></p>	<p><i>frustration/bleakness/monotony</i> <i>The way the word has been used emphasizes that everything looked the same in a frustrating/bleak/monotonous way</i></p> <p>Note: If students say “boring,” ask them to describe “boring.”</p>



Teacher Directions: Prepare separate charts for each quote below. Each chart should look identical to the Figurative Language in

Bud, Not Buddy graphic organizer, with the quote provided above the three columns.

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



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

[illegible]



EXPEDITIONARY
LEARNING

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

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



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

I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)

I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting Learning Targets

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

Ongoing Assessment

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



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entrance Ticket: What Would You Title Chapter 4? (8 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Writing: Interpreting Figurative Language in Bud, Not Buddy (10 minutes)B. Read-aloud of Excerpt from Chapter 4 and Completion of Selected Response Questions (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Discussion of Selected Response Question (5 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapter 5 of Bud, Not Buddy.	<ul style="list-style-type: none">• This lesson is similar in structure to Lesson 2. Students continue using the Figurative Language in Bud, Not Buddy graphic organizer to analyze figurative language from the novel, now without any modeling or input from the teacher. This increased independence will help prepare them for the mid-unit assessment in Lesson 5.• In Lesson 2, students answered selected response questions about word choice in triads. Now they will independently answer selected response questions, then discuss their answers with their triads to scaffold for Lesson 5.• Post: Learning targets, Strategies for Selected Response Questions anchor chart.

Lesson Vocabulary	Materials
word choice, tone, meaning, figurative language; tortured	<ul style="list-style-type: none">• <i>Bud, Not Buddy</i> (book; one per student)• Entrance ticket: “What Would You Title Chapter 4?” (one per student)• Figurative Language in <i>Bud, Not Buddy</i> graphic organizer (from Lesson 2; students’ copies and one for display)• <i>Bud, Not Buddy</i>: Chapter 4 Figurative Language (one per student)• Strategies for Answering Selected Response Questions anchor chart (from Lesson 2)• Selected Response Questions, Chapter 4 of <i>Bud, Not Buddy</i> (one per student)• Selected Response Questions, Chapter 4 of <i>Bud, Not Buddy</i> (Suggested Answers, for Teacher Reference)



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



Work Time	Meeting Students' Needs
<p>A. Writing: Interpreting Figurative Language in Bud, Not Buddy (10 minutes)</p> <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Providing feedback specific to the learning target that identifies both a success and a next step helps students set concrete goals for reaching learning targets. • Providing sentence starters and sentence frames helps students develop group speaking skills and encourages them to use evidence in their claim.
<p>B. Read-aloud of Excerpt from Chapter 4 and Completion of Selected Response Questions (20 minutes)</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Asking students to provide feedback to their peers helps them clarify their learning. • Consider providing select students with scaffolding for Question 4 of the selected response questions by letting them know that Bud feels two different emotions about foster homes.



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



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.....
Name:
.....

.....
Date:
.....

Directions:

Last night, you read Chapter 4. You might have noticed that there were no rules in this chapter. You also might have noticed that none of the chapters have a title. Today you are going to write a title for Chapter 4 and then discuss it with a partner. Write your answers below.

My title for Chapter 4 is

.....

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



Example 1: Page 31	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.
Example 2: Page 34	He was deep asleep and his hands were crossed on his chest like he was ready for the graveyard.



Name: _____

Date: _____

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

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

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

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

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

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

2. What does Bud mean by a "regular home"?

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



3. What does it show the reader about Bud when he says it is his “job” to prevent other kids from having the experience he had?
- A. Bud does not want to become a bully like Todd.
 - B. Bud feels a sense of responsibility to other foster kids.
 - C. Bud expects to have to pay for the trouble he caused.
 - D. Bud does not know where his mother and father are.
4. What does this passage teach the reader about Bud’s feelings toward foster homes? Use evidence from the passage to support your answer.



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

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



EXPEDITIONARY
LEARNING

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

Mid-Unit 1 Assessment:

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



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

I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)

I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting Learning Targets

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

Ongoing Assessment

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

Agenda

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

Teaching Notes

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



Lesson Vocabulary	Materials
Do not pre-teach vocabulary for this assessment.	<ul style="list-style-type: none">• <i>Bud, Not Buddy</i> (book; one per student)• Tracking Bud's Rules graphic organizer (started in Lesson 1)• Mid-Unit 1 Assessment: Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (one per student)• Mid-Unit 1 Assessment: Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (Answers, for Teacher Reference)• Grade 6 2-Point Rubric: Short Response (for Teacher Reference)



Opening	Meeting Students' Needs
<p>A. Engage the Reader: Tracking Bud's Rules, Number 83 (5 minutes)</p> <ul style="list-style-type: none">• 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:<ol style="list-style-type: none">1. "What is the meaning of this rule in your own words?"2. "Is this is a rule that helps Bud to <i>survive</i> or <i>thrive</i>?"3. "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 class.	<ul style="list-style-type: none">• Many students will benefit from seeing questions posted on an interactive white board or via a document camera. Reveal questions one at a time to keep them focused on the question at hand.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* "I can explain how the author's word choice affects tone and meaning in the novel."* "I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>."• Remind students that these are the same learning targets they have been working with in the past four lessons. Today they will show how well they can demonstrate these targets independently in an assessment.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment (35 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 1 Assessment: Figurative Language and Word Choice in <i>Bud, Not Buddy</i> to each student.• Tell students that in this mid-unit assessment, they will focus on one passage from Chapter 5 of <i>Bud, Not Buddy</i>. Invite them to open their books to page 41. The passage begins with “Me and mamma having the same conversations ...” and ends on the top of page 43 with “... because another door opens.”• 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.	<ul style="list-style-type: none">• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets: Fist to Five (3 minutes)</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “I can explain how the author’s word choice affects tone and meaning in the novel.”* “I can determine the meaning of figurative language in <i>Bud, Not Buddy</i>.”• 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.	<ul style="list-style-type: none">• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.
Homework	Meeting Students' Needs
<p>A. Read Chapter 6 of <i>Bud, Not Buddy</i>. Then write a journal entry in which you pretend that you are “Poppa” and explain why you reached-out to Bud at the mission.</p> <p><i>Note: Assess student responses on the Mid-Unit Assessment using the Grade 6 2-Point Rubric: Short Response (from http://www.engageny.org/sites/default/files/resource/attachments/grade-6-ela-guide_0.pdf).</i></p>	



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

Supporting Materials



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Name: _____

Date: _____

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

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

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

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

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



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

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

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



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

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

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

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

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

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



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

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

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

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.

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



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



EXPEDITIONARY
LEARNING

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

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



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can cite text-based evidence to support an analysis of informational text. (RI.6.1) I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Entrance ticket• Annotated Steve Jobs speech• Exit ticket



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entrance Ticket: What Would You Title Chapter 6? (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time:</p> <p>A. Read and Discuss Paragraph 1 (8 minutes)</p> <p>B. Reading and Listening to Paragraphs 1–8 of the Steve Jobs Speech (10 minutes)</p> <p>C. Getting the Gist and Identifying Vocabulary, Paragraphs 6–8 (12 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Why Do People Have Rules to Live By? (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 7 of Bud, Not Buddy. Complete the Tracking Bud's Rules graphic organizer for any rules you encounter in this chapter.</p>	<ul style="list-style-type: none"> • In this lesson, students are introduced to the Steve Jobs speech. This lesson is the first in a two-lesson cycle that will be repeated until students have read the whole speech closely. In this first lesson of the cycle, they listen to Steve Jobs delivering a section of the speech while following along in their own text. Then they find the gist and identify the meaning of unfamiliar vocabulary in a short excerpt. In the second lesson, they dig deeper into the short extract by answering text-dependent questions. • Lessons 6-11 of Unit 1 are based heavily on the Making Evidence-Based Claims units developed by Odell Education. For the original Odell Education units, go to www.odelleducation.com/resources. • Students use the Odell Education Reading Closely: Guiding Questions handout to guide their reading for gist. Students should be familiar with this resource from Module 1; it is included again for easy reference. • Due to time constraints, students do not read Paragraphs 2–5 closely for gist or to identify the meaning of unfamiliar vocabulary from context; however, students may struggle with the following vocabulary in Paragraphs 2–5: relented, naively, tuition, intuition, subtle destiny, karma. • In advance: Read Paragraphs 1–8 of the speech, focusing on the gist. Prepare technology to play the video of Steve Jobs' Stanford University Commencement Address from times 00:00-05:34. This video may be found at: http://www.youtube.com/watch?v=UF8uR6Z6KLc. If this equipment is unavailable, you can read aloud Paragraphs 1–8 of the speech to students. Prepare a new anchor chart: Strategies for Determining Unknown Words (see supporting materials). • Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom. • Post: Learning targets.



Lesson Vocabulary	Materials
gist; university commencement address, dorm, deposits, Hare Krishna, intuition, typography, typefaces, proportionally	<ul style="list-style-type: none">• 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)• Document camera• Word-catcher (from Lesson 1)• Exit Ticket: Why Do People Have Rules to Live By? (one per student)



Opening	Meeting Students' Needs
<p>A. Entrance Ticket: What Would You Title Chapter 6? (8 minutes)</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Reviewing the homework holds all students accountable for reading the novel and completing their homework.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * "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 <i>gist</i> means (understanding what the text is mostly about). • Invite them to Think-Pair-Share: <ul style="list-style-type: none"> * "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. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Read and Discuss Paragraph 1 (8 minutes)</p> <ul style="list-style-type: none">• Ask students to sit in their triads.• Distribute Stanford University Commencement Address: Steve Jobs and display using a document camera.• Invite students to read the title of the speech with you. Ask them to think and then discuss in their triads:<ul style="list-style-type: none">* “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 <i>university commencement address</i> 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.”• Write these questions on the board. Invite students to discuss in their triads:<ul style="list-style-type: none">* “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.	<ul style="list-style-type: none">• Introducing Steve Jobs as a person and helping students to understand more about who he was and his achievements that are relevant to their lives will engage students in the speech.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading and Listening to Paragraphs 1–8 of the Steve Jobs Speech (10 minutes)</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Watching Steve Jobs give the speech will improve student engagement in the text and give them a deeper understanding of the meaning through his intonation and the emphasis he places on words and phrases.• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time (continued)	Meeting Students' Needs
<p>C. Getting the Gist and Identifying Vocabulary, Paragraphs 6-8 (12 minutes)</p> <ul style="list-style-type: none"> • Display the Reading Closely: Guiding Questions handout. Remind students that they were given this handout in Module 1. Explain that in this lesson, they are going to look at the “Questioning Texts” row of the chart. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Which of these questions do you think will help guide our reading so we can get the gist of an extract of the Steve Jobs speech?” • Listen out for and encourage students toward all the Topic, Information, and Ideas questions. (What is this text mainly about? What information or ideas does the text present? What details stand out to me as I read?) Highlight/check-mark those questions on the displayed copy of the document. Invite students to do the same on their chart to be a reference as they read. • 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. • Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* 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.• Words students may struggle with:<ul style="list-style-type: none">* Paragraph 6: <i>dorm, deposits, Hare Krishna, intuition</i>* Paragraph 7: <i>typography, typefaces, proportionally</i>• 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. <p>Remind students to record new words on their word-catcher.</p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Why Do People Have Rules to Live By? (5 minutes)</p> <ul style="list-style-type: none">• Invite students to refer to Paragraphs 6–8 of the speech and to discuss in their triads:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">* “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.	<ul style="list-style-type: none">• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs before the next lesson.
Homework	Meeting Students' Needs
<p>A. Read Chapter 7 of <i>Bud, Not Buddy</i>. Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in this chapter.</p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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.....
Name:

.....
Date:

My title for Chapter 6 is

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



Stanford University Commencement Address

Steve Jobs

June 12, 2005

Lexile Measure: 880L

<http://www.youtube.com/watch?v=UF8uR6Z6KLc>

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

P1

5 The first story is about connecting the dots.

P2

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

P3

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly

P4

10 that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother

15 had never graduated from college and that my father had never graduated from high

commencement		
graduation, in this case from a university		

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



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

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

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

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



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

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

My second story is about love and loss.

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

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

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



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

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

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

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

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

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

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



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

My third story is about death.

P15

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

P16

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

P17

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



- 105** About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, **P18** and it clearly showed a tumor on my **pancreas**. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to
- 110** try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.
- I lived with that diagnosis all day. Later that evening I had a **biopsy**, where they **P19** stuck an **endoscope** down my throat, through my stomach and into my intestines,
- 115** put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.
- This was the closest I've been to facing death, and I hope it's the closest I get for a **P20**
- 120** few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:
- No one wants to die. Even people who want to go to heaven don't want to die to **P21** get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It
- 125** is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

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

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



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

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

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

Stay Hungry. Stay Foolish.

Thank you all very much.

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

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READING CLOSELY: GUIDING QUESTIONS

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

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



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

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



Name:		Date:	
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Why do people have rules to live by?



EXPEDITIONARY
LEARNING

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

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



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

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

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)

Supporting Learning Targets

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

Ongoing Assessment

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

Agenda

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

Teaching Notes

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



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)

Lesson Vocabulary	Materials
claim	<ul style="list-style-type: none"> 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 <i>Bud, Not Buddy</i> graphic organizer (one per student) Connections between Steve Jobs and Bud anchor chart (new; co-created with students in Closing A)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “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 <i>Bud, Not Buddy</i>.” Remind students that they did a lot of work on making claims about a text in Module 1. 	<ul style="list-style-type: none"> Learning targets are a research-based strategy that helps all students, especially challenged learners. Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. Discussing and clarifying the language of learning targets helps build academic vocabulary.



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

Work Time	Meeting Students' Needs
<p>A. Text-Dependent Questions, Paragraphs 6–8 (20 minutes)</p> <ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.



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

Work Time	Meeting Students' Needs
<p>B. Forming Evidence-Based Claims: Paragraphs 6–8 (15 minutes)</p> <ul style="list-style-type: none"> • Distribute the Forming Evidence-Based Claims graphic organizer and display it using a document camera. 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: <ul style="list-style-type: none"> * “You have to trust that the dots will somehow connect in your future.” • Invite students to discuss in triads: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “How does that detail answer the question and support the claim? What is your thinking behind choosing that detail?” 	<ul style="list-style-type: none"> • Graphic organizers and recording forms engage students more actively and provide the scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. • When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing. • Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.



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

Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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.	



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

Closing and Assessment	Meeting Students’ Needs
<p>A. Connecting the Steve Jobs Speech to Bud, Not Buddy (8 minutes)</p> <ul style="list-style-type: none">• 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 <i>Bud, Not Buddy</i>. Tell them that they are to record details from the novel in the right-hand column to show evidence of this event in the book.• 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:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">• Follow rules• Didn’t live with or have contact with their biological mother• Gave up on school to follow their dreams	<ul style="list-style-type: none">• Anchor charts serve as note-catchers when the class is co-constructing ideas.
Homework	Meeting Students’ Needs
<p>A. Read Chapter 8 of <i>Bud, Not Buddy</i>. After reading Bud’s description of Hooverville, draw a picture of what you think it looks like. In the next lesson, you will be asked to share the descriptive language details about Hooverville from the text that you read in Chapter 7. You should annotate your drawing with details from the text, showing which specific aspect of Hooverville you are trying to portray.</p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Name:		Date:	
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Directions and Questions	Notes
<p>In Paragraph 6 he says: “It wasn’t all romantic. I didn’t have a dorm room, so I slept on the floor in friends’ rooms, I returned Coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple.”</p> <p>1. What does he mean when he says, “It wasn’t all romantic?”</p>	
<p>At the end of Paragraph 7, he says: “Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.”</p> <p>2. What are the “dots” that Steve Jobs connected between his post-college experiences and his designing of the first Mac computer?</p>	



Directions and Questions	Notes
<p>At the beginning of Paragraph 8, he says, “Again, you can’t connect the dots looking forward; you can only connect them looking backwards.”</p> <p>3. What do you think he means by this?</p>	
<p>In the previous lesson, you determined that at the end of Paragraph 8, he gives us a rule to live by: “You have to trust in something—your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.”</p> <p>4. After reading Paragraphs 6–8, where do you think this rule came from? How did the experiences he described show that this rule didn’t let him down in this part of his life?</p>	



Time: 15 minutes

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



Directions and Questions	Notes
<p>At the end of Paragraph 7, he says: “Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.”</p> <p>2. What are the “dots” that Steve Jobs connected between his post-college experiences and his designing of the first Mac computer?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none">• Ask students to reread Paragraphs 6 and 7. They are then to read Question 2, discuss the answer in their triads, and record their answer, using evidence from the text to support it, in the Notes column of their text-dependent questions sheet.• Select volunteers from each triad to share their discussion and their answers with the class. <p><i>Listen for students to explain that Steve Jobs realized looking back that the calligraphy class he took after dropping out of college led to him to designing the first Mac with multiple typefaces and fonts, which led to the typefaces and fonts that we see on computers today.</i></p>



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

FORMING EVIDENCE-BASED CLAIMS

Name Date

FOCUSING QUESTION		
DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL
MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
HOW I CONNECT THESE DETAILS		
CLAIM		

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



GRADE 6: MODULE 2A: UNIT 1: LESSON 7
Connecting Events in the Steve Jobs Speech to those in
***Bud, Not Buddy* Graphic Organizer**

.....
Name:
.....

.....
Date:
.....

Steve Jobs	Bud from Bud, Not Buddy
Put up for adoption by his biological mother.	
Left school to pursue his dreams.	



EXPEDITIONARY
LEARNING

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

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

- Annotated Steve Jobs speech
- Venn Diagram

Agenda

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

Teaching Notes

- This lesson is similar in structure to Lesson 6. Lesson 8 is the first lesson in the next series of the two-lesson cycle and has students reading for gist and determining the meaning of unknown words from context. In Lesson 9, they dig deeper into the short excerpt by answering text-dependent questions.
- In this lesson, the same questions are repeated to give students practice with increased independence and to gradually release them to perform this task independently in later lessons.
- Due to time constraints, students do not read Paragraphs 9–11 closely for gist or to identify the meaning of unfamiliar vocabulary from context; however, students may struggle with the following vocabulary in these paragraphs: diverge, devastating, entrepreneurs.
- In advance: Prepare technology to play the video of Steve Jobs' Stanford University Commencement Address from times 05:35-09:00. If this equipment is unavailable, you can read Paragraphs 9–14 aloud to the class.
- Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.
- Post: Learning targets, Strategies for Determining Unknown Words anchor chart.



Lesson Vocabulary	Materials
gist; heaviness, lightness, animated, feature film, studio, heart, renaissance, convinced, settle	<ul style="list-style-type: none">• Stanford University Commencement Address: Steve Jobs (from Lesson 6)• Document camera• 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)• Word-catcher (from Lesson 1)• 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 <i>Bud, Not Buddy</i> (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Bud, Not Buddy (6 minutes)</p> <ul style="list-style-type: none"> • Invite students to get into triads to share their annotated Hooverville pictures drawn for homework. Ask triads to discuss: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Reviewing the homework holds all students accountable for reading the novel and completing their homework.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Listening to the Steve Jobs Speech (Paragraphs 9–14) While Reading Along (5 minutes)</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Watching Steve Jobs give the speech will improve student engagement in the text and give them a deeper understanding of the meaning through his intonation and the emphasis he places on words and phrases.
<p>B. Reading for the Gist and Vocabulary, Paragraphs 12–14 (22 minutes)</p> <ul style="list-style-type: none"> Tell students they will read Paragraphs 12–14 for the gist, just as they did in Lesson 6. Using a document camera, 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. Remind students to use the Reading Closely: Guiding Questions handout used in Lesson 6. Circulate and read student annotations, looking for a student response like: “Getting fired was actually a good thing, and he became more creative.” Invite a share from a student whose annotation is close to the example above to share their gist with the whole group. Ask the class for thumbs-up if they agree with the student’s gist or thumbs-down if they don’t. Confirm that this is a good example of the gist of Paragraph 12. Address any questions. Invite students to do the same thing with Paragraphs 13 and 14: reread, annotate the gist, and circle unfamiliar words. 	<ul style="list-style-type: none"> Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Circulate to assist students with reading and to read student annotations. Look for students to have annotated something similar to these examples:<ul style="list-style-type: none">* 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.• Invite students to talk with their triad to compare what they wrote for their gist statements.• Reconvene whole class. Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “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.• Ask them to share the unfamiliar words they circled one paragraph at a time. Words students may struggle with:<ul style="list-style-type: none">* Paragraph 12: heaviness, lightness* Paragraph 13: animated, feature film, studio, heart, renaissance* Paragraph 14: <i>awful</i>, <i>convinced</i>, <i>settle</i>• Be sure to address these words here. Cold call to ask students what each word means and how they figured it out. Direct students to use context clues when possible. If they are stuck on a word, model briefly to ensure understanding for all.• Remind students to record new words on their word-catcher.	<ul style="list-style-type: none">• Research shows that ongoing, immediate feedback is critical to student growth and engagement. Specifically, explain what students are doing well and what they can do to improve with clear next steps in relation to the learning target.



Closing and Assessment	Meeting Students’ Needs
<p>A. Love and Loss Venn Diagram (10 minutes)</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.
Homework	Meeting Students’ Needs
<p>A. Read Chapter 9 of Bud, Not Buddy. In this chapter, Bud says: “It’s funny how ideas are, in a lot of ways they’re just like seeds. Both of them start real small and then ... woop, zoop, sloop ... before you can say Jack Robinson they’ve gone and grown a lot bigger than you ever thought they could” (pages 91 and 92). Refer to the text to help you answer these questions:</p> <ul style="list-style-type: none">* “What is the idea Bud is talking about?”* “How did it grow?”* “Does this remind you of anything else in the book?”	



EXPEDITIONARY
LEARNING

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

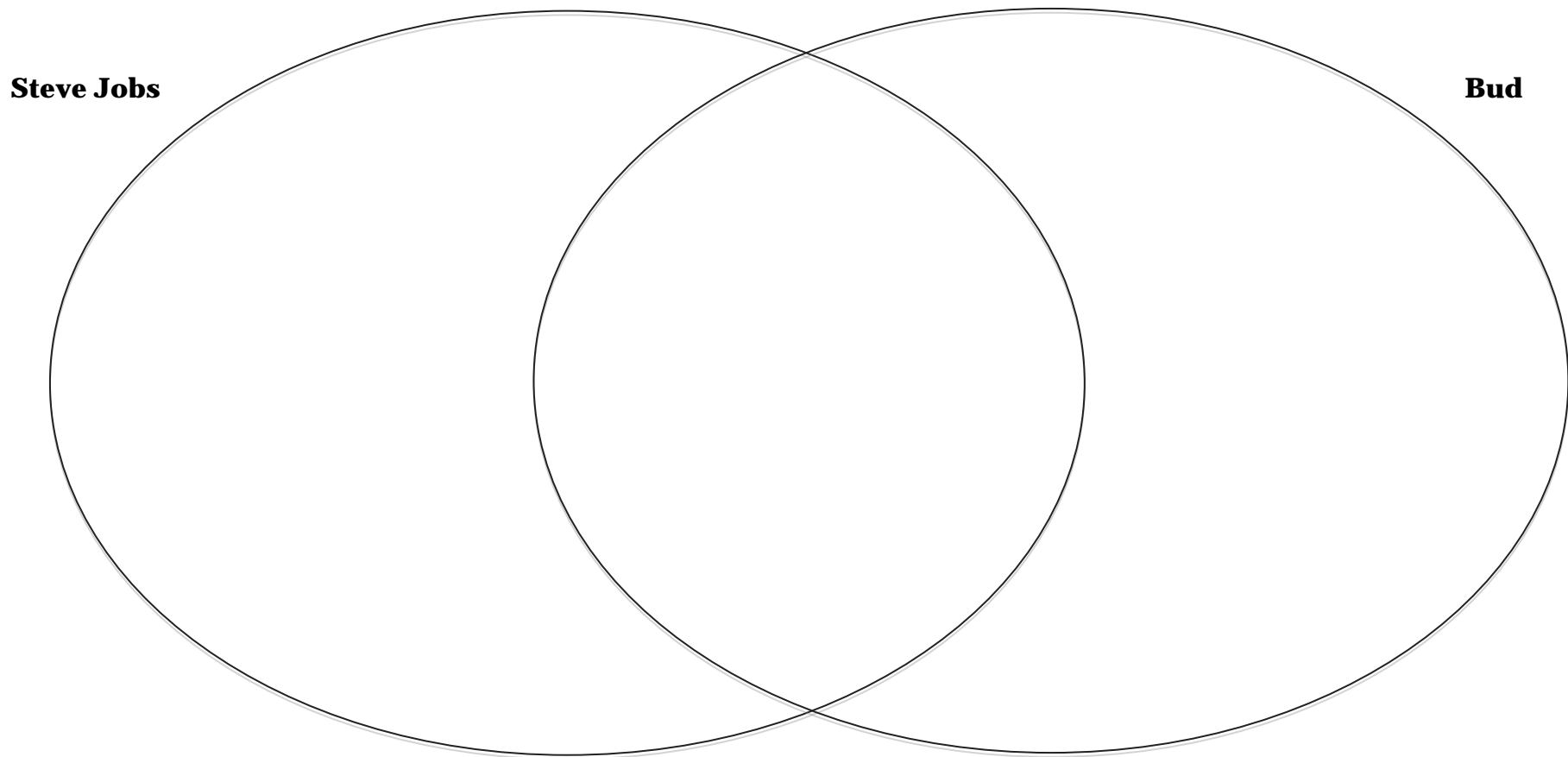
Supporting Materials



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





Name: _____

Date: _____

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

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

- What is the idea Bud is talking about?

- How did it grow?

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



EXPEDITIONARY
LEARNING

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

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



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

I can cite text-based evidence to support an analysis of informational text (RI.6.1)

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

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

Supporting Learning Targets

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

Ongoing Assessment

- Forming Evidence-Based Claims graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Triad Discussion—Questions from Chapter 9 of Bud, Not Buddy (5 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Text-Dependent Questions, Paragraphs 12–14 (15 minutes)Forming Evidence-Based Claims: Paragraphs 9–14 (18 minutes)Closing and Assessment<ol style="list-style-type: none">Connecting the Steve Jobs Speech to Bud, Not Buddy (5 minutes)Homework<ol style="list-style-type: none">Read Chapter 10 of Bud, Not Buddy. Identify the rules Bud refers to in the chapter and complete your Tracking Bud's Rules graphic organizer.	<ul style="list-style-type: none">This lesson is similar in structure to Lesson 7 and is the second of the two-lesson cycle. In this lesson, students dig deeper into Paragraphs 12–14 in order to answer text-dependent questions.In this lesson, students use the Odell Forming Evidence-Based Claims graphic organizer to make a claim to answer a question. They gather details from the text to answer the question and then connect those details to make a claim. To prepare students to work independently on making an evidence-based claim in Lesson 11, in this lesson they identify one detail and the thinking behind choosing one detail as a whole group.In advance: Read the Close Reading Guide for this lesson (see supporting materials) and familiarize yourself with the text-dependent questions and suggested answers.Post: Learning targets.



Lesson Vocabulary	Materials
claim, evidence	<ul style="list-style-type: none">• 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)• Document camera• Forming Evidence-Based Claims task card (one per student)• Connections between Steve Jobs and Bud anchor chart (from Lesson 7)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Triad Discussion—Questions from Chapter 9 of <i>Bud, Not Buddy</i> (5 minutes)</p> <ul style="list-style-type: none">Remind students of the homework questions:<ul style="list-style-type: none">“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.	<ul style="list-style-type: none">Reviewing the homework holds all students accountable for reading the novel and completing their homework.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">Invite students to read the learning targets with you:<ul style="list-style-type: none">“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 <i>Bud, Not Buddy</i>.”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.	<ul style="list-style-type: none">Learning targets are a research-based strategy that helps all students, especially challenged learners.Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Text-Dependent Questions, Paragraphs 12–14 (15 minutes)</p> <ul style="list-style-type: none"> 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 (see supporting materials). Students work through the first part of this handout in concert with the Close Reading Guide (for Teacher Reference). 	<ul style="list-style-type: none"> Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.
<p>B. Forming Evidence-Based Claims: Paragraphs 9–14 (18 minutes)</p> <ul style="list-style-type: none"> Distribute the Forming Evidence-Based Claims graphic organizer and display it using a document camera. 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: <ul style="list-style-type: none"> * “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.” 	<ul style="list-style-type: none"> Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">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:<ul style="list-style-type: none">* "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.	<ul style="list-style-type: none">Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.



Closing and Assessment	Meeting Students’ Needs
<p>A. Connecting the Steve Jobs Speech to Bud, Not Buddy (6 minutes)</p> <ul style="list-style-type: none">• Pair students up. Ask them to Think-Pair-Share:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">* 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.	<ul style="list-style-type: none">• Anchor charts serve as note-catchers when the class is co-constructing ideas and recording ideas for future reference.
Homework	Meeting Students’ Needs
<p>A. Read Chapter 10 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.</p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Name: _____

Date: _____

Directions and Questions	Notes
<p>In Paragraph 12, Steve Jobs says, “I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”</p> <p>1. Why does he make that claim? What evidence does he present in Paragraphs 12–14 to support this claim?</p>	
<p>At the beginning of Paragraph 13, Steve Jobs says, “During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife.”</p> <p>2. Why does Steve Jobs talk about his wife, Laurene, in this sentence? How does this story add to the meaning of this section about love and loss?</p>	
<p>In Paragraph 14, Steve Jobs says, “Sometimes life hits you in the head with a brick.”</p> <p>3. What does he mean here? Does he mean life literally hits you in the head with a brick?</p>	



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



Directions and Questions	Notes
<p>At the beginning of Paragraph 13, Steve Jobs says, “During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife.”</p> <p>2. Why does Steve Jobs talk about his wife, Laurene, in this extract? How does this storyline add to the overall meaning of this section about love and loss?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none">• Ask students to read in their heads as you read the extract aloud.• Ask them to discuss Question 2 in triads and then record their answers, using evidence from the text to support them, in the Notes column of their text-dependent questions sheet.• Cold call students to share their answers with the class. <p><i>Listen for students to explain that Steve Jobs talks about his wife because, although he doesn’t explain how, she was one of the things that happened as a result of him getting fired from Apple. It fits in the section about love and loss because he loves her and they have a “wonderful family.”</i></p>



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

FORMING EVIDENCE-BASED CLAIMS

Name Date

FOCUSING QUESTION		
DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL
MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
HOW I CONNECT THESE DETAILS		
CLAIM		

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



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



EXPEDITIONARY
LEARNING

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

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



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

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

Supporting Learning Targets

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

Ongoing Assessment

- Annotated Steve Jobs speech
- Exit ticket

Agenda

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

Teaching Notes

- This lesson is similar in structure to Lessons 6 and 8. Lesson 10 is the first lesson in the final series of the two-lesson cycle and has students reading for gist and determining the meaning of unknown words from context. In Lesson 11, they dig deeper into the short extract by answering text-dependent questions.
- In this lesson, students have greater responsibility, working in triads to determine the meaning of words and the gist without teacher modeling.
- In advance: Read Paragraphs 15–26 of the speech, focusing on the gist. Prepare technology to play the video of Steve Jobs’ Stanford University Commencement Address from times 09:00-14:32. If this equipment is unavailable, you can read Paragraphs 15–26 aloud to the class.
- Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.
- Post: Learning targets, Strategies for Determining Unknown Words anchor chart.



Lesson Vocabulary	Materials
gist; decades, intellectual concept, destination, invention, agent, gradually, dogma, noise, intuition	<ul style="list-style-type: none">• Tracking Bud’s Rules graphic organizer (started in Lesson 1)• Stanford University Commencement Address: Steve Jobs (from Lesson 6)• Video of Steve Jobs’ Stanford University Commencement Address (http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html)• Technology to display video of Steve Jobs’ Stanford University Commencement Address• Reading Closely: Guiding Questions handout (from previous lessons)• Strategies for Determining Unknown Words anchor chart (from Lesson 6)• Word-catcher (from Lesson 1)• Exit Ticket: “Give One Get One” (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Triad Discussion—Rules in Chapter 10 of Bud, Not Buddy (8 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Reviewing the homework holds all students accountable for reading the novel and completing their homework.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite a student to read the learning targets: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Listening to the Steve Jobs Speech (Paragraphs 15–26) While Reading Along (5 minutes)</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Watching Steve Jobs give the speech will improve student engagement in the text and give them a deeper understanding of the meaning through his intonation and the emphasis he places on words and phrases.



Work Time	Meeting Students’ Needs
<p>B. Getting the Gist and Vocabulary, Paragraphs 20–22 (20 minutes)</p> <ul style="list-style-type: none"> • 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 students 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: <ul style="list-style-type: none"> • Paragraph 20: <i>decades, intellectual concept</i> • Paragraph 21: <i>destination, invention, agent, gradually</i> • Paragraph 22: <i>dogma, noise, intuition</i> • 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. • Remind students to record new words on their word-catcher. • Praise students for their stamina with three challenging paragraphs and for the collaboration you witnessed in their triads. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. • Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. • Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.



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



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

Supporting Materials



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Name:
.....

.....
Date:
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Bud's Character Traits:	Steve Jobs' Character Traits:
Traits they have in common	

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

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EXPEDITIONARY
LEARNING

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

Text-Dependent Questions and Making a Claim: Digging Deeper into Paragraphs 20–23 of Steve Jobs' Commencement Address (and connecting to Chapter 11)



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

I can cite text-based evidence to support an analysis of informational text (RI.6.1)

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

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

Supporting Learning Targets

- I can read Paragraphs 20–23 of the Steve Jobs speech closely in order to answer text-dependent questions.
- I can make a claim using details from Paragraphs 20–23 of the Steve Jobs speech.
- I can connect the events described by Steve Jobs in Paragraphs 15–23 of his speech to those experienced by Bud in the novel *Bud, Not Buddy*.

Ongoing Assessment

- Forming Evidence-Based Claims graphic organizer



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Triad Discussion—Rules in Chapter 11 of <i>Bud, Not Buddy</i> (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Text-Dependent Questions, Paragraphs 20–23 (15 minutes)</p> <p>B. Forming Evidence-Based Claims: Paragraphs 20–23 (18 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Connecting the Steve Jobs Speech to <i>Bud, Not Buddy</i> (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 12 of <i>Bud, Not Buddy</i>.</p>	<ul style="list-style-type: none"> • This lesson is similar in structure to Lesson 9 and is the second in the final series of the two-lesson cycle. In this lesson, students dig deeper into Paragraphs 20–23 in order to answer text-dependent questions. This is their final day to work with the Steve Jobs speech. • In this lesson, students make a claim using the Forming Evidence-Based Claims graphic organizer to answer a question in pairs without any teacher input or modeling in preparation for the end of unit assessment. • In advance: Read the Close Reading Guide for this lesson (see supporting materials) and familiarize yourself with the text-dependent questions and suggested answers. • Post: Learning targets.

Lesson Vocabulary	Materials
claim	<ul style="list-style-type: none"> • Stanford University Commencement Address: Steve Jobs (from Lesson 6) • Paragraphs 20–23 of the Steve Jobs Speech—Text-Dependent Questions (one per student) • Close Reading Guide—Paragraphs 20–23 of the Steve Jobs Speech (for Teacher Reference) • Forming Evidence-Based Claims graphic organizer (one per student) • Forming Evidence-Based Claims task card (one per student) • Connections between Steve Jobs and Bud anchor chart (from Lesson 7)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Triad Discussion—Rules in Chapter 11 of <i>Bud, Not Buddy</i> (5 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “What rules did Bud refer to in Chapter 11?” * “What is the meaning of Bud’s rule number 29?” * “What life experiences may have led Bud to feel this way?” • Circulate to listen in on triads to ensure that all students are participating in the discussion and have completed their organizer for homework. 	<ul style="list-style-type: none"> • Reviewing the homework holds all students accountable for reading the novel and completing their homework.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can read Paragraphs 20–23 of the Steve Jobs speech closely in order to answer text-dependent questions.” * “I can make a claim using details from Paragraphs 20–23 of the Steve Jobs speech.” * “I can connect the events described by Steve Jobs in Paragraphs 20–23 of his speech to those experienced by Bud in the novel <i>Bud, Not Buddy</i>.” • Tell students that these learning targets are similar to those in Lessons 7 and 9 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. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Text-Dependent Questions, Paragraphs 20–23 (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have got the gist of Paragraphs 20–23, 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.• Ask students to get out their copies of Stanford University Commencement Address: Steve Jobs and distribute Paragraphs 20–23 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).	<ul style="list-style-type: none">• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.



Work Time	Meeting Students' Needs
<p>B. Forming Evidence-Based Claims: Paragraphs 20–23 (18 minutes)</p> <ul style="list-style-type: none"> • Distribute the Forming Evidence-Based Claims graphic organizer. Remind students that they used this organizer in Lesson 9 to make a claim in order to answer a question. • Post this question on the board and explain that the claim students make needs to answer this question: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. • When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing. • Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow them to have more meaningful discussions and clarify points in their native language.



Closing and Assessment	Meeting Students’ Needs
<p>A. Connecting the Steve Jobs Speech to Bud, Not Buddy (5 minutes)</p> <ul style="list-style-type: none">• Pair students up. Ask them to Think-Pair-Share:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">• Both have experienced death; Steve Jobs came close himself, and Bud experienced the death of his mother.	<ul style="list-style-type: none">• Anchor charts serve as note-catchers when the class is co-constructing ideas and recording ideas for future reference.
Homework	Meeting Students’ Needs
<p>A. Read Chapter 12 of <i>Bud, Not Buddy</i>. Identify the rules Bud refers to in the chapter and complete your Tracking Bud’s Rules graphic organizer.</p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Name: _____

Date: _____

Directions and Questions	Notes
<p>In Paragraph 20, Steve Jobs says: “This was the closest I’ve been to facing death, and I hope it’s the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept.”</p> <p>1. How does this paragraph set up and prepare us for what he says in Paragraphs 21 and 22?</p> <p>2. What impact does it have on the reader?</p>	
<p>In Paragraph 22, Steve Jobs says, “Your time is limited, so don’t waste it living someone else’s life.”</p> <p>3. Having read the paragraphs before, how does he come to that rule?</p>	
<p>4. What are the rules for life that Steve Jobs gives us in Paragraph 23?</p>	
<p>5. Are they rules to help us <i>survive</i> or <i>thrive</i>? Why?</p>	



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



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



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

FORMING EVIDENCE-BASED CLAIMS

Name Date

FOCUSING QUESTION		
DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL
MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
HOW I CONNECT THESE DETAILS		
CLAIM		

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



1. Reread Paragraphs 20–23 with the question in mind.
2. Record three details in the first boxes on your Forming Evidence-Based Claims organizer. You do not have to record the same details as your partner.
3. Discuss with your partner your thinking about those details and how they answer the question.
4. Record your thinking about those details in the second row of boxes on your Forming Evidence-Based Claims organizer.
5. Discuss how those details are connected in answering the question with your partner.
6. Record how those details are connected on your Forming Evidence-Based Claims organizer.
7. Use the details and the connections between the details to make a claim to answer the question.



EXPEDITIONARY
LEARNING

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

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



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

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

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

Supporting Learning Targets

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

Ongoing Assessment

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

Agenda

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

Teaching Notes

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



Lesson Vocabulary	Materials
excerpt	<ul style="list-style-type: none"> • 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) • Document camera

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read along as you read aloud today's learning targets: <ul style="list-style-type: none"> * "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. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Reading and Listening to an Excerpt from President Obama's Speech (5 minutes)</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Listening to President Obama give the speech will improve student engagement in the text and give them a deeper understanding of the meaning through his intonation and the emphasis he places on words and phrases.
<p>B. End of Unit 1 Assessment (35 minutes)</p> <ul style="list-style-type: none">• 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 35 minutes, collect the assessments.	



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Name: _____

Date: _____

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

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



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

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

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



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

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

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



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

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

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

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

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

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

FORMING EVIDENCE-BASED CLAIMS

Name Date

FOCUSING QUESTION		
DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL
MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
HOW I CONNECT THESE DETAILS		
CLAIM		

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



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

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



EXPEDITIONARY
LEARNING

Grade 6: Module 2A Unit 2: Overview



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In the first half of this second unit, students continue to explore the topic of “rules to live by” as they closely read the poem “If” by Rudyard Kipling. Students determine themes of the poem, consider what “rules to live by” Rudyard Kipling is communicating, and analyze how individual stanzas contribute to the poem’s overall meaning. They compare the experience of reading the poem and listening to it read aloud, noticing the importance of pacing and intonation. Finally, students compare and contrast approaches to theme between the poem and the novel. In the mid-unit assessment, students will read a new excerpt of “If,” analyze how that stanza contributes to the overall meaning of the poem, determine a theme communicated in that stanza, and compare and contrast how that theme is communicated in *Bud, Not Buddy*. In the second half of Unit 2, students return to a close reading of the novel as they prepare to write a literary argument essay about the nature of “Bud’s Rules.” Throughout the unit, as students read *Bud, Not Buddy*,

they continue to pay close attention and keep track of how the plot unfolds as Bud responds to each new experience and person he encounters on his journey. Specifically, they continue to think, talk, and write about the nature of his rules. For the end of unit assessment, students write a literary argument essay in which they establish a claim about how Bud uses his rules: to *survive* or to *thrive*. Students substantiate their claim using specific text-based evidence. The formal start of Unit 3 is contained in two lessons of this unit in order to give teachers time to read and provide feedback on the end of unit assessment. This unit also launches an independent reading routine. The series of lessons for launching independent reading can be found as a stand-alone document. Teachers should consider launching this once students have completed reading *Bud, Not Buddy* after the mid-unit assessment.

Guiding Questions And Big Ideas

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



Mid-Unit 2 Assessment	<p>Analyzing Poetry: Structure and Theme in Stanza 4 of “If” by Rudyard Kipling</p> <p>This assessment centers on standards NYSP 12 ELA CCLS RL.6.5, RL.6.7, RL.6.9 and L.6.5. Students will read a new stanza of “If” by Rudyard Kipling. They analyze how that stanza contributes to the overall meaning of the poem. They compare and contrast the experience of hearing the poem and reading it. Finally, students reflect on the themes, or “rules,” of the poem and compare and contrast how a similar theme is communicated in the poem and <i>Bud, Not Buddy</i>.</p>
End of Unit 2 Assessment	<p>How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay</p> <p>This is a two-part writing assessment. Part 1 centers on standards NYSP12 ELA CCLS RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9. Students submit their own best independent draft of a literary argument essay in which they establish a claim about how Bud uses Caldwell’s Rules and Things for Making a Funner Life and Making a Better Liar Out of Yourself to either survive or thrive. They substantiate their claim using specific text-based evidence, including relevant details and direct quotations from the novel. (Students will have worked in partnerships to study a model text, collect evidence, and plan the structure of their essay.) This draft will be assessed to gauge students’ individual understanding of the texts and skill in writing before they receive peer or teacher feedback. Part 2 adds standards L.6.1, L.6.2, and W.6.5: Students write a final draft, revised after peer and teacher feedback.</p>

Content Connections

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

NYS Social Studies Core Curriculum

Unifying Themes (pages 6 and 7)

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

Social Studies Practices, Grades 5–8:

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



Central Texts

1. Christopher Paul Curtis, *Bud, Not Buddy* (Yearling, 2002), ISBN-13: 978-0440413288.
2. Steve Jobs, “Stanford University Commencement Address,” speech made on June 12, 2005.
3. Rudyard Kipling, “If,” 1910 (audio version found at: http://archive.org/details/if_kipling_librivox).



This unit is approximately 3.5 weeks or 17 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	How Does the Author Convey Themes in <i>Bud, Not Buddy</i> ?	<ul style="list-style-type: none"> I can determine a theme based on details in a literary text and how it is conveyed through details in the text. (RL.6.2) I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9) 	<ul style="list-style-type: none"> I can select text evidence to support themes from <i>Bud, Not Buddy</i>. I can analyze the writing techniques the author uses to convey themes in <i>Bud, Not Buddy</i>. 	<ul style="list-style-type: none"> Conveying Theme in Bud, Not Buddy charts Exit ticket: How Does the Author Convey Theme? 	<ul style="list-style-type: none"> Gallery Walk protocol Conveying Themes
Lesson 2	Introducing “If” and Noting Notices and Wonders of the First Stanza	<ul style="list-style-type: none"> I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5) 	<ul style="list-style-type: none"> I can describe the structure of the poem “If.” I can identify the meaning of unfamiliar vocabulary from the context. 	<ul style="list-style-type: none"> Notices and wonders of the first stanza on the Analyzing “If” graphic organizer Exit Ticket: What does Bud mean? 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Looking Closely at Stanza 1—Identifying Rules to Live By Communicated in “If”	<ul style="list-style-type: none"> I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5) I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9) I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5) 	<ul style="list-style-type: none"> 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.” 	<ul style="list-style-type: none"> The first stanza of “If” paraphrased on the Analyzing “If” graphic organizer Exit ticket: Connecting “If” with <i>Bud, Not Buddy</i> 	<ul style="list-style-type: none"> Rules to Live By in “If”
Lesson 4	Notices and Wonders of the Second Stanza of “If”	<ul style="list-style-type: none"> I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4) I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5) 	<ul style="list-style-type: none"> I can describe the structure of the poem “If.” I can identify the meaning of unfamiliar vocabulary from the context. 	<ul style="list-style-type: none"> Notices and wonders of the second stanza on the Analyzing “If” graphic organizer 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Looking Closely at Stanza 2—Identifying Rules to Live By Communicated in “If”	<ul style="list-style-type: none"> I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5) I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9) I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5) 	<ul style="list-style-type: none"> 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.” 	<ul style="list-style-type: none"> Notes on Stanza 2 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher The second stanza of “If” paraphrased on the Analyzing “If” graphic 	<ul style="list-style-type: none"> Rules to Live By in “If”
Lesson 6	Notices, Wonders, and Vocabulary of the Third Stanza of “If”	<ul style="list-style-type: none"> I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4) I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5) I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. (RL.6.7) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Notices and wonders of the third stanza on the Analyzing “If” graphic organizer Exit ticket: Venn diagram—Comparing Listening to and Reading “If” 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Looking Closely at Stanza 3—Identifying Rules to Live By Communicated in “If”	<ul style="list-style-type: none"> I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5) I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9) I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5) 	<ul style="list-style-type: none"> 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 <i>Bud, Not Buddy</i> and “If.” 	<ul style="list-style-type: none"> Notes on Stanza 3 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher The third stanza of “If” paraphrased on the Analyzing “If” graphic organizer 	<ul style="list-style-type: none"> Rules to Live By in “If”
Lesson 8	Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”	<ul style="list-style-type: none"> I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5) I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. (RL.6.7) I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9) I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5) 	<ul style="list-style-type: none"> I can describe the literal meaning of figurative language in the poem “If.” I can compare how similar themes are communicated in <i>Bud, Not Buddy</i> and “If.” I can compare the experience of listening to an audio version of the poem to reading the poem. 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Analyzing Stanza 4 of “If” 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Qualities of a Strong Literary Argument Essay	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Qualities of a Strong Literary Argument Essay anchor chart "Steve Jobs' Rules to Live By" model essay annotations 	<ul style="list-style-type: none"> Qualities of a Strong Literary Argument Essay
Lesson 10	Revisiting Bud's Rules: <i>Survive</i> or <i>Thrive</i> ?	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) 	<ul style="list-style-type: none"> I can analyze how Bud used his rules: to <i>survive</i> or to <i>thrive</i>. I can argue a claim using text evidence from the novel. 	<ul style="list-style-type: none"> How Did Bud Use His Rule? charts <i>Bud, Not Buddy</i>: Forming Evidence-Based Claims graphic organizer 	<ul style="list-style-type: none"> Gallery Walk protocol Mix and Mingle protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	Pitching Your Claim with Best Evidence	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of literary text. (RL.6.1) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Forming Evidence-Based Claims graphic organizer Exit Ticket: Survive or Thrive? 	<ul style="list-style-type: none"> Taking Sides protocol Qualities of a Strong Literary Argument Essay
Lesson 12	Selecting Evidence to Logically Support Claims	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can determine a theme based on details in a literary text. (RL.6.2) I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Rule Sandwich Guide: <i>Bud, Not Buddy</i> Qualities of a Strong Literary Argument Essay anchor chart 	<ul style="list-style-type: none"> Qualities of a Strong Literary Argument Essay



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	Writing: Drafting Body Paragraphs and Revising for Language	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can determine a theme based on details in a literary text. (RL.6.2) I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Draft of body paragraphs Writing with a Formal Style recording form 	
Lesson 14	Planning for Writing: Introduction and Conclusion of a Literary Argument Essay	<ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) 	<ul style="list-style-type: none"> I can draft the introduction and conclusion of my literary argument essay. 	<ul style="list-style-type: none"> First draft of argument essay. Self-assessment against Rows 1 and 3 of Literary Argument Essay Rubric 	<ul style="list-style-type: none"> Qualities of a Strong Literary Argument Essay



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 15	Asking Probing Questions and Choosing a Research Topic	<ul style="list-style-type: none"> I can conduct short research projects to answer a question. (W.6.7) I can pose questions that help me clarify what is being discussed. (SL.6.1c) I can pose questions that elaborate on the topic being discussed. (SL.6.1c) I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c) After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d) 	<ul style="list-style-type: none"> I can ask a speaker questions to encourage them to clarify their ideas and elaborate on what they are saying. I can paraphrase what a speaker says to check my understanding. I can respond to questions by clarifying the point I am trying to make and by elaborating on my ideas. I can identify a topic I am particularly interested in researching. 	<ul style="list-style-type: none"> Exit ticket: Topic Choice 	<ul style="list-style-type: none"> Effective Discussion Criteria
Lesson 16	Introducing Research Folders and Generating a Research Question	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of informational text. (RI.6.1) I can summarize an informational text using only information from the text. (RI.6.2) I can use several sources in my research. (W.6.7) I can conduct short research projects to answer a question. (W.6.7) 	<ul style="list-style-type: none"> I can identify norms to make group discussion more successful. I can determine the difference between a relevant and an irrelevant research question. I can write a research question for my topic. 	<ul style="list-style-type: none"> Research question on researcher's notebook 	<ul style="list-style-type: none"> Criteria for Research Questions



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 17	End of Unit 2 Assessment: Final Draft of Literary Argument Essay	<ul style="list-style-type: none">• I can use correct grammar and usage when writing or speaking. (L.6.1)• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)• With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.6.5)	<ul style="list-style-type: none">• I can use the Literary Argument Essay Rubric to provide kind, specific, and helpful feedback to my peers.• I can use teacher feedback to revise my argument essay to further meet the expectations of the Literary Argument Essay Rubric.	<ul style="list-style-type: none">• End of Unit 2 Assessment: Final Draft of Literary Argument Essay	<ul style="list-style-type: none">• Concentric Circles protocol



Optional: Experts, Fieldwork, And Service

Experts:

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

Fieldwork:

- Consider taking students to a local event in which they can see live poetry or spoken word. This will allow students to see poetry in a more dynamic way. Discuss the impact (or lack of impact) of oratory in place of written text.

Service:

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

Optional: Extensions

- Consider having students practice and perform their own oral presentation of “If” by Rudyard Kipling or other poetry. This will allow them to put into practice their understanding of the difference between written text and oratory.



Bud's Rules Graphic Organizer

In this unit, students continue to track “Bud’s Rules” on this graphic organizer. This graphic organizer is central to students’ homework as well as their discussion during the openings of several lessons. Students then use this graphic organizer as a resource for writing their literary argument essay at the end of this unit.

Vocabulary

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

Note Taking

Students will work with numerous texts, graphic organizers, and recording forms throughout this module. It is suggested that students have in place a system of organization for maintaining these important materials. One option is a three-ring binder. In this case, students can move their Module 1 work to the back of the binder (and continue to use it for their own reference) and begin collecting their Module 2 materials at the front. Binders also afford the ability to organize the materials in multiple ways. (For example, by unit: Unit 1, Unit 2, Unit 3. Or by type of material: Materials for the Novel, Materials for Close Reading, Writing Graphic Organizers, Homework, etc.)

Discussion

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

Close Reading

This unit includes the same Close Reading Guide (for Teacher Reference) that was introduced in Module 2A, Unit 1. This guide was developed to streamline the detailed lesson agenda and provide an easy “cheat sheet” for teachers to use to guide instruction of lessons that involve close reading and text-dependent questions. The guide includes not only the questions to ask students, but how to pace, when to probe, and where to provide additional scaffolding.



Independent Reading

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

After launching independent reading, resume the second half of the unit, where independent reading is used regularly in homework and during independent reading reviews in the openings of lessons.

The calendar below shows what is due on each day.

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

Due at Lesson	Read the chapter below:	Gathering Textual Evidence
Unit 1, Lesson 2	2	<ul style="list-style-type: none"> What do we learn about Bud's personality in chapter I? Use evidence flags to identify details that show these traits.
Unit 1, Lesson 3	3	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 4	4	<ul style="list-style-type: none"> What did Bud do to Todd? Why did he do this? Use evidence flags to identify details that support your stance.
Unit 1, Lesson 5	5	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 6	6	<ul style="list-style-type: none"> Pretend that you are "Poppa" and write a journal entry explaining why you reached-out to Bud at the mission.
Unit 1, Lesson 7	7	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 8	8	<ul style="list-style-type: none"> 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 9	9	<ul style="list-style-type: none"> In this chapter, Bud says: "It's funny how ideas are, in a lot of ways they're just like seeds. Both of them start real small and then ... woop, zoop, sloop ... before you can say Jack Robinson they've gone and grown a lot bigger than you ever thought they could" (pages 91 and 92). Refer to the text to help you answer these questions: <ul style="list-style-type: none"> * "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 10	10	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 11	11	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 12	12	<ul style="list-style-type: none"> Complete your Tracking Bud's Rules for any rules in this chapter.



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



EXPEDITIONARY
LEARNING

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

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



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

I can determine a theme based on details in a literary text and how it is conveyed through details in the text. (RL.6.2)

I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)

Supporting 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*.

Ongoing Assessment

- Conveying Theme in *Bud Not Buddy* charts
- Exit ticket: How Does the author Convey Theme?

Agenda

1. Opening
 - A. Engaging the Reader: Chapter 13 of *Bud, Not Buddy* (8 minutes)
 - B. Unpacking Learning Targets (2 minutes)
2. Work Time
 - A. Triads Complete Conveying Theme in *Bud, Not Buddy* Charts (25 minutes)
 - B. Gallery Walk of Charts (5 minutes)
3. Closing and Assessment
 - A. Exit Ticket: How Does the Author Convey Theme? (5 minutes)
4. Homework
 - A. Read Chapter 14 of *Bud, Not Buddy*.

Teaching Notes

- In Module 1, Unit 2, students distinguished between a topic and theme and determined themes of myths using evidence from the text. Work Time Part A of this lesson revisits this as students search for evidence that communicates four given themes in *Bud, Not Buddy* and analyze how the evidence they have chosen communicates the theme. Text evidence may support more than one thematic statement.
- Students will revisit the Conveying Theme in *Bud, Not Buddy* charts in Lessons 3, 5, and 7 of this unit.
- In advance: Prepare the five Conveying Theme in *Bud, Not Buddy* charts (see supporting materials for examples).
- Review: Gallery Walk protocol (Appendix 1).
- Post: Learning targets and the five Conveying Theme in *Bud, Not Buddy* charts.



Lesson Vocabulary	Materials
inference, evidence, narrator, protagonist; vagrant, orphaned, Depression	<ul style="list-style-type: none">• Tracking Bud's Rules graphic organizer (from Unit 1, Lesson 1)• Word-catcher (from Unit 1, Lesson 1)• Conveying Theme in <i>Bud, Not Buddy</i> charts (new; created by students in small groups; see supporting materials)• <i>Bud, Not Buddy</i> (book; one per student)• Conveying Theme in <i>Bud, Not Buddy</i> 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)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Chapter 13 of Bud, Not Buddy (8 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * "What is the meaning of Bud's Rule #63?" * "What does the word <i>kin</i> 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 <i>kin</i> in their word-catcher if appropriate. 	<ul style="list-style-type: none"> • Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn't.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the first learning target aloud with you: <ul style="list-style-type: none"> * "I can select text evidence to support themes from <i>Bud, Not Buddy</i>." • Tell students they identified themes of myths in Module 1, Unit 2. Ask students to turn and talk with a partner: <ul style="list-style-type: none"> * "What is a theme?" • Cold call students. Listen for and guide them to recall that themes are the author's message about a <i>topic</i>. 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 <i>convey</i>, or communicate, the theme through important details or events. Invite students to read the second learning target aloud with you: <ul style="list-style-type: none"> * "I can analyze the writing techniques the author uses to convey themes in <i>Bud, Not Buddy</i>." • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "What does it mean to convey something?" • Listen for students to explain that <i>convey</i> means to put across or to communicate. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Triads Complete Conveying Theme in Bud, Not Buddy Anchor Charts (25 minutes)</p> <ul style="list-style-type: none"> Focus students on the five 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 2 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: <ul style="list-style-type: none"> “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: <ul style="list-style-type: none"> Narrator’s thoughts Dialogue between characters Plot (action in the story) Model how to fill out the charts using Chart 2. Direct students to reread the thematic statement on the chart: “Most people in the world are kind, especially in hard times.” Ask students: <ul style="list-style-type: none"> “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. 	<ul style="list-style-type: none"> Mixed-ability grouping of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text. Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. Providing models of expected work supports all learners, especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “What part of the lesson will help you meet our first learning target today?” • Listen for: “Selection of evidence,” left side of the chart. <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * 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. 	<ul style="list-style-type: none"> • Consider placing students in heterogeneous groupings for their triads based on individual strengths and needs. Each student should understand they bring individual strengths to their group: strong reading skills, writing skills, discussion facilitation, creativity, etc. • Having students analyze an image allows them to practice the skills of a close reader, such as asking questions, noticing details, and looking back multiple times for different purposes. • Some students may benefit from a sentence starter to prompt their conversations: “The life of an orphaned child would be different because ...”



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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.	
<p>B. Gallery Walk of Charts (5 minutes)</p> <ul style="list-style-type: none">• Review the Gallery Walk protocol with students. Tell students the purpose for the Gallery Walk is to focus on the second learning target:<ul style="list-style-type: none">* “I can analyze the writing techniques Curtis uses to convey themes in <i>Bud, Not Buddy</i>.”• 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	Meeting Students' Needs
<p>A. Exit Ticket: How Does the Author Convey Theme? (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket: How Does the Author Convey Theme?• Give directions:<ol style="list-style-type: none">1. Put your name on your index card, as this will be your exit ticket today.2. Write down three writing techniques you notice Curtis using frequently to convey the themes in the novel.3. Write down any questions you have about themes of <i>Bud, Not Buddy</i> or conveying thematic statements in novels.• Collect exit tickets and Conveying Theme in <i>Bud, Not Buddy</i> charts to assess student needs for comparing and contrasting themes in different genres (coming up later in Unit 2).	<ul style="list-style-type: none">• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.
Homework	Meeting Students' Needs
<p>A. Read Chapter 14 of <i>Bud, Not Buddy</i>. You will not have to add to your chart for Bud's rules because there are no rules in this chapter. Instead, use evidence flags as you read to identify three moments in Chapter 14 that show that Bud's life is changing from surviving to thriving.</p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Learning Targets

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

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

**Family protects and understands you, giving you a place to belong.
Chapters 7, 8, 11**

**Write the gist of the detail or event,
including chapter and page number.**

**What writing technique does Curtis use to
convey theme, as shown in the detail or event?**



Learning Targets

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

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

Most people in the world are kind, especially in hard times. Chapters 8, 10, 12	
Write the gist of the detail or event, including chapter and page number.	What writing technique does Curtis use to convey theme, as shown in the detail or event?



Learning Targets

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

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

When one door closes, another door always opens. Chapters 7, 8, 12	
Write the gist of the detail or event, including chapter and page number.	What writing technique does Curtis use to convey theme, as shown in the detail or event?



Learning Targets

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

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

Persevere through challenging times. Chapters 8, 9, 10	
Write the gist of the detail or event, including chapter and page number.	What writing technique does Curtis use to convey theme, as shown in the detail or event?



Learning Targets

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

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

Persevere through challenging times. Chapters 11, 12, 13	
Write the gist of the detail or event, including chapter and page number.	What writing technique does Curtis use to convey theme, as shown in the detail or event?



Learning Targets

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

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

Family protects and understands you, giving you a place to belong. Chapters 7, 8, 11	
Write the gist of the detail or event, including chapter and page number.	What writing technique does Curtis use to convey theme, as shown in the detail or event?
<ul style="list-style-type: none">Chapter 7, page 59: First full paragraph: Bud decides not to return to the home because no one knows you unless you are in trouble.	<ul style="list-style-type: none">Narrator's/Bud's thoughts
<ul style="list-style-type: none">Chapter 8, page 63: Bud and Bugs become brothers slapping spit. They decide to be each other's family as they venture west, riding trains.	<ul style="list-style-type: none">Meeting a new character, Bugs, that we have heard of earlier in the novel and dialogue between Bud and Bugs
<ul style="list-style-type: none">Chapter 8, pages 72–73: Deza and Bud are talking about how family is always supposed to be there for you. Deza says Bud carries his family around inside him.	<ul style="list-style-type: none">Curtis developing the theme through the new character of Deza and the dialogue
<ul style="list-style-type: none">Chapter 11, pages 126–127: Bud is eating with the Sleet family and doesn't know how to fit in to the laughter, talking, and eating at the table. It is a contrast to the home, and Bud remarks on how they laugh.	<ul style="list-style-type: none">Vivid descriptions about the meal in contrast to Bud's experience in the home come from Bud's thoughts and observations of the meal.



Learning Targets

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

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

<p>Most people in the world are kind, especially in hard times. Chapters 8, 10, 12</p>	
<p>Write the gist of the detail or event, including chapter and page number.</p>	<p>What writing technique does Curtis use to convey theme, as shown in the detail or event?</p>
<ul style="list-style-type: none"> Chapter 8, page 67-68: Bud and Bugs enter Hooverville, and they are invited by total strangers to eat and camp. The Mouth Organ man talks to them about the requirement to join the camp, being hungry and tired. 	<ul style="list-style-type: none"> This piece of evidence is an example of Curtis developing the theme through the dialogue between the Mouth Organ Man and Bud. Curtis also changes the setting in the book to the homeless camp and lets the reader see how hard times were in the Depression.
<ul style="list-style-type: none"> Chapter 10, page 99-100: Lefty Lewis stops the car to pick up Bud in the middle of the night. Even though Bud doesn't come out at first, Lefty keeps trying to find him. Another example of strangers who are kind, also who are protective. 	<ul style="list-style-type: none"> Curtis develops this theme through a change in plot and setting where Bud is out on the road in the middle of the night and a stranger picks stops to pick him up. It is also the introduction of a new character.
<ul style="list-style-type: none"> Chapter 10, page 102-103, Rule #87: Bud shares his rule about being tricked by adults when Lefty Lewis offers his sandwich and soda pop to him in exchange for information about why Bud is out in the middle of the night. Lefty feeds Bud while at the same time is trying to figure out how he can help him by learning Bud's story. 	<ul style="list-style-type: none"> With the new character Lefty Lewis, Curtis uses the rule, the dialogue and Bud's inner thoughts to help the read see how kind Lefty is.



Most people in the world are kind, especially in hard times.
Chapters 8, 10, 12

**Write the gist of the detail or event,
including chapter and page number.**

- **Chapter 12, page 143:
Lefty tells Bud not to run away again, but
to come find him if he needs someone to
talk too.**

**What writing technique does Curtis use to
convey theme, as shown in the detail or event?**

- **The author uses this last exchange of
dialogue to between Lefty and Bud to
show how protective and caring Lefty is.
It is also right before the plot changes to
the climax of the story.**



Learning Targets

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

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

<p>When one door closes, another door always opens. Chapters 7, 8, 12</p>	
Write the gist of the detail or event, including chapter and page number.	What writing technique does Curtis use to convey theme, as shown in the detail or event?
<ul style="list-style-type: none"> Chapter 7, page 59, last two paragraphs: Bud thinks to himself that the library door shutting and his choice to not go back the home is a door closing. 	<ul style="list-style-type: none"> This piece of evidence is an example of Curtis developing the theme through Bud's thoughts.
<ul style="list-style-type: none"> Chapter 8, page 84: Bud misses the train with Bugs. 	<ul style="list-style-type: none"> This piece of evidence is an example of Curtis developing the theme through plot.
<ul style="list-style-type: none"> Chapter 8, page 86: Bud decides that his next focus is finding his father because his flier of Herman Calloway came floating back to him. 	<ul style="list-style-type: none"> This piece of evidence is an example of Curtis developing the theme through Bud's thoughts.
<ul style="list-style-type: none"> Chapter 12, page 142: Bud opens the door to Herman Calloway's place and says it is one of those doors Momma talked about. 	<ul style="list-style-type: none"> This piece of evidence is an example of Curtis developing the theme through Bud's thoughts.
<ul style="list-style-type: none"> Chapter 12, page 146: Bud talks about the tiny seed of Herman being his father just as he hears Calloway tell his band about knowing when to stop fighting—but it's not being a quitter, the same story Bud told about Todd Amos. 	<ul style="list-style-type: none"> This piece of evidence is an example of Curtis developing the theme through a story that Herman is telling.



Learning Targets

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

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

Persevere through challenging times. Chapters 8, 9, 10	
Write the gist of the detail or event, including chapter and page number.	What writing technique does Curtis use to convey theme, as shown in the detail or event?
<ul style="list-style-type: none"> Chapter 8, pages 78–79: Bud looks at his important items in his suitcase. He looks at the rocks in the pouch, at his fliers, and he “reads” himself to sleep. This idea shows his hope. 	<ul style="list-style-type: none"> The writing techniques are both the items themselves in Bud’s suitcase and also Bud’s thoughts and his memories of his mom reading him to sleep.
<ul style="list-style-type: none"> Chapter 9, pages 92–94: Bud tells the story of how his seed idea of Herman as his dad came about. He describes how ideas are like seeds that keep growing once they take root. This idea gives him hope of finding a family. 	<ul style="list-style-type: none"> This piece of evidence is an example of Curtis developing the theme through the dialogue between the Mouth Organ Man and Bud. Curtis also changes the setting in the book to the homeless camp and lets the reader see how hard times were in the Depression.
<ul style="list-style-type: none"> Chapter 10, pages 100–101: Bud comes out of the bushes for food. He feels slightly comfortable taking a risk after assessing the tone and race of this man. 	<ul style="list-style-type: none"> Curtis develops this theme through a change in plot and setting where Bud is out on the road in the middle of the night and a stranger picks stops to pick him up. It is also the introduction of a new character.
<ul style="list-style-type: none"> Chapter 10, pages 102–103, Rule #87: This rule shows Bud’s caution with adults. He doesn’t trust them and has to be on guard to protect himself. 	<ul style="list-style-type: none"> With the new character Lefty Lewis, Curtis uses the rule, the dialogue and Bud’s inner thoughts to help the read see how kind Lefty is.



Persevere through challenging times. Chapters 8, 9, 10	
Write the gist of the detail or event, including chapter and page number.	What writing technique does Curtis use to convey theme, as shown in the detail or event?
<ul style="list-style-type: none">Chapter 10, page 104: Bud tells a lie about being from Grand Rapids hoping it will get him to Grand Rapids. He is taking a risk to get where he believes his family is.	<ul style="list-style-type: none">The author uses this last exchange of dialogue to between Lefty and Bud to show how protective and caring Lefty is. It is also right before the plot changes to the climax of the story.



Learning Targets

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

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

Persevere through challenging times. Chapters 11, 12, 13	
Write the gist of the detail or event, including chapter and page number.	What writing technique does Curtis use to convey theme, as shown in the detail or event?
<ul style="list-style-type: none">Chapter 11, page 116, Rule #29: This rule allows Bud to get as much information as he can about situations he gets into.	<ul style="list-style-type: none">This piece of evidence is an example of Curtis developing the theme through the rule.
<ul style="list-style-type: none">Chapter 12, page 133, Rule #8: Bud shares this rule when Lefty gets pulled over by the police. This rule helps Bud get away from a bad situation or bad news that he is about to be told. It might also help him prepare for the bad news.	<ul style="list-style-type: none">This piece of evidence is an example of Curtis developing the theme through the rule.
<ul style="list-style-type: none">Chapter 13, page 156-157, Rule #63: Bud knows you can't say bad things about people because the wrong person might be listening. He protects himself.	<ul style="list-style-type: none">This piece of evidence is an example of Curtis developing the theme through the rule.
<ul style="list-style-type: none">Chapter 13, page 159: Steady and Thug are talking to Bud. He tells them his mom died and that his eyes don't cry anymore. They tell Bud he is all right. Bud has to be tough around folks.	<ul style="list-style-type: none">This piece of evidence is an example of Curtis developing the theme through dialogue and meeting the band.



Exit Ticket:

How Does the Author Convey Theme?

Date:

[illegible]



EXPEDITIONARY
LEARNING

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

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



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

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL6.5)

Supporting Learning Targets

- I can describe the structure of the poem “If.”
- I can identify the meaning of unfamiliar vocabulary from the context.

Ongoing Assessment

- Notices and wonders of the first stanza on the Analyzing “If” graphic organizer
- Exit Ticket: What does Bud mean?

Agenda

1. Opening
 - A. Engaging the Reader: Chapter 14 of Bud, Not Buddy (8 minutes)
 - B. Unpacking Learning Targets (2 minutes)
2. Work Time
 - A. Reading and Listening to Audio Recording of “If” (10 minutes)
 - B. Notices and Wonders of First Stanza (15 minutes)
 - C. Digging Deeper into the First Stanza: Vocabulary (5 minutes)
3. Closing and Assessment
 - A. Exit Ticket: What Does Bud Mean? (5 minutes)
4. Homework
 - A. Read Chapter 15 of Bud, Not Buddy. Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in Chapter 15.

Teaching Notes

- In this lesson, students are introduced to “If,” a poem by Rudyard Kipling. This lesson is the first in a two-lesson cycle that will be repeated until students have read each stanza of the poem closely. In the first lesson of the cycle, they listen to an audio version of the poem while following along with their own text and then they discuss the differences between poetry and prose. They then focus in on a stanza, recording notices and wonders about structure, punctuation, and word choice.
- Students are given the first three stanzas of “If” to work with in this cycle of lessons. Be sure not to preview the fourth stanza with them; the fourth stanza is part of the mid-unit assessment.
- In the second lesson of the cycle they will dig deeper into the meaning of phrases in the stanza.
- In advance: Read the poem “If,” focusing on what the poem is mostly about.
- Prepare equipment to play the audio version of the poem. If this equipment is unavailable, you can read aloud the poem to students.
- Review several of the audio versions of “If” available at http://archive.org/details/if_kipling_librivox. Choose the version you would like to use with your class.
- Post: Learning targets.



Lesson Vocabulary	Materials
stanza, make allowance	<ul style="list-style-type: none">• “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• Document camera• Equity sticks• Analyzing “If ” graphic organizer (one per student and one to display)• Word-catcher (from Unit 1, Lesson 1)• Exit ticket: What Does Bud Mean? (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Chapter 14 of Bud, Not Buddy (8 minutes)</p> <ul style="list-style-type: none">• Invite students to get into 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.	<ul style="list-style-type: none">• Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn’t.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can describe the structure of the poem ‘If.’”* “I can identify the meaning of unfamiliar vocabulary from the context.”• Ask students to turn and talk with a partner about what they will be doing today.• Address any clarifying questions.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Reading and Listening to Audio Recording of “If” (10 minutes)</p> <ul style="list-style-type: none">• Distribute “If” and display it using a document camera. 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:<ul style="list-style-type: none">* “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.<ul style="list-style-type: none">* “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 <i>stanza</i> 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:<ul style="list-style-type: none">* “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	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Ask students to discuss in their triads:<ul style="list-style-type: none">* “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.	



Work Time	Meeting Students’ Needs
<p>B. Notices and Wonders of First Stanza (15 minutes)</p> <ul style="list-style-type: none">• Focus students on the first stanza. Invite them to follow along as you read it aloud.• Pair students up. Display and distribute the Analyzing “If” graphic organizer. Tell students they are going to work in pairs to discuss what they notice and what they wonder about the first stanza. Then they are going to record their notices and wonders about the first stanza of “If” on this organizer.• Tell students to ignore the rows of the organizer containing the other stanzas, as they will do the same thing with those in later lessons. They are also to ignore the Paraphrased column for now. They will work on this in the next lesson.• Ask students:<ul style="list-style-type: none">* “What do you notice and wonder about the structure (the way it is organized) of the first stanza?”• Tell students to record their notices and wonders about the structure of the first stanza in the appropriate columns on their organizer.• Refocus the group. Use equity sticks to call on students to share their notices and wonders with the whole group.• Ask students:<ul style="list-style-type: none">* “What do you notice and wonder about punctuation?”• Tell students to record their notices and wonders about punctuation in the appropriate columns on their organizer.• Refocus the group. Use the equity sticks to call on students to share their notices and wonders with the whole group.• Explain that punctuation in poems is like traffic lights. Red lights might be colons, semicolons, exclamation marks, or question marks that tell you to stop and understand the idea being shared. These types of punctuation most often signal that one idea is ending and a new idea or theme is beginning. Yellow lights are commas; we pause to make connections but do not stop. Often either side of the comma connects lines that should be read as one idea. Green lights happen when there is no punctuation and you read without stopping or pausing.• Direct students to look at Stanza 1, lines 1–4 and discuss the following questions with their neighbor. Invite them to think about the traffic light metaphor if it helps them examine how punctuation helps them read the poem.• Ask students:<ul style="list-style-type: none">• “How does the punctuation help guide your reading of the stanza?”	<ul style="list-style-type: none">• When discussion of complex content is required, consider partnering ELL students who speak the same home language. This can allow students to have more meaningful discussions and clarify points in their native language.• Using equity sticks to select students to share responses encourages students to participate in discussions, as they don’t know whether they will be the ones selected to share their responses.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Think aloud for students about lines 1 and 2 so they can hear how you use the punctuation to help you read the poem. Consider saying that you notice there is not a comma at the end of line 1 but there is a semicolon at the end of line 2. This means the reader has to read all of lines 1 and 2 as whole idea (green light). The two lines make sense together.• Ask students for a thumbs-up, thumbs-sideways, or thumbs-down on their understanding of how punctuation helps them to read the poem.• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “Read lines 3 and 4. How does the punctuation help you read the poem?”• Listen for students to explain that the comma at the end of line 3 slows you down like a yellow light. But you keep reading until the colon at the end of line 4, which means to stop at the red light for a minute and figure out what the last two lines mean as one main idea.• Ask students:<ul style="list-style-type: none">* “What do you notice and wonder about the word choice? Are there any words or phrases that stand out to you? Why?”• Tell students to record their notices and wonders about the words on their organizer.• Refocus the group. Use equity sticks again to call on students to share their notices and wonders with the whole group. If students have wonders about the meaning of vocabulary words or what phrases mean, explain that they will address those next as they zoom in closer on the stanza.• Invite students to pair up with someone else to share their notices and wonders. Encourage students to record any new learning about notices and wonders on their graphic organizers.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Digging Deeper into the First Stanza: Vocabulary (5 minutes)</p> <ul style="list-style-type: none">• Tell students that now they are going to dig even deeper into the poem by identifying vocabulary they are not familiar with.• Give students 2 minutes to reread the first stanza and to circle the words they are not familiar with.• Tell students that poems have fewer context clues, which makes it more challenging to determine word meanings. Encourage the class to examine how the word relates to other details within the same punctuated sections of the stanza. Select volunteers to share the words they have circled with the class. Invite students to help out if they know what the word means. If none of the students know what the word means and it isn’t possible to figure it out from the context, tell them what it means or invite a student to look it up in the dictionary to keep the lesson moving forward.• Words students may struggle with in the first stanza (and may not understand through the context) include: <i>make allowance</i>.• Remind students to record new vocabulary on their word-catcher.	<ul style="list-style-type: none">• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., <i>law</i>, <i>peace</i>, etc.) that most students would know.



Closing and Assessment	Meeting Students’ Needs
A. Exit Ticket: What Does Bud Mean? (5 minutes) <ul style="list-style-type: none">• Distribute the exit ticket: What Does Bud Mean?• Invite students to read the excerpt and the question at the top of the exit ticket with you.• Ask students to write their answer to the question on their exit ticket.	<ul style="list-style-type: none">• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs during the lesson or before the next lesson.
Homework	Meeting Students’ Needs
A. Read Chapter 15 of <i>Bud, Not Buddy</i> . Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in Chapter 15.	



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

Supporting Materials



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If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And 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,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

Rudyard Kipling. "If." First published in 1910. Public Domain.



.....
Name:
.....

.....
Date:
.....

“If” by Rudyard Kipling	Notices	Wonders	Paraphrased
<p>If you can keep your head when all about you Are losing theirs and blaming it on you; If you can trust yourself when all men doubt you, But make allowance for their doubting too: If you can wait and not be tired by waiting, Or, being lied about, don’t deal in lies, Or being hated don’t give way to hating, And yet don’t look too good, nor talk too wise;</p>			



“If” by Rudyard Kipling	Notices	Wonders	Paraphrased
<p>If you can dream—and not make dreams your master; If you can think—and not make thoughts your aim, If you can meet with Triumph and Disaster And treat those two impostors just the same: If you can bear to hear the truth you’ve spoken Twisted by knaves to make a trap for fools, Or watch the things you gave your life to, broken, And stoop and build ’em up with worn-out tools;</p>			



“If” by Rudyard Kipling	Notices	Wonders	Paraphrased
<p>If you can make one heap of all your winnings And risk it on one turn of pitch-and- toss, And lose, and start again at your beginnings And 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, And so hold on when there is nothing in you Except the Will which says to them: “Hold on!”</p>			



Exit Ticket:

Name:

Date:

What does Bud mean when he describes the place as “the one” and the people as “the ones”?

[illegible]



EXPEDITIONARY
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Grade 6: Module 2A: Unit 2: Lesson 3

Looking Closely at Stanza 1—Identifying Rules to Live By Communicated in “If”



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

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)

I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting Learning Targets

- 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.”

Ongoing Assessment

- The first stanza of “If” paraphrased on the Analyzing “If” graphic organizer
- Exit ticket: Connecting “If” with *Bud, Not Buddy*

Agenda

1. Opening
 - A. Engaging the Reader: Chapter 15 of *Bud, Not Buddy* (8 minutes)
 - B. Unpacking Learning Targets (2 minutes)
2. Work Time
 - A. Analyzing the Meaning of Excerpts of the First Stanza (15 minutes)
 - B. Paraphrasing the First Stanza (5 minutes)
 - C. Determining Rules to Live By in the First Stanza (10 minutes)
3. Closing and Assessment
 - A. Exit Ticket: Connecting “If” with *Bud, Not Buddy* (5 minutes)
4. Homework
 - A. Read Chapter 16 of *Bud, Not Buddy*. Use evidence flags to mark details in the chapter to answer this question: “How do the band members feel about Bud?”

Teaching Notes

- This lesson is the second in the two-lesson cycle that will be repeated until students have read each stanza of the “If” poem closely. In this lesson, students dig deeper into the meaning of the first stanza, with teacher questioning using the close reading guide.
- Students then determine rules to live by from the poem, discuss how those rules are communicated, and connect those rules to rules or themes in *Bud, Not Buddy*.
- Post: Learning targets.



Lesson Vocabulary	Materials
figurative language, paraphrase	<ul style="list-style-type: none">• Tracking Bud's Rules graphic organizer (from Lesson 1)• “If” (from Lesson 2)• Close Reading Guide – Stanza 1 of “If” by Rudyard Kipling (for Teacher Reference)• Analyzing “If” graphic organizer (from Lesson 2)• Equity sticks• Rules to Live By in “If” anchor chart (new; co-created with students in Work Time C)• Conveying Theme in <i>Bud, Not Buddy</i> charts (five total; from Lesson 1)• Exit ticket: Connecting “If” with <i>Bud, Not Buddy</i> (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Chapter 15 of Bud, Not Buddy (8 minutes)</p> <ul style="list-style-type: none"> • Invite students to get into triads. Remind them that for homework they were to read Chapter 15 of <i>Bud, Not Buddy</i> and to fill out their Tracking Bud’s Rules graphic organizer if they came across any of Bud’s rules. • Ask students to refer to their graphic organizer and to discuss and compare with their triads what they recorded for Rule #28 in each column of their Tracking Bud’s Rules graphic organizer. Encourage students to add to their graphic organizer any new thinking about the rule that they learn from peers. • Circulate to listen in on triads to ensure all students are participating in the discussion and have completed their graphic organizer for homework. 	<ul style="list-style-type: none"> • Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn’t.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “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 <i>figurative language</i> is. • Ask students: <ul style="list-style-type: none"> * “What does <i>paraphrase</i> mean?” • Cold call students to share their thinking. Remind students that <i>paraphrase</i> means to put it into their own words and that paraphrasing helps them to ensure that they understand the main ideas. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Analyzing the Meaning of Excerpts of the First Stanza (15 minutes)</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Questioning students about parts of the text encourages students to reread the text for further analysis and ultimately allows for a deeper understanding.• Guiding questions provide motivation for student engagement in the topic and give a purpose to reading a text closely.
<p>B. Paraphrasing the First Stanza (5 minutes)</p> <ul style="list-style-type: none">• 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.• Use equity sticks to ask students to share their paraphrasing with the whole group.	<ul style="list-style-type: none">• Asking students to paraphrase the stanza helps you to check their understanding.



Work Time	Meeting Students’ Needs
<p>C. Determining Rules to Live By in the First Stanza (10 minutes)</p> <ul style="list-style-type: none"> • Refocus the whole group. Give students a few minutes to reread the poem from start to finish. Ask students to discuss in triads: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * 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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Anchor charts serve as note-catchers when the class is co-constructing ideas.



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Connecting “If” with Bud, Not Buddy (5 minutes)</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “Which of the rules to live by in ‘If’ are similar to a rule or a theme in <i>Bud, Not Buddy</i>?”• Ask students to write their answer to the question on their exit ticket.	<ul style="list-style-type: none">• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs during the lesson or before the next lesson.
Homework	Meeting Students’ Needs
<p>A. Read Chapter 16 of <i>Bud, Not Buddy</i>. Use evidence flags to mark details in the chapter to answer this question:</p> <ul style="list-style-type: none">* “How do the band members feel about Bud?”	



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

Supporting Materials



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Time: 15 minutes

Directions and Questions	Teaching Notes
“If you can keep your head when all about you Are losing theirs and blaming it on you;”	<p>(4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the first two lines of the poem with you.• Ask students to discuss in their triads:<ul style="list-style-type: none">* “What does it mean to lose your head? Does it mean people literally lose their heads?”• Cold call students to share their responses. <p>Listen for students to explain that losing your head means losing control, usually of your emotions.</p> <ul style="list-style-type: none">• Ask students to paraphrase these “If” lines—to put them into their own words.• Use equity sticks to select students to share their paraphrasing with the whole group. <p><i>Listen for students to say something like: “If you can keep control of your emotions when everyone else has lost control and is blaming you for it.”</i></p>



Directions and Questions	Teaching Notes
“If you can trust yourself when all men doubt you, But make allowance for their doubting too;	<p>(4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the excerpt with you.• Ask students to discuss in their triads:<ul style="list-style-type: none">* “What does it mean to ‘make allowance for their doubting too’?”• Cold call students to share their responses. <p><i>Listen for them to explain that when people doubt you, you should not ignore it. You should understand that some people will doubt you and you shouldn’t hold it against them.</i></p> <ul style="list-style-type: none">• Ask students to paraphrase these “If” lines—to put them into their own words.• Use equity sticks to select students to share their paraphrasing with the whole group. <p><i>Listen for students to say something like: “If you can trust yourself when other people don’t trust you, but understand that doubting is what people do so we shouldn’t hold it against them.”</i></p>



Directions and Questions	Teaching Notes
<p>“If you can wait and not be tired by waiting, Or, being lied about, don’t deal in lies,”</p>	<p>(4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the excerpt with you.• Ask students to discuss in their triads:<ul style="list-style-type: none">* “What does ‘don’t deal in lies’ mean?”• Cold call students to share their responses. <p><i>Listen for students to explain that it means to not take part in telling lies.</i></p> <ul style="list-style-type: none">• Ask students to paraphrase these “If” lines.• Use equity sticks to select students to share their paraphrasing with the whole group. <p><i>Listen for them to say something like: “If you can have patience and don’t make time for lies—for lying or listening to the lies of others.”</i></p>
<p>“Or being hated don’t give way to hating, And yet don’t look too good, nor talk too wise;”</p>	<p>(3 minutes)</p> <ul style="list-style-type: none">• Invite students to read the excerpt with you.• Ask students to discuss in their triads:<ul style="list-style-type: none">* “What does ‘give way’ mean?”• Cold call students to share their responses. <p><i>Listen for students to explain that it means don’t give in to it.</i></p> <ul style="list-style-type: none">• Ask students to paraphrase these “If” lines.• Use equity sticks to select students to share their paraphrasing with the whole group. <p><i>Listen for them to say something like: “Don’t hate people or worry about those who hate you, and control your ego.”</i></p>



Exit Ticket:

Connecting “If” with *Bud*, Not *Buddy*

Date:

[illegible]



EXPEDITIONARY
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Grade 6: Module 2A: Unit 2: Lesson 4

Notices and Wonders of the Second Stanza of “If”



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

I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL6.5)

Supporting Learning Targets

- I can describe the structure of the poem “If.”
- I can identify the meaning of unfamiliar vocabulary from the context.

Ongoing Assessment

- Notices and wonders of the second stanza on the Analyzing “If” graphic organizer

Agenda

1. Opening
 - A. Engaging the Reader: Chapter 16 of *Bud, Not Buddy* (8 minutes)
 - B. Unpacking Learning Targets (2 minutes)
2. Work Time
 - A. Notices and Wonders of Second Stanza (15 minutes)
 - B. Digging Deeper into the Second Stanza: Vocabulary (10 minutes)
3. Closing and Assessment
 - A. Venn Diagram: Comparing and Contrasting “If” and *Bud, Not Buddy* (10 minutes)
4. Homework
 - A. Read Chapter 17 of *Bud, Not Buddy*. Use an evidence flag to identify the most important moment in this chapter.

Teaching Notes

- In this lesson and the next, students repeat the two-lesson cycle from Lessons 2 and 3. Students will do first and second reads of Stanza 2 from the poem “If” in this lesson. The first purpose of these reads is to continue developing knowledge of poem structure with an emphasis on punctuation. The second purpose is for students to determine the meaning of unfamiliar words and phrases in a poem using context clues.
- This lesson continues scaffolding students toward the mid-unit assessment, in which they will compare and contrast how an author creates similar themes in the poem “If” and the novel *Bud, Not Buddy*.
- In advance: Reread the poem “If,” focusing on Stanza 2, and review vocabulary that students might struggle with.
- Post: Learning targets.



Lesson Vocabulary	Materials
master, triumph, disaster, impostors, bear, knaves	<ul style="list-style-type: none">• <i>Bud, Not Buddy</i> (book; one per student)• “If” (from Lesson 2)• Document camera• Analyzing “If ” graphic organizer (from Lesson 2)• Equity sticks• Word-catcher (from Unit 1, Lesson 1)• Venn diagram: Comparing and Contrasting “If” and <i>Bud, Not Buddy</i> (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Chapter 16 of <i>Bud, Not Buddy</i> (8 minutes)</p> <ul style="list-style-type: none">• Invite students to get out their copies of Bud, Not Buddy and get into triads. Remind them that for homework they were to use evidence flags to identify details that show how the band members feel about Bud in <i>Bud, Not Buddy</i>.• Ask students to share the details they marked with their triad and to justify why they chose each detail to answer the question.• 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.	<ul style="list-style-type: none">• Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn’t.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can describe the structure of the poem ‘If.’”• Ask students to show a Fist to Five of how well they are meeting this learning target.<ul style="list-style-type: none">* “I can identify the meaning of unfamiliar vocabulary from the context.”• Ask students to show a Fist to Five of how well they are meeting this learning target.• Invite volunteers to provide an explanation of their self-assessment to the whole class for each learning target.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Notices and Wonders of Second Stanza (15 minutes)</p> <ul style="list-style-type: none">• Display the poem “If” using a document camera. Invite students to read along with you as you read aloud Stanza 2 for students.• Ask students to discuss in their triads:<ul style="list-style-type: none">* “So what is this stanza mostly about?”• Select volunteers to share their triad discussion with the whole group. Students will not have a precise understanding of the meaning or themes. You are listening for students’ initial ideas.• Tell students they are going to address the first learning target, “I can describe the structure of the poem ‘If,’” by completing the notices and wonders on the Analyzing “If” graphic organizer.• Remind students of this graphic organizer, which they started filling out in Lesson 2. Tell students that as in Lesson 2, they are going to work in pairs to discuss what they notice and what they wonder about the second stanza.• Write the following questions on the board for students to refer to as they complete their notices and wonders:<ul style="list-style-type: none">* “What do you notice and wonder about the structure (the way it is organized) of the second stanza?”* “What do you notice and wonder about punctuation?”* “What do you notice and wonder about the word choice? Are there any words or phrases that stand out to you? Why?”• Tell students to work through each question and record their notices and wonders on the Analyzing “If” graphic organizer.• Ask them to ignore the rows of the organizer containing the other stanzas, as they will do the same thing with those in later lessons. They are also to ignore the Paraphrased column for now. They will work on this later, in Lesson 5.• Refocus the group. Use equity sticks to call on students to share their notices and wonders with the whole group. If students have wonders about the meaning of vocabulary words or what phrases mean, explain that they will address those next as they zoom in closer on the stanza.	<ul style="list-style-type: none">• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.• Using equity sticks to select students to share responses encourages students to participate in discussions, as they don’t know whether they will be the ones selected to share their responses.



Work Time	Meeting Students’ Needs
<p>B. Digging Deeper into the Second Stanza: Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Tell students that now they are going to identify vocabulary that they are not familiar with, just as they did with Stanza 1.• Give students 2 minutes to reread the second stanza and to circle the words they are not familiar with.• Ask students to work in triads to discuss the unfamiliar words.• Circulate and listen for students to use context clues as they discuss the vocabulary. Words students may struggle with in the second stanza (that they may not be understand through the context) include: <i>master</i>, <i>triumph</i>, <i>disaster</i>, <i>impostor</i>, and <i>bear</i>.• Reconvene the students and cold call different triads to share the words they have circled with the class. Invite students to help out if they know what the word means. If none of the students know what the word means and it isn’t possible to figure it out from the context, tell them what it means or invite a student to look it up in the dictionary to keep the lesson moving forward.• Remind students to record new vocabulary on their word-catcher.	<ul style="list-style-type: none">• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., <i>law</i>, <i>peace</i>, etc.) that most students would know.



Closing and Assessment	Meeting Students' Needs
<p>A. Venn Diagram: Comparing and Contrasting “If” and Bud, Not Buddy (10 minutes)</p> <ul style="list-style-type: none">• Invite students to pair up.• Distribute the Venn diagram: Comparing and Contrasting “If” and Bud, Not Buddy.• Remind students that in a Venn diagram, the things that are similar go in the middle and the things that are unique to each go on either side.• Ask students to Think-Pair-Share-Write:<ul style="list-style-type: none">* “What is similar about the poem and the novel?”* “What is different about them?”* Circulate and ask struggling students questions to help guide them in the right direction:* “What about rules? Are there rules in both? What is similar about the rules? What is different about the rules?”* “What about how the authors convey themes? How does Curtis convey theme in <i>Bud, Not Buddy</i>? How does	<ul style="list-style-type: none">• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.
Homework	Meeting Students' Needs
<p>A. Read Chapter 17 of <i>Bud, Not Buddy</i>. Use an evidence flag to identify the most important moment in this chapter.</p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



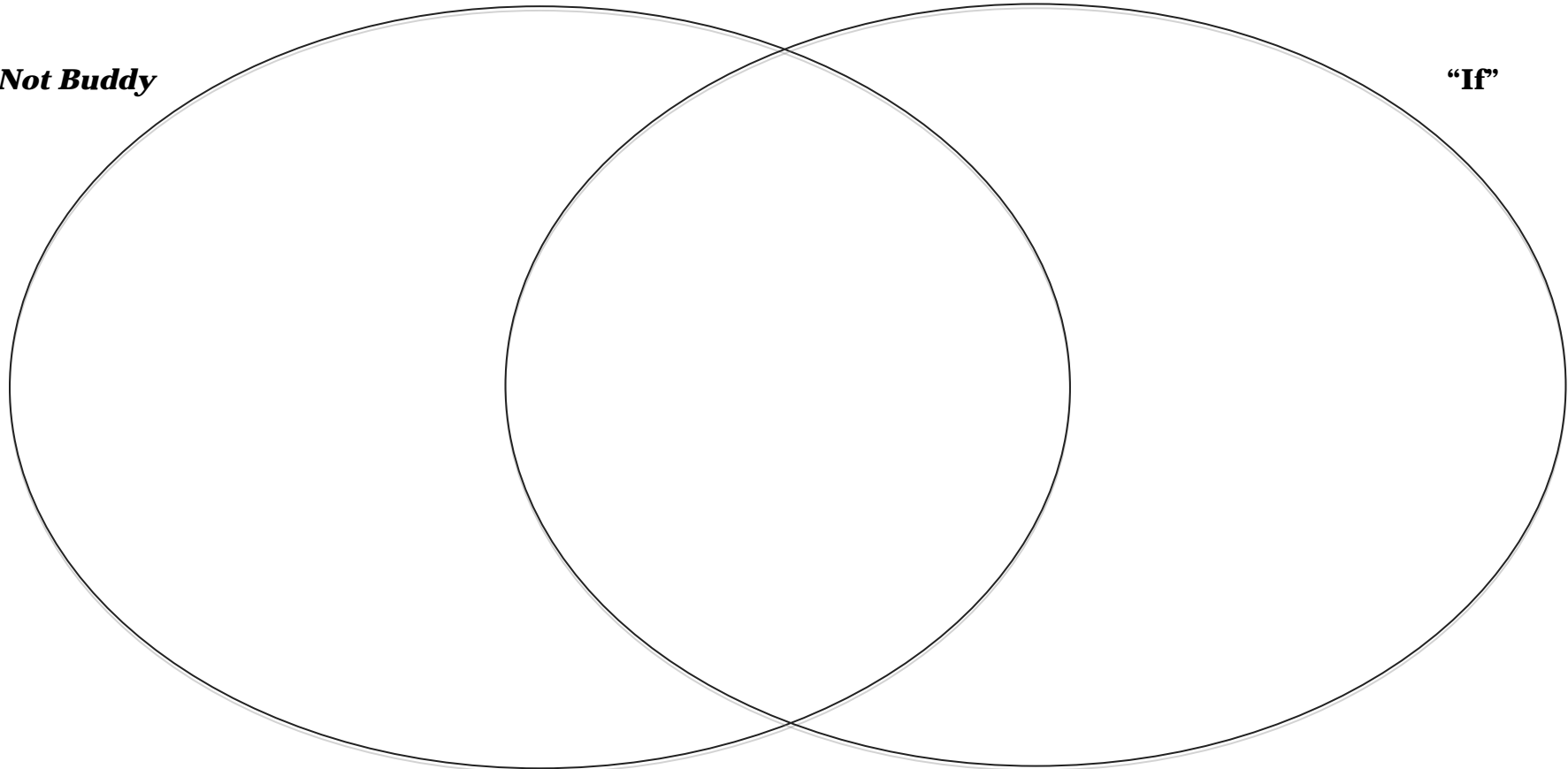
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Bud, Not Buddy

“If”





EXPEDITIONARY
LEARNING

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

Looking Closely at Stanza 2—Identifying Rules to Live By Communicated in “If”



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

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)

I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting 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.”

Ongoing Assessment

- Notes on Stanza 2 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher
- The second stanza of “If” paraphrased on the Analyzing “If” graphic organizer

Agenda

1. Opening
 - A. Unpacking Learning Targets (2 minutes)
2. Work Time
 - A. Analyzing the Meaning of Excerpts of the Second Stanza (23 minutes)
 - B. Paraphrasing the Second Stanza (5 minutes)
 - C. Determining Rules to Live By in the Second Stanza (8 minutes)
3. Closing and Assessment
 - A. Concentric Circles: Connecting “If” with *Bud, Not Buddy* (7 minutes)
4. Homework
 - A. Read Chapter 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.

Teaching Notes

- This lesson is very similar in structure to Lesson 3 and is the second in the two-lesson cycle focused on the second stanza of the poem. In this lesson, students dig deeper into interpreting the meaning of the second stanza, with teacher questioning using the close reading guide.
- Students then determine rules to live by from the poem, discuss how those rules are communicated, and connect those rules to rules or themes in *Bud, Not Buddy*.
- Review Concentric Circles Protocol (Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
figurative language, paraphrase	<ul style="list-style-type: none"> • “If” (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) • Equity sticks • Rules to Live By in “If” anchor chart (from Lesson 3) • Conveying Theme in <i>Bud, Not Buddy</i> charts (from Lesson 1)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “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.’” • Remind students of what <i>figurative language</i> is and what it means to paraphrase and why it is useful. 	<ul style="list-style-type: none"> • Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn’t. • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Analyzing the Meaning of Excerpts of the Second Stanza (23 minutes)</p> <ul style="list-style-type: none"> 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.” Be sure to have equity sticks nearby to use while using the Close Reading Guide. 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. 	<ul style="list-style-type: none"> Questioning students about parts of the text encourages students to reread the text for further analysis and ultimately allows for a deeper understanding. Guiding questions provide motivation for student engagement in the topic, and give a purpose to reading a text closely.
<p>B. Paraphrasing the Second Stanza (5 minutes)</p> <ul style="list-style-type: none"> 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. Use equity sticks to ask students to share their paraphrasing with the whole group. 	<ul style="list-style-type: none"> Asking students to paraphrase the stanza helps you to check their understanding.



Work Time	Meeting Students’ Needs
<p>C. Determining Rules to Live By in the First Stanza (8 minutes)</p> <ul style="list-style-type: none"> • Refocus the whole group. Give students a few minutes to reread the poem from start to finish. Ask students to discuss in triads: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * 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: <ul style="list-style-type: none"> * “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 first stanza, Rudyard Kipling tells us the rules rather than suggests them and uses figurative language and “If” statements to make it poetic. 	<ul style="list-style-type: none"> • Anchor charts serve as note-catchers when the class is co-constructing ideas.



Closing and Assessment	Meeting Students’ Needs
<p>A. Concentric Circles: Connecting “If” with Bud, Not Buddy (7 minutes)</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “Which of the rules to live by in ‘If’ connects with a theme from <i>Bud, Not Buddy</i>? How does it connect?”• Concentric Circles:<ol style="list-style-type: none">1. Divide the group in half.2. Have half make a circle.3. Have the other half make a circle around them.4. Tell the inside circle to face the students in the outside circle.5. Give students 2 minutes to share their answer with the person facing them.6. Invite students to thank each other and then tell the inside circle to move 2 people to the right.7. Give students 2 minutes to share their answer with the person facing them.8. Invite students to thank each other.• Cold call students to share their ideas about which of the rules to live by in “If” connects with a theme from <i>Bud, Not Buddy</i>.	<ul style="list-style-type: none">• Use of protocols (like Concentric Circles) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.
Homework	Meeting Students’ Needs
<p>A. Read Chapter 18 of <i>Bud, Not Buddy</i>. Use evidence flags to identify the important details that lead to Bud’s realization that Herman Calloway is not his father but his grandfather.</p>	



EXPEDITIONARY
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Grade 6: Module 2A: Unit 2: Lesson 5

Supporting Materials



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Name: _____

Date: _____

Directions and Questions	Notes
<p>“If you can dream—and not make dreams your master;”</p> <p>1. What does he mean by this?</p>	
<p>“If you can think—and not make thoughts your aim,”</p> <p>2. What does it mean to not make thoughts your aim?</p>	
<p>“If you can meet with Triumph and Disaster And treat those two impostors just the same:”</p> <p>3. What does he mean to treat both triumph and disaster just the same?</p>	
<p>“If you can bear to hear the truth you’ve spoken Twisted by knaves to make a trap for fools,”</p> <p>4. What is “a trap for fools”?</p>	



Directions and Questions	Notes
<p>“Or watch the things you gave your life to, broken, And stoop and build ’em up with worn-out tools;”</p> <p>5. What do you understand from “Or watch the things you gave your life to, broken”? What is broken? Who broke it?</p> <p>6. Why does he describe the tools as “worn- out”? What does this mean?</p>	



Time: 23 minutes

Directions and Questions	Notes
<p>“If you can dream—and not make dreams your master;”</p> <p>1. What does he mean by this?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the first two lines of the second stanza of the poem with you. • Ask students to discuss in their triads: <ul style="list-style-type: none"> * “What does he mean by ‘dreams’? Does he mean what happens when you go to sleep at night?” * “What dreams do you have?” • Cold call students to share their responses. <p><i>Listen for students to explain that your dreams are things that you hope/wish/want in life. Students don’t have to share their dreams with the whole group if they don’t want to.</i></p> <ul style="list-style-type: none"> * “What does he mean by ‘your master’?” • Cold call students to share their responses. • Students may struggle with this and may need to be guided toward the idea that someone who is your master is someone who controls you. • Ask students Question 1. • Invite them to discuss the question in triads and then record their responses to the question on their note-catcher. • Cold call students to share their responses. <p><i>Listen for them to explain that it means to have dreams but not let your dreams control you.</i></p>



Directions and Questions	Notes
<p>“If you can think—and not make thoughts your aim,”</p> <p>2. What does it mean to not make thoughts your aim?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the next two lines with you.• Ask students to discuss in their triads:<ul style="list-style-type: none">* What does the ‘aim’ mean? What does it mean in this context? <p><i>Listen for them to define “aim” as something you are shooting for. In this context, it means something on which you are completely focused.</i></p> <ul style="list-style-type: none">• Ask students Question 2.• Invite them to discuss the question in triads and then record their responses on their note-catcher.• Cold call students to share their responses.• Students may struggle with this and may need to be guided toward the idea that it means to not overthink things.



Directions and Questions	Notes
<p>“If you can meet with Triumph and Disaster And treat those two impostors just the same:”</p> <p>3. What does he mean to treat both triumph and disaster just the same?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the next two lines with you. • Ask them to discuss in their triads: <ul style="list-style-type: none"> * “What is the difference between ‘triumph’ and ‘disaster’?” • Cold call students to share their responses. <p><i>Listen for them to explain that they are opposites. Triumph is a great victory or achievement. Disaster is a sudden event that causes a lot of damage.</i></p> <ul style="list-style-type: none"> * “What does it mean to ‘meet with triumph and disaster’?” • Use equity sticks to select students to share their paraphrasing with the whole group. • Students may struggle with this and may need to be guided toward the idea that it means to accept that both triumph and disaster are a part of life. <ul style="list-style-type: none"> * “Yesterday you found out that impostors are people who pretend to be something they aren’t. So why does he call triumph and disaster ‘impostors’?” • Cold call students to share their responses. • Students may struggle with this and may need to be guided toward the idea that he calls them imposters because a triumph is a triumph only if you see it that way, and the same is true with disaster. You decide whether something is a triumph or a disaster. For example, some students might see getting a C grade as a disaster, whereas other students may see getting a C grade as a triumph. We decide whether something is a triumph or a disaster. • Ask students Question 3.



- Invite them to discuss the question in triads and then record their responses on their note-catcher.
- Use equity sticks to select students to share their ideas with the whole group.
- Students may struggle with this and may need to be guided toward the idea that he means to be aware that both are of our own making—we decide whether something is a triumph or a disaster.
- Ask students to paraphrase these “If” lines—to put them into their own words.
- Use equity sticks to select students to share their paraphrasing with the whole group.

Listen for students to say something like: “If you can remember that we decide whether something is a triumph or a disaster, we have the control to make something better or worse than it really is. Don’t overreact to any of life’s events, good or bad.”



Directions and Questions	Notes
<p>“If you can bear to hear the truth you’ve spoken Twisted by knaves to make a trap for fools,”</p> <p>4. What is “a trap for fools”?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the next two lines with you.• Ask them to discuss in their triads:<ul style="list-style-type: none">* “In the last lesson you found out that knaves are people who are dishonest. So what does he means when he says, ‘Twisted by knaves’? What is being twisted? What does twisted mean?”• Use equity sticks to select students to share their ideas with the whole group. <p><i>Listen for students to explain that dishonest people use the true things that you say in a bad way—they twist them so that they mean something else.</i></p> <ul style="list-style-type: none">• Ask students Question 4.• Invite them to discuss the question in triads and then record their responses on their note-catcher.• Cold call students to share their responses.• Students may struggle with this and may need to be guided toward the idea that it means that foolish people will believe the twisted things that dishonest people say.• Ask students to paraphrase these “If” lines.• Use equity sticks to select students to share their paraphrasing with the whole group. <p><i>Listen for students to say: “If you can bear to hear the true things that you say twisted by dishonest people and believed by foolish people.”</i></p>



Directions and Questions	Notes
<p>“Or watch the things you gave your life to, broken, And stoop and build ’em up with worn-out tools;”</p> <p>5. What do you understand from “Or watch the things you gave your life to, broken”? What is broken? Who broke it?</p> <p>6. Why does he describe the tools as “worn-out”? What does this mean?</p>	<p>(6 minutes)</p> <ul style="list-style-type: none">• Invite students to read the next two lines with you.• Ask them to discuss in their triads:<ul style="list-style-type: none">* “What does it mean to give your life to something? Does it literally mean to give your life?”* Use equity sticks to select students to share their ideas with the whole group. <p><i>Listen for students to explain that to give your life means to dedicate yourself to something or to have a strong belief that guides the way you live.</i></p> <ul style="list-style-type: none">• Ask students Question 5.• Invite them to discuss the question in triads and then record their responses on their note-catcher.• Cold call students to share their answers with the whole group. Students may struggle with this and may need to be guided toward the idea that people will always try to destroy/question what you believe in and what is important to you: physical things that you create, and ideas or beliefs that you have.<ul style="list-style-type: none">* “What ‘tools’ does he mean?”• Cold call students to share their answers with the whole group.• Students may struggle and may need to be guided toward the idea that the “tools” are your thoughts and ideas.•



Directions and Questions	Notes
	<ul style="list-style-type: none">• Ask students Question 6.• Invite them to discuss the question in triads and then record their responses on their note-catcher.• Use equity sticks to select students to share their ideas with the whole group.• Students may need to be guided toward the idea that they are worn out from having to constantly rebuild over and over again because people are constantly destroying what they build.



EXPEDITIONARY
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Grade 6: Module 2A: Unit 2: Lesson 6

Notices, Wonders, and Vocabulary of the Third Stanza of “If”



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

I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)

I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. (RL.6.7)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Notices and wonders of the third stanza on the Analyzing “If” graphic organizer
- Exit ticket: Venn diagram—Comparing Listening to and Reading “If”

Agenda

1. Opening
 - A. Engaging the Reader: Chapter 18 of *Bud, Not Buddy* (8 minutes)
 - B. Unpacking Learning Targets (2 minutes)
2. Work Time
 - A. Notices and Wonders of Third Stanza (10 minutes)
 - B. Digging Deeper into the Third Stanza: Vocabulary (15 minutes)
 - C. Comparing the Audio Version to the Written Poem (5 minutes)
3. Closing and Assessment
 - A. Exit Ticket: Venn Diagram Comparing Listening to and Reading “If” (5 minutes)
4. Homework
 - A. Read Chapter 19 of *Bud, Not Buddy*. Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in Chapter 19.

Teaching Notes

- In this lesson, students will continue the two-lesson cycle. Students read the third stanza from the poem “If” and continue to develop knowledge of the structure of the poem and the use of punctuation. A new word replacement vocabulary strategy is introduced in this lesson to give students more options when working out the meaning of unfamiliar vocabulary.
- In this lesson, students compare the experience of listening to an audio version of the poem and reading the poem in preparation for the mid-unit assessment. If technology is not available to play an audio version of the text, you will need to read it aloud in a performance style.
- In advance: Read the poem “If,” focusing on Stanza 3, and review vocabulary students that might struggle with.
- Post: Learning targets.



Lesson Vocabulary	Materials
heap, winnings, pitch-and-toss, sinew, serve your turn, will	<ul style="list-style-type: none">• <i>Bud, Not Buddy</i> (book; one per student)• “If” (from Lesson 2)• Document camera• Analyzing “If” graphic organizer (from Lesson 2)• Equity sticks• Word Replacement note-catcher (one per student and one to display)• “If ” audio recording (from Lesson 2)• Word-catcher (from Unit 1, Lesson 1)• Exit Ticket: Venn Diagram: Comparing Reading and Listening to “If” (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Chapter 18 of Bud, Not Buddy (8 minutes)</p> <ul style="list-style-type: none"> • Invite students to get into 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. 	<ul style="list-style-type: none"> • Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn't.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Notices and Wonders of Third Stanza (15 minutes)</p> <ul style="list-style-type: none"> • Display the “If” poem. Invite students to follow along as you read Stanza 3 aloud. • Ask students to discuss in their triads: <ul style="list-style-type: none"> * “So what is this stanza mostly about?” • Select volunteers to share their triad discussion with the whole group. Students will not have a precise understanding of the meaning or themes; you are listening for students’ initial ideas. • Pair students up. Remind them of the Analyzing “If” graphic organizer. Tell students they are going to work in pairs to discuss what they notice and what they wonder about the third stanza. They will continue to record their notices and wonders about the third stanza of “If” on this organizer. • Remind students to ignore the Paraphrased column for now. They will work on this later in the lesson. • Write the following questions on the board for students to refer to as they complete their notices and wonders: <ul style="list-style-type: none"> * What do you notice and wonder about the structure? * What do you notice and wonder about punctuation? * What do you notice and wonder about the word choice? Are there any words or phrases that really stand out to you? Why? • Tell students to reread the third stanza, follow the prompts, discuss with their partner, and then record their notices and wonders on their organizer. • Invite students to pair up with someone else to share their notices and wonders. Encourage them to record any new learning about notices and wonders on their graphic organizers. • Refocus the group. Use equity sticks to call on students to share their notices and wonders with the whole group. If students have wonders about the meaning of vocabulary words or what phrases mean, remind them that they will address those next as they dig deeper into the stanza. 	<ul style="list-style-type: none"> • Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language. • Using equity sticks to select students to share responses encourages students to participate in discussions, as they don’t know whether they will be the ones selected to share their responses.



Work Time	Meeting Students’ Needs
<p>B. Digging Deeper into the Third Stanza: Vocabulary (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that, as they did with the first and second stanzas, they are now they are going to dig even deeper into the poem by identifying vocabulary that they are not familiar with. • Give students 2 minutes to reread the third stanza and to circle the words they are not familiar with. • Display and distribute Word Replacement note-catcher. Tell students that sometimes readers can use the strategy of word replacement to better understand the meaning of unknown words and phrases. Circle <i>sinew</i> in Stanza 3. • Invite students to discuss answers to the following prompts with an elbow partner. Ask: <ul style="list-style-type: none"> * “What does the word <i>sinew</i> mean?” • Cold call students to share their responses. Listen for them to mention a muscle, a body part that can break, or a tendon. Students may struggle with this—in this situation, invite a student to look up the word in a dictionary and to share the definition with the whole group. Direct students to paraphrase this definition on their Word Replacement note-catcher. • Guide students to understand that the author may be using the word <i>sinew</i> figuratively in this context. <ul style="list-style-type: none"> * “What words could you replace <i>sinew</i> with that would mean the same figuratively?” • Cold call students to share their responses. Listen for them to mention strength, muscle, or physical energy. Explain that this word replacement strategy can help readers comprehend unfamiliar vocabulary. • Model recording word replacements for <i>sinew</i> on the Word Replacement note-catcher and invite students to do the same. • Ask students to work in triads to complete the Word Replacement note-catcher. Remind them to use a dictionary when they don’t know the meaning of a word. Tell them that they can also use the blank rows at the end to record any other unfamiliar words they find. • Reconvene students and cold call different triads to share their thinking with the whole group. Students may struggle with the phrases <i>serve your turn</i> and <i>pitch-and-toss</i>. As students will not be able to find these phrases in the dictionary, you may need to explain what they mean and then invite them to revise/add to their note-catcher. In this context, <i>serve your turn</i> means to continue the work you started and keep your name alive. <i>Pitch-and-toss</i> was an old game played with coins—players threw a coin at a target, and the winner was the one who was closest to the target and so won all of the coins. • Remind students to record new vocabulary on their word-catcher. 	<ul style="list-style-type: none"> • Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher. • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., <i>law</i>, <i>peace</i>, etc.) that most students would know.



Work Time	Meeting Students’ Needs
<p>C. Comparing the Audio Version to the Written Poem (5 minutes)</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Venn Diagram Comparing Listening to and Reading “If” (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket: Venn Diagram: Comparing Reading and Listening to “If”. Ask students:<ul style="list-style-type: none">* “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.	<ul style="list-style-type: none">• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs during the lesson or before the next lesson.
Homework	Meeting Students’ Needs
<p>A. Read Chapter 19 of <i>Bud, Not Buddy</i>. Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in Chapter 19.</p>	



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

Supporting Materials



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.....
Name:
.....

.....
Date:
.....

- How is the experience of reading the poem different from the experience of listening to an audio version?
- How is it similar?

Unfamiliar word or phrase	Paraphrase definition	Word replacement (literal or figurative)
<i>serve your turn</i>		
<i>sinew</i>		
<i>heap</i>		
<i>pitch-and-toss</i>		
<i>will</i>		



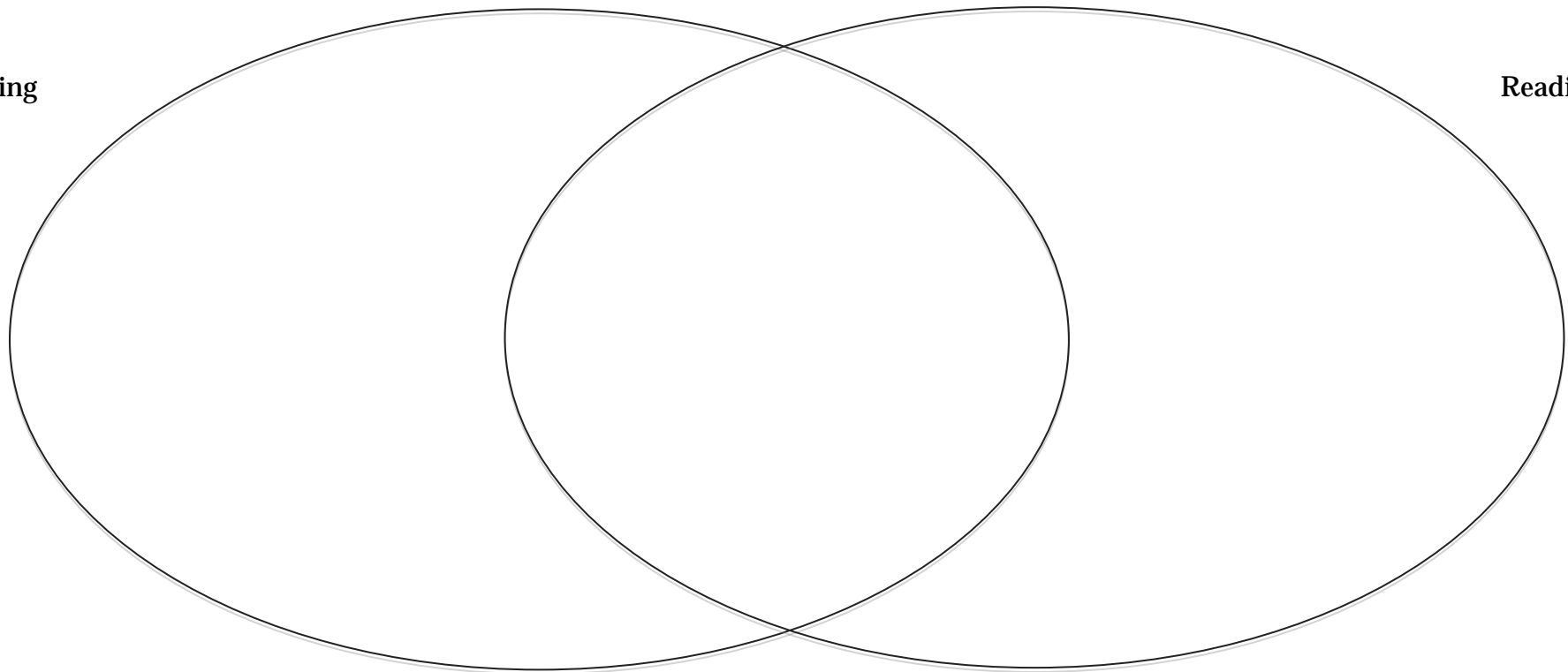
Name:

Date:

- How is the experience of reading the poem different from the experience of listening to an audio version?
- How is it similar?

Listening

Reading





EXPEDITIONARY
LEARNING

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

Looking Closely at Stanza 3—Identifying Rules to Live By Communicated in “If”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)</p> <p>I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)</p> <p>I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> 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.” 	<ul style="list-style-type: none"> Notes on Stanza 3 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher The third stanza of “If” paraphrased on the Analyzing “If” graphic organizer
Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none"> A. Engaging the Reader: Chapter 19 of <i>Bud, Not Buddy</i> (5 minutes) B. Unpacking Learning Targets (2 minutes) <p>2. Work Time</p> <ul style="list-style-type: none"> A. Analyzing the Meaning of Excerpts of the Third Stanza (16 minutes) B. Paraphrasing the Third Stanza (5 minutes) C. Determining Rules to Live By in the Third Stanza (8 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none"> A. Mix and Mingle: Connecting “If” with <i>Bud, Not Buddy</i> (9 minutes) <p>4. Homework</p> <ul style="list-style-type: none"> A. Read the afterword of <i>Bud, Not Buddy</i>. Use evidence flags to identify three facts in the afterword that you find particularly interesting. 	<ul style="list-style-type: none"> This lesson is very similar in structure to Lessons 3 and 5. It is the second lesson in the two-day cycle focused on the third stanza of the poem “If.” Students dig deeper into interpreting the meaning of the third stanza, with teacher questioning using the close reading guide. Students answer more of the questions independently in this lesson in order to gradually release them in preparation for the mid-unit assessment. Students then determine rules to live by from the poem, discuss how those rules are communicated, and connect those rules to rules or themes in <i>Bud, Not Buddy</i>. Review Mix and Mingle strategy (Appendix). Post: Learning targets.



Lesson Vocabulary	Materials
figurative language, paraphrase	<ul style="list-style-type: none">• “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)• Equity sticks• Rules to Live By in “If ” anchor chart (from Lesson 3)• Conveying Theme in <i>Bud, Not Buddy</i> charts (from Lesson 1)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Chapter 19 of Bud, Not Buddy (5 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn't.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “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 <i>Bud, Not Buddy</i> and ‘If.’” • Remind students of what <i>figurative language</i> is and what it means to <i>paraphrase</i> and why it is useful. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Analyzing the Meaning of Excerpts of the Third Stanza (16 minutes)</p> <ul style="list-style-type: none">• Remind students that in the previous lesson they began to look more closely at the third stanza of the poem “If” with notices and wonders about different elements of the poem such as punctuation, word choice, and structure.• Distribute the Stanza 3 of “If” by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher. Use the Close Reading Guide—Stanza 3 of “If” by Rudyard Kipling (for Teacher Reference) to guide students through a series of questions about the meaning of excerpts from the third 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.	<ul style="list-style-type: none">• Questioning students about parts of the text encourages them to reread the text for further analysis and ultimately allows for a deeper understanding.
<p>B. Paraphrasing the Third Stanza (5 minutes)</p> <ul style="list-style-type: none">• 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.• Use equity sticks to ask students to share their paraphrasing with the whole group.	<ul style="list-style-type: none">• Guiding questions provide motivation for student engagement in the topic and give a purpose for reading a text closely.• Asking students to paraphrase the stanza helps you to check their understanding.



Work Time	Meeting Students’ Needs
<p>C. Determining Rules to Live By in the Third Stanza (8 minutes)</p> <ul style="list-style-type: none">• Refocus the whole group. Give students a few minutes to reread the poem from start to finish. Ask students to discuss in triads:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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.	<ul style="list-style-type: none">• Anchor charts serve as note-catchers when the class is co-constructing ideas.



Closing and Assessment	Meeting Students’ Needs
<p>A. Mix and Mingle: Connecting “If” with Bud, Not Buddy (9 minutes)</p> <ul style="list-style-type: none"> 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 the questions: <ul style="list-style-type: none"> “Which of the rules to live by in ‘If’ connects with a theme from <i>Bud, Not Buddy</i>? How does it connect?” Mix and Mingle: <ol style="list-style-type: none"> Play music for 15 seconds and tell students to move around to the music. Stop the music and tell students to share their answer with the person closest to them. Repeat until students have shared their answers with the three people. Cold call students to share their ideas about which of the themes in <i>Bud, Not Buddy</i> connect with the rules in “If.” Ask students to Think-Pair-Share: <ul style="list-style-type: none"> “What is similar about the way Curtis and Rudyard Kipling conveyed a similar theme? What is different?” Select volunteers to share their discussion with the whole group. Guide students toward the idea that although both convey a similar theme, the poem communicates the “rules” through “If” statements using figurative language whereas Curtis conveys the similar theme through stories, dialogue, and actions. 	<ul style="list-style-type: none"> Use of strategies such as Mix and Mingle allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.
Homework	Meeting Students’ Needs
<p>A. Read the afterword of Bud, Not Buddy. Use evidence flags to identify three facts in the afterword that you find particularly interesting.</p>	



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

Supporting Materials



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Name: _____

Date: _____

Directions and Questions	Notes
<p>“If you can make one heap of all your winnings And risk it on one turn of pitch-and-toss,”</p> <p>1. What do you think he means by “one turn of pitch-and-toss”?</p>	
<p>“And lose, and start again at your beginnings And never breathe a word about your loss:”</p> <p>2. What does “And lose, and start again at your beginnings” mean?</p> <p>3. What does it mean to “never breathe a word about your loss”?</p>	
<p>“If you can force your heart and nerve and sinew To serve your turn long after they are gone,”</p> <p>4. What does he mean to “serve your turn long after they are gone”?</p>	
<p>“And so hold on when there is nothing in you Except the Will which says to them: ‘Hold on’”</p> <p>5. What does he mean by “And so hold on when there is nothing in you”?</p>	



Time: 16 minutes

Directions and Questions	Notes
<p>“If you can make one heap of all your winnings And risk it on one turn of pitch-and-toss,”</p> <p>1. What do you think he means by “one turn of pitch-and-toss”?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the first two lines of the third stanza of the poem with you.• Ask students to discuss in their triads:<ul style="list-style-type: none">* “What does he mean by ‘winnings’? Does he literally mean things that have been won?”* “So what does he mean by ‘make one heap of all of your winnings’?”* Cold call students to share their responses.• Students may struggle with this and may think about winnings in the literal sense of things that have been won. They may need to be guided toward the idea that winnings are things that are important to you. So making a heap of your winnings means everything that is important to you.• Ask students Question 1.• Invite them to record their responses on their note-catcher.• Use equity sticks to choose students to share their responses.• Students may struggle with this and may need to be guided toward the idea that one turn of pitch-and-toss means doing something that has the possibility of going either really well or really badly.• Ask students to paraphrase these “If” lines—to put them into their own words.• Use equity sticks to select students to share their paraphrasing with the whole group.• Listen for them to explain that he means: “If you are willing to risk losing everything that is important to you on something that has the potential to go really badly.”



Directions and Questions	Notes
<p>“And lose, and start again at your beginnings And never breathe a word about your loss:”</p> <p>2. What does “And lose, and start again at your beginnings” mean?</p> <p>3. What does it mean to “never breathe a word about your loss”?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the next two lines of the stanza with you.• Ask students Question 2.• Invite them to record their responses on their note-catcher.• Use equity sticks to choose students to share their responses. <p><i>Listen for them to explain that it means to lose everything and start all over again.</i></p> <ul style="list-style-type: none">• Ask students Question 3.• Invite them to record their responses on their note-catcher.• Invite volunteers to share their responses. <p><i>Listen for them to explain that it means to keep private things like personal failures to yourself.</i></p> <ul style="list-style-type: none">• Ask students to paraphrase these “If” lines.• Use equity sticks to select students to share their paraphrasing with the whole group. <p><i>Listen for them to explain that he means to pick yourself up and start all over without telling everyone your personal/private business when things go wrong.</i></p>



Directions and Questions	Notes
<p>“If you can force your heart and nerve and sinew To serve your turn long after they are gone,”</p> <p>4. What does he mean to “serve your turn long after they are gone”?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the next two lines of the stanza with you.• Ask students Question 4.• Invite them to record their responses on their note-catcher.• Invite volunteers to share their responses. <p><i>Listen for them to explain that it means that you leave behind something that continues when you die.</i></p> <ul style="list-style-type: none">• Ask students to paraphrase these “If” lines.• Use equity sticks to select students to share their paraphrasing with the whole group.• Students may struggle with this and may need to be guided toward: “If you can motivate yourself to do something that will make a difference that will continue when you die.”



Directions and Questions	Notes
<p>“And so hold on when there is nothing in you Except the Will which says to them: ‘Hold on!’”</p> <p>5. What does he mean by “And so hold on when there is nothing in you”?</p>	<p>(4 minutes)</p> <ul style="list-style-type: none">• Invite students to read the next two lines of the stanza with you.• Ask students Question 5.• Invite them to record their responses on their note-catcher.• Invite volunteers to share their responses. <p><i>Listen for them to explain that he means to keep going even when you feel as if you can’t carry on.</i></p> <ul style="list-style-type: none">• Ask students to discuss in their triads:<ul style="list-style-type: none">* “Why do you think ‘Will’ is capitalized?”* “What does he mean when he says, ‘Except the Will, which says to them: “Hold on!”?’”• Use equity sticks to select students to share their ideas with the whole group.• Students may struggle with this and may need to be guided toward the idea that ‘Will’ is capitalized to emphasize it and to make it seem that it is a person rather than a concept, and that it means their will tells them to keep on going even when they are tired and have had enough.• Ask students to paraphrase these “If” lines.• Invite volunteers to share their paraphrasing with the whole group. <p><i>Listen for them to say: “Your will can keep you going even when you are tired and want to give up.”</i></p>



EXPEDITIONARY
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Grade 6: Module 2A: Unit 2: Lesson 8

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



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

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)

I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. (RL.6.7)

I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting 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.

Ongoing Assessment

- Mid-Unit 3 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”
- The fourth stanza of “If” paraphrased on the Analyzing “If” graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Afterword of <i>Bud, Not Buddy</i> (5 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 3 Assessment, Part 1: Comparing the Listening and Reading Experience of Stanza 4 of “If” (8 minutes)Vocabulary Pre-teaching (6 minutes)Mid-Unit 3 Assessment, Part 2: Analyzing Stanza 4 of “If” (19 minutes)Closing and Assessment<ol style="list-style-type: none">Paraphrasing the Fourth Stanza (5 minutes)Homework	<ul style="list-style-type: none">In this lesson, students complete the mid-unit assessment using the final stanza of the poem, which they haven’t yet worked with.The fourth stanza is challenging, and as this is an assessment, students are not able to work through the in-depth questioning they have completed with the other stanzas to better understand the meaning. As a result, before students answer questions about the meaning of the stanza of the poem in part two of the assessment, there is a vocabulary discussion that is not part of the assessment. This ensures students are familiar with most of the vocabulary before they have to answer questions about the meaning of the stanza.Assess student responses on the mid-unit assessment using the Grade 6 2-Point Rubric—Short Response and the answer key in the supporting materials of this lesson.Post: Learning targets and the Conveying Theme in <i>Bud, Not Buddy</i> charts from Lesson 1.



Lesson Vocabulary	Materials
figurative language, paraphrase	<ul style="list-style-type: none">• <i>Bud, Not Buddy</i> (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• Word-catcher (from Unit 1, Lesson 1)• Conveying Theme in <i>Bud, Not Buddy</i> charts (from Lesson 1)• Analyzing “If” graphic organizer (from Lesson 2)• 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)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Afterword of <i>Bud, Not Buddy</i> (5 minutes)</p> <ul style="list-style-type: none">• Invite students to get out their copies of Bud, Not Buddy and get into triads. Remind them that for homework they were to read the afterword of <i>Bud, Not Buddy</i> and use evidence flags to identify three facts that they found particularly interesting.• Invite students to share their three facts with their triad and to explain why those facts were interesting.• Select volunteers to share their triad discussions with the whole group.	<ul style="list-style-type: none">• Discussing the homework task from the previous lesson at the beginning of the lesson holds students accountable for doing their homework. It also gives you an opportunity to assess who is reading the novel at home and who isn’t.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can describe the literal meaning of figurative language in the poem ‘If.’”* “I can compare how similar themes are communicated in <i>Bud, Not Buddy</i> and ‘If.’”* “I can compare the experience of listening to an audio version of the poem to reading the poem.”• Remind students of what <i>figurative language</i> is. Explain that in this lesson, they will read the fourth stanza of “If” and complete the mid-unit assessment.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit Assessment, Part 1: Comparing the Listening and Reading Experience of Stanza 4 of “If” (8 minutes)</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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.	



Work Time	Meeting Students’ Needs
<p>B. Vocabulary Pre-teaching (6 minutes)</p> <ul style="list-style-type: none">• Tell students that now they are going to identify vocabulary that they are not familiar with, just as they did with the other stanzas.• Give students 2 minutes to reread the fourth stanza and to circle the words they are not familiar with.• Reconvene the students and select volunteers to share the words they have circled with the class.• Words students may struggle with in the fourth stanza (and that they may not be understand through the context) include: <i>virtue</i>, <i>foes</i>, and <i>nor</i>.• Invite students to help out if they know what the word means. If none of the students know what the word means and it isn’t possible to figure it out from the context, tell them what it means or invite a student to look it up in the dictionary to keep the lesson moving forward.• Remind students to record new vocabulary on their word-catcher.	<ul style="list-style-type: none">• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., <i>law</i>, <i>peace</i>, etc.) that most students would know.



Work Time	Meeting Students' Needs
<p>C. Mid-Unit Assessment, Part 2: Analyzing Stanza 4 of “If” (19 minutes)</p> <ul style="list-style-type: none">• Invite students to read the questions on the mid-unit assessment sheet with you.• Focus students’ attention on the Conveying Theme in Bud, Not Buddy charts posted around the room and explain that students will need to refer to these in Questions 5 and 6.• Invite students to answer the rest of the questions on the mid-unit assessment sheet. Remind them that as this is an assessment, they must work independently.• Circulate to assist students in reading the poem where they need it.• Collect the mid-unit assessments to assess them against the Grade 6 2-Point Rubric—Short Response.	
Closing and Assessment	Meeting Students' Needs
<p>A. Paraphrasing the Fourth Stanza (5 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have analyzed the words and phrases in the fourth stanza more closely and have a deeper understanding of it, they are going to paraphrase the stanza.• Ask students to get into triads to share their paraphrasing.• Remind them of the Paraphrased column on their Analyzing “If” graphic organizer. Tell them to record their paraphrasing of the fourth stanza in that last column.• Use equity sticks to ask students to share their paraphrasing with the whole group.	<ul style="list-style-type: none">• Asking students to paraphrase the stanza helps you to check their understanding.
Homework	Meeting Students' Needs
<p><i>Note: If you have not already launched independent reading, do so before or during Lesson 10. See Unit 2 Overview for details. Students will need to be ready to read their independent reading book for homework beginning in Lesson 10.</i></p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And 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,
And so hold on when there is nothing in you
Except the Will which says to them: “Hold on!”

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

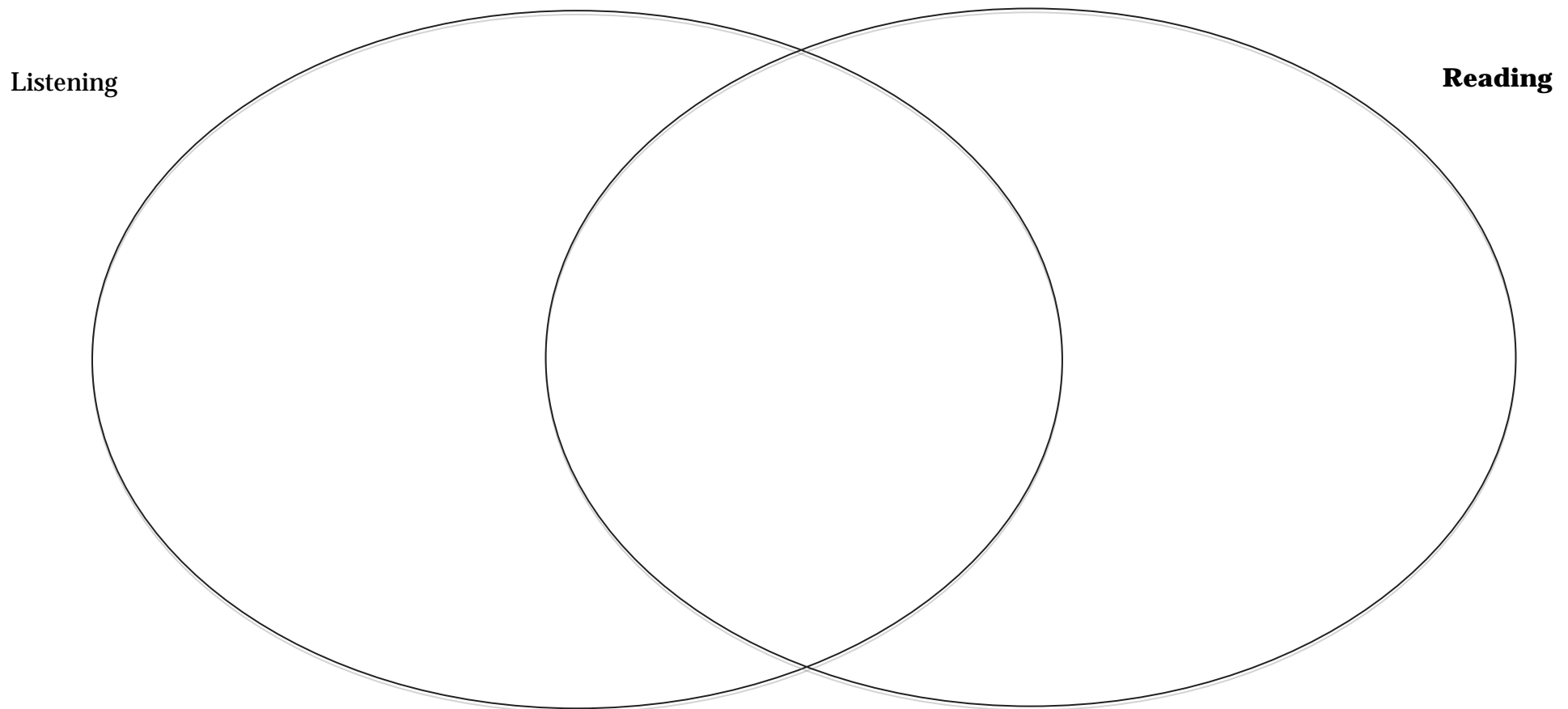
Rudyard Kipling, "If." First published in 1910. Public Domain.



Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”
Part 1: Comparing the Listening and Reading Experience of Stanza 4 of “If”

Name:		Date:	
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2. How is the experience of listening to Stanza 4 similar to reading Stanza 4? How is it different?





- How is the experience of reading the poem different from the experience of listening to an audio version?
- How is it similar?

Questions	Answer
<p>If you can talk with crowds and keep your virtue, Or walk with Kings—nor lose the common touch,</p> <p>1. What do you think it means to “walk with Kings”?</p>	<p>Circle one:</p> <p>a. To actually walk down the street with some kings.</p> <p>b. To be friends with people who are successful and have everything.</p> <p>c. To carry a king from a chess set in your pocket.</p> <p>d. To be friends with people who think you are a king because they don’t have very much.</p>
<p>Yours is the Earth and everything that’s in it, And---which is more---you’ll be a Man, my son!</p> <p>2. What does he mean by “Yours is the Earth and everything that’s in it”?</p>	<p>Circle one:</p> <p>a. You become ruler of the earth and literally own everything in it.</p> <p>b. You will be a failure on earth and never get anywhere in life.</p> <p>c. You will be successful—everything you want you will have.</p> <p>d. You might be successful, but you will not get where you want to be because you don’t have everything you want.</p>



GRADE 6: MODULE 2A: UNIT 2: LESSON 8
Mid-Unit 2 Assessment: Analyzing Structure and
Theme in Stanza 4 of “If”
Part 1: Comparing the Listening and
Reading Experience of Stanza 4 of “If”

Questions	Answer
3. How do those two lines contribute to the meaning of the whole poem?	



GRADE 6: MODULE 2A: UNIT 2: LESSON 8
Mid-Unit 2 Assessment: Analyzing Structure and
Theme in Stanza 4 of “If”
Part 2: Comparing the Listening and
Reading Experience of Stanza 4 of “If”

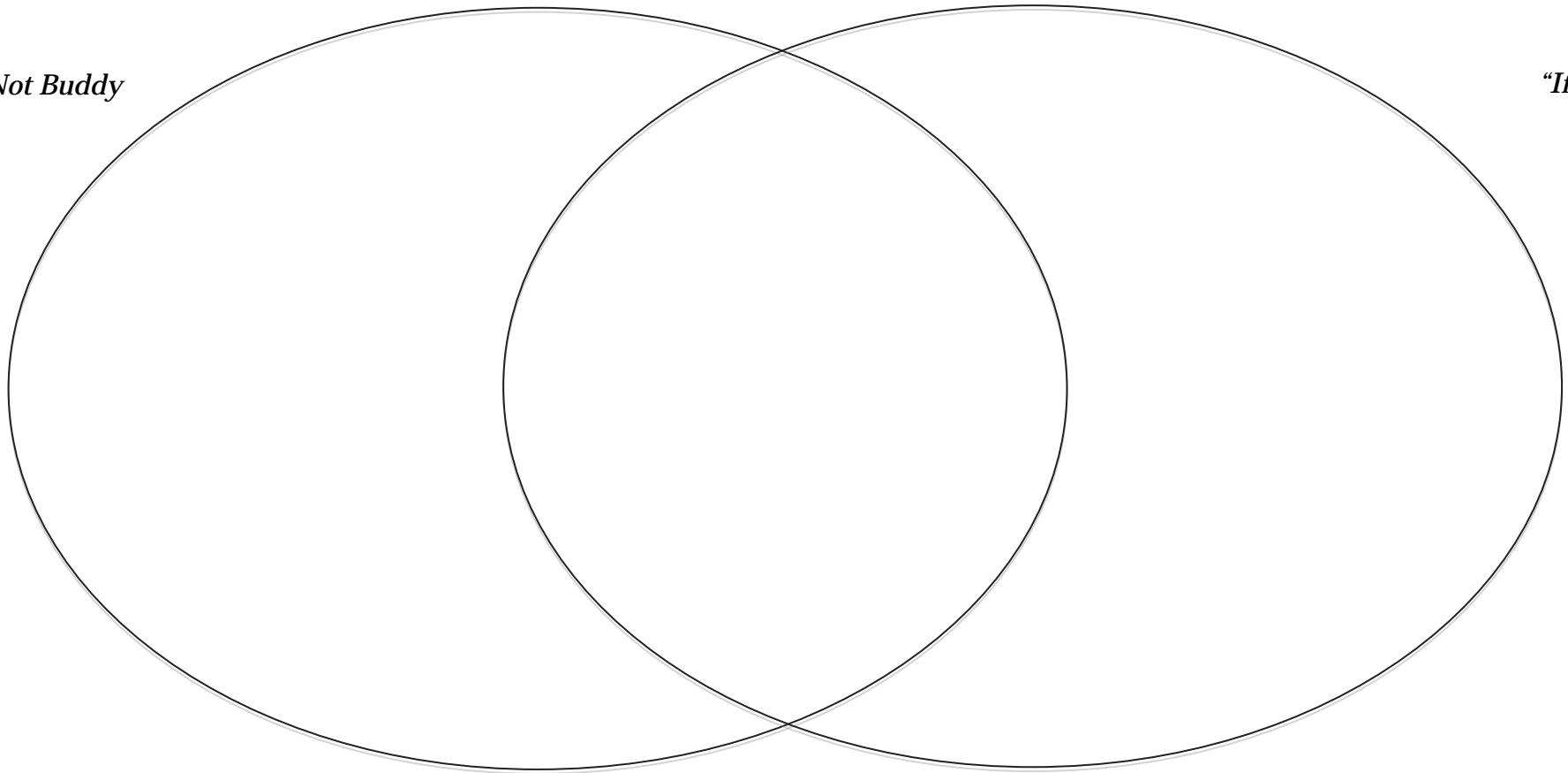
Questions	Answer
4. What are some rules to live by that Rudyard Kipling gives us in this stanza of the poem?	
5. Look at the Conveying Theme in <i>Bud, Not Buddy</i> charts. Which of the rules to live by in this stanza of “If” connects with a theme in <i>Bud, Not Buddy</i> ? How does it connect?	



6. What is similar about the way the authors Christopher Paul Curtis and Rudyard Kipling conveyed a similar theme? What is different?”

Bud, Not Buddy

“If”





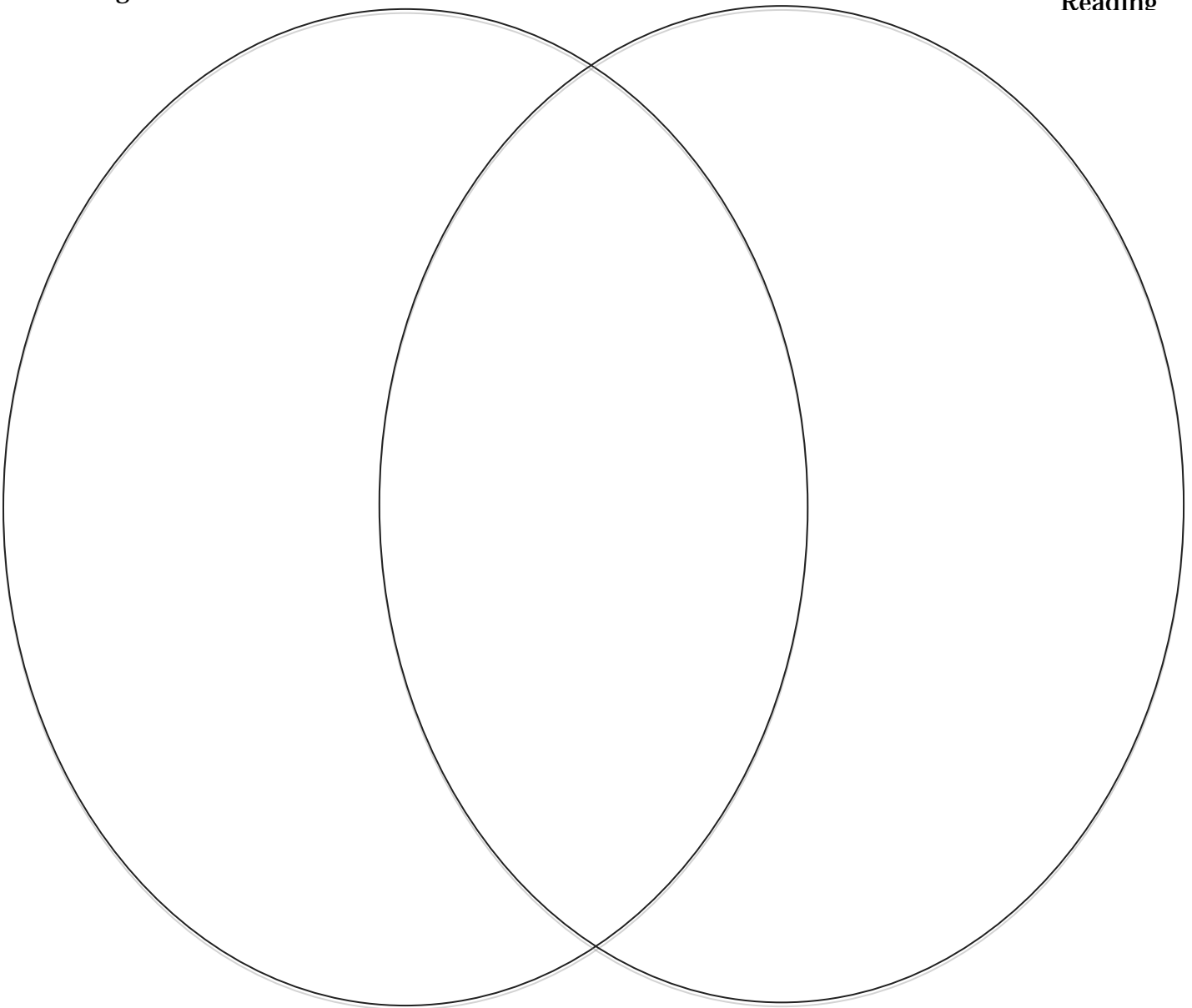
.....
Name:

.....
Date:

1. How is the experience of listening to Stanza 4 similar to reading Stanza 4? How is it different?

Listening

Reading





Similarities:

- *Same words*
- *Same overall meaning*

Unique to Listening:

- *Emphasis on certain words and phrases*
- *The tone that it is read in generates a certain mood More dramatic/more interesting to listen to it than read it*

Unique to Reading

- *Emphasize different words to listening based on own interpretation*
- *Read it in a different tone due to a different personal interpretation*



- How is the experience of reading the poem different from the experience of listening to an audio version?
- How is it similar?

Questions	Answer
<p>If you can talk with crowds and keep your virtue, Or walk with Kings—nor lose the common touch,</p> <p>1. What do you think it means to “walk with Kings”?</p>	<p>Circle one:</p> <p>a. To actually walk down the street with some kings.</p> <p>b. To be friends with people who are successful and have everything.</p> <p>c. To carry a king from a chess set in your pocket.</p> <p>d. To be friends with people who think you are a king because they don’t have very much.</p>
<p>Yours is the Earth and everything that’s in it, And---which is more---you’ll be a Man, my son!</p> <p>2. What does he mean by “Yours is the Earth and everything that’s in it”?</p>	<p>Circle one:</p> <p>a. You become ruler of the earth and literally own everything in it.</p> <p>b. You will be a failure on earth and never get anywhere in life.</p> <p>c. You will be successful—everything you want you will have.</p> <p>d. You might be successful, but you will not get where you want to be because you don’t have everything you want.</p>
<p>3. How do those two lines contribute to the meaning of the whole poem?</p>	<p><i>They summarize the poem and leave us with a final message. They tell us that if we do everything Rudyard Kipling suggests we should do in all of the stanzas, we will be successful in life and will have everything we want.</i></p>



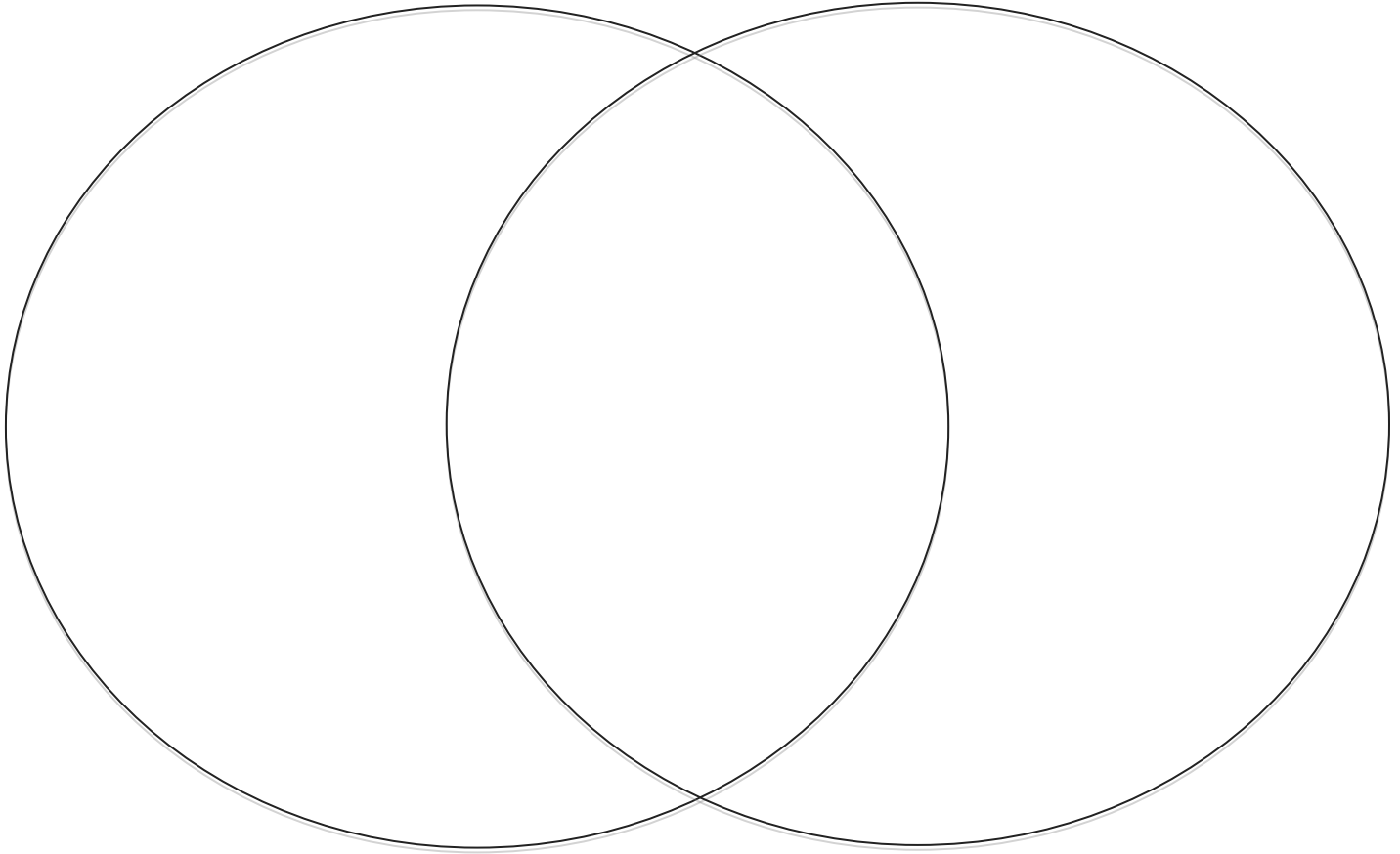
Questions	Answer
4. What are some rules to live by that Rudyard Kipling gives us in this stanza of the poem?	<i>Students will have individual interpretations, but suggestions may include:</i> <ul style="list-style-type: none">• Consider others points of view, but stay true to yourself.• Be friends with successful people, but not get forget about those who are less successful.• Don’t let others dictate your future or your happiness.• Life is short – fill it with as much as possible.
5. Look at the Conveying Theme in Bud, Not Buddy charts. Which of the rules to live by in this stanza of “If” connects with a theme in <i>Bud, Not Buddy</i> ? How does it connect?	<i>Persevere through challenging times. Rudyard Kipling tell us to fill the unforgiving minute with sixty seconds of distance run, which is like saying even though times are challenging – keep going and make the most of what you do.</i>



7. What is similar about the way the authors Christopher Paul Curtis and Rudyard Kipling conveyed a similar theme? What is different?”

Bud, Not Buddy

“If”





Similarities:

- Similar theme

Unique to Listening:

- *Communicates the theme through the plot*
- *Communicates the theme through character dialogue*
- *Communicates the theme over a longer piece of text*

Unique to Reading

- *Communicates the theme through poetic language*
- *Communicates the theme through a couple of lines.*
- *Communicate the theme more directly than the novel.*



Use the below rubric for determining scores on short answers in this assessment.

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

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
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Grade 6: Module 2A: Unit 2: Lesson 9

Qualities of a Strong Literary Argument Essay



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

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting 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.

Ongoing Assessment

- Qualities of a Strong Literary Argument Essay anchor chart
- "Steve Jobs' Rules to Live By" model essay annotations



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Unpacking the End of Unit 2 Assessment Prompt (10 minutes)Reading Like a Writer: Annotating the Model Essay about Rules in the Steve Jobs Speech (12 minutes)Analyzing Evidence-Based Claims: Essay about the Steve Jobs Speech (16 minutes)Closing and Assessment<ol style="list-style-type: none">Reflection: Why Do We Analyze Models? (2 minutes)Homework<p>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 <i>Bud, Not Buddy</i> novel and your Bud's Rules graphic organizer to class for Lesson 10.</p>	<ul style="list-style-type: none">This lesson launches the End of Unit 2 Assessment, in which students will write a literary argument essay about Bud, Not Buddy. The task is labeled a literary argument because students argue whether Bud uses his rules to survive or thrive, and use evidence from the novel to support their position. The New York State Grades 6–8 Expository Writing Evaluation Rubric has been adapted to assess the standard about written arguments, Writing 6.1, and has been renamed the Literary Argument Essay Rubric.In this lesson, students closely examine the prompt and a model essay so they have a clear understanding and purpose for the work ahead.In Work Time C, the teacher guides the students through an analysis of a model argument essay using an Analyzing Evidence-Based Claims graphic organizer. This graphic organizer is designed to help students 'reverse engineer' the model essay, beginning with the claim and looking at how the author used evidence to support that claim. For their own essays, students will use the related Forming Evidence-Based Claims graphic organizer, which asks them to begin by considering the evidence, then they make their own claim.The instruction of language to use on the anchor chart comes directly from the rubric. Students will use the rubric in Lessons 12–14 to evaluate their writing.In advance: Review the student model essay.In Lesson 10, students will need their Bud, Not Buddy novel and their Bud's Rules graphic organizer.In Lessons 12–14, students will need their annotated Steve Jobs model essay. Use routines of your classroom to help students organize and keep these resources.



Lesson Vocabulary	Materials
literary argument, qualities	<ul style="list-style-type: none">• 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)• Document camera• 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)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read along with you as you read the learning targets out loud:<ul style="list-style-type: none">* “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 <i>literary argument</i> 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:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">* “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 <i>literary argument</i>?”• 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.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Unpacking the End of Unit 2 Assessment Prompt (10 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment Prompt: How Does Bud Use His Rules—To Survive or To Thrive? Argument Essay and display it using a document camera. 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 <i>survive</i> or <i>thrive</i>.• 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:<ul style="list-style-type: none">* “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 <i>qualities</i> of a strong literary argument essay. Qualities are the parts or the characteristics of something—in this case, the essay.	<ul style="list-style-type: none">• Spending time unpacking writing prompts gives students a clear vision of what is expected of them in the assessment.• Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.• Adding visuals or graphics to anchor charts can help students remember or understand key ideas or directions.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call pairs to share the qualities they discussed that will make this a strong literary argument essay. As students share their answers, put their answers into language from the rubric. For example, if a student says, “We have to choose a position,” you might write: “Make a claim = choosing a side.” Be sure the chart includes:<ul style="list-style-type: none">* Make a <u>claim</u>. (Students may say, “Choose a side.”)* Choose <u>text evidence</u> that supports the claim. (Students might say, “Pick rules to help back up your choice.”)* <u>Explain</u> 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.	



Work Time	Meeting Students' Needs
<p>B. Reading Like a Writer: Annotating the Model Essay about Rules in the Steve Jobs Speech (12 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> • “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: “<i>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>” • “I see a claim very clearly here, so I am writing a ‘C.’ The claim is that Jobs used his rules to thrive.” • Read: “<i>... despite being orphaned, dropping out of college, being fired, and having cancer.</i>” • “This phrase signals a lot of life experiences from the text, but we really want the rule as our text evidence here.” • Read: “<i>In his commencement address to Stanford University in 2005, Jobs shared his three rules to follow in order to thrive in life.</i>” 	<ul style="list-style-type: none"> • It is important for students to process and understand the “content” of the essay before they look more closely at the writer’s craft. • Consider giving select students pre-annotated or pre-highlighted texts. This will allow them to focus on key sections of the essay. • Coding the text will allow students to return the model essay later to help guide them in their independent writing.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• “This is the claim again at the end where I’m writing ‘C.’”• Read: “<i>Steve Jobs shared his first rule: ‘You have to trust in something.’</i>”• “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.• 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.<ul style="list-style-type: none">• 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.	
<p>C. Analyzing Evidenced-Based Claims: Essay about the Steve Jobs Speech (16 minutes)</p> <ul style="list-style-type: none">• 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.”	



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* “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 whole group. 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	Meeting Students' Needs
<p>A. Reflection: Why Do We Analyze Models? (2 minutes)</p> <ul style="list-style-type: none">• Ask students to talk with a partner. Encourage them to look back at the anchor chart they created and see if they can make connections between the work they did in class and the chart.• Ask:<ul style="list-style-type: none">* “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.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<p>A. 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.</p> <p><i>Note: If you have not already launched independent reading, do so before or during Lesson 10. See Unit 2 Overview for details. Students will need to be ready to read their independent reading book for homework beginning in Lesson 10.</i></p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Learning Targets

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can write arguments to support claims with clear reasons and relevant evidence. (W6.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

Focusing question: How does Bud use his “rules” to help him: to *survive* or to *thrive*?

In the novel *Bud, Not Buddy*, the main character, Bud Caldwell, creates a set of rules to live by that he calls “Caldwell’s Rules and Things for Making a Funner Life and Making a Better Liar out of Yourself.” These rules are Bud’s response to his life experiences.

In this assessment, you are asked to write a literary argument essay in which you will establish a claim about whether Bud uses those “rules to live by” to help him survive or thrive in his life. You will establish your claim in an introduction. Then to support your claim, you will use evidence about how Bud uses three of his rules. Finally, you will provide closure to your essay with a conclusion.

In your essay, be sure to:

- Write an introduction that presents your claim.
- Select three of Bud’s rules to support your claim.
- 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.



- Make a claim, “C.”
- Text evidence that supports the claim, “T.”
- Explain how each piece of evidence supports the claim, “E.”
- Introduce the claim.
- Make it cohesive—sticks together.
- Make it logical—makes sense.



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. He did this despite being orphaned, dropping out of college, being fired, and having cancer. In his commencement address to Stanford University in 2005, Jobs shared his three rules to follow in order to thrive in life.

While remembering his Reed College days, Steve Jobs shared his first rule: “You have to trust in something.” 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.

Even though Jobs trusted in himself along the way, not everything worked out as he had planned. At the age of 30 he was fired from Apple, his own company. This led him to discover his second rule: “Love what you do” and do what you love. 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.

During his life, Jobs overcame many hardships, like being fired from Apple and surviving his first diagnosis of cancer in 2005. Even before he survived his first round of cancer, he lived by his third rule: “Live each day as if it was your last.” 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.

Steve Jobs taught us that thriving is about trusting ourselves while also keeping the perspective that life is temporary. Despite hardships, Steve Job followed his three rules to live by: trust in something, do what you love, and let death give you life. Were he alive today, he might even say this: Don’t just have rules—actually follow them if you want to thrive in life.



.....
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 ...
<i>What is going on in the story to help you prove your claim?</i>		



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
You have to trust in something.	Love what you do and do what you love.	Live each day as if it was your last.
Explaining the thinking about this rule ...	Explaining the thinking about this rule ...	Explaining the thinking about this rule ...
<p><i>What is going on in the story to help you prove your claim?</i></p> <p>Steve Jobs followed his rule to trust his gut and enrolled in a calligraphy college course, which led to the typefaces and spacing used in computers today. Following the rule to trust helped Jobs thrive in life because he trusted in himself and didn’t spend energy worrying about the future.</p>		



EXPEDITIONARY
LEARNING

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

Revisiting Bud's Rules: Survive or Thrive?



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

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting 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.

Ongoing Assessment

- How Did Bud Use His Rule? charts
- *Bud, Not Buddy*: Forming Evidence-Based Claims graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Discussion: Survive or Thrive? (5 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Finding Text Evidence: How Did Bud Use His Rules? (18 minutes)Silent Gallery Walk: Weighing Evidence: Survive vs. Thrive (15 minutes)Closing and Assessment<ol style="list-style-type: none">Triads: What Do You Think about Bud's Rules Now? Thrive or Survive? (5 minutes)Homework<ol style="list-style-type: none">Continue your independent reading. In Lesson 11, be prepared to explain what you think of your book so far.	<ul style="list-style-type: none">In this lesson, students are introduced to and discuss the question about which they will be writing their essay: How does Bud use his rules: to survive or to thrive?Lessons 10 and 11 launch students into the analysis and evaluation of the text evidence that best supports their claim. The graphic organizer and rule chart completed in this lesson will also be used in Lesson 11.Students work with a Forming Evidence-based claims graphic organizer similar to one they used in Module 1. This graphic organizer is adapted in collaboration with Odell Education based on their Evidence-Based Claims worksheet (also see stand-alone document on EngageNY.org and odelleducation.com/resources).Students will engage in group work to review one of Bud's rules and how he used it. One of the rules will be used for the class model, so the remaining 10 rules will be reviewed by students. The purpose of the Gallery Walk is for students to have a chance to review and analyze all the rules and make a claim about them.The Gallery Walk is silent so students can have a quiet space as they read and think about each rule and analyze how best to use the text evidence. The Mix and Mingle is used in the middle of the Gallery Walk to give students time to vocalize their claim.In advance: Cut Bud's Rule strips (see supporting materials); have the markers and chart paper ready for 10 groups.Review Gallery Walk protocol and Mix and Mingle strategy (Appendix)If you have not already launched independent reading, do so before or during Lesson 10. See Unit 2 Overview for details.



Lesson Vocabulary	Materials
argue	<ul style="list-style-type: none">• Tracking Bud's Rules graphic organizer (from Unit 1, Lesson 1)• Document camera• 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)• <i>Bud, Not Buddy</i> (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)• <i>Bud, Not Buddy</i>: Forming Evidence-Based Claims graphic organizer (one per student)



Opening	Meeting Students' Needs
<p>A. Discussion: Survive or Thrive? (5 minutes)</p> <ul style="list-style-type: none"> • 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 using a document camera, and read: "How does Bud use his rules: to <i>survive</i> or to <i>thrive</i>?" 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: <ul style="list-style-type: none"> * "How does Bud use his rules to help him: to <i>survive</i> or to <i>thrive</i>?" • 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. 	<ul style="list-style-type: none"> • Providing a focus question offers students a clear vision for their writing.
<p>B. Unpack Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite a student to read today's learning targets: <ul style="list-style-type: none"> * "I can analyze how Bud used his rules: to <i>survive</i> or to <i>thrive</i>." * "I can argue a claim using text evidence from the novel." • Ask: <ul style="list-style-type: none"> * "What do you have to do to <i>argue</i>, 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 <i>and</i> 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. 	<ul style="list-style-type: none"> • Consider providing select students with a partially filled-in graphic organizer—for example, an organizer with sentence starters—to help them get started. • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Finding Text Evidence: How Did Bud Use His Rules? (18 minutes)</p> <ul style="list-style-type: none"> Using a document camera, 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 <i>survive</i> or to <i>thrive</i>?” Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “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. <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> * Does Bud use the rule immediately? * Does he use it later in novel? * Does he break his own rule? 	<ul style="list-style-type: none"> Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language. For students who struggle with following multistep directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up these instructions for students to have in hand.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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.	
<p>B. Silent Gallery Walk: Weighing Evidence: Survive vs. Thrive (15 minutes)</p> <ul style="list-style-type: none">• Distribute the <i>Bud, Not Buddy: Forming Evidence-Based Claims graphic organizer</i> 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 <i>live through</i> a situation, or was he using it to <i>achieve his goals</i> and <i>have a better life</i>?	<ul style="list-style-type: none">• Mixed-ability grouping of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text. Determine these groups ahead of time.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• 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.• After 7 minutes, or sooner if students are done, pause everyone. Tell students that you will now pose a focus question to them. Explain that they will think about the focus question independently, then have a Mix and Mingle to share their thoughts.• Ask the focus question:<ul style="list-style-type: none">* “How does Bud use his rules: to <i>survive</i> or to <i>thrive</i>?”• Remind students that in a Mix and Mingle, they talk with a variety of people to hear a variety of ideas. They speak with each person for 30 seconds. Whenever the teacher says, “Go,” they are to find another person to talk with for 30 seconds.• Explain that with each new partner, students should answer the focus question and explain their thinking. Encourage them to use text evidence from the charts to support their answer. Invite them to try arguing both sides if they are unclear about their answer at this time.• Circulate and listen to students' conversations. After 30 seconds, say, “Go.” Do this rotation three times, giving students practice supporting their answer and hearing how other students are thinking about Bud's rules.• After they have talked with three partners, pause students. Tell them to consider all that they thought about and heard from other students. Invite students to write their first-draft claim on their Forming Evidenced-Based Claims graphic organizer.• Direct students to Round 2 of the silent Gallery Walk. Tell students they should go around to several charts and analyze whether or not the rule will support their first-draft claim. A good question for students to ask themselves is, “Did the way Bud used <i>this rule</i> help him survive or thrive?”• Direct students to select three rules they believe supports their claim. Tell them to write the rule in the text evidence box when they think the rule is a good support for their claim.• Direct students to sit in their triads when they finish the Gallery Walk.	<ul style="list-style-type: none">• Use of protocols allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.



Closing and Assessment	Meeting Students' Needs
<p>A. Triads: What Do You Think about Bud's Rules Now? Thrive or Survive? (5 minutes)</p> <ul style="list-style-type: none">• Direct students to share with their triad their first-draft claim and their three rules. Tell them to explain why they chose these rules to support their claim.• Reassure students that their answers may change as their ideas become clearer when they begin writing. That's why this is a "first draft."• Circulate and listen closely to how students support their answers.	<ul style="list-style-type: none">• Giving students time to debrief and discuss their ideas allows them to see how other students are approaching a task and gain clarity around possible areas of confusion.
Homework	Meeting Students' Needs
<p>A. Continue your independent reading. In Lesson 11, be prepared to explain what you think of your book so far.</p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Bud's Rule #28
Gone = dead.

Chapter 15,
p 178

1. Bud worries about monsters and a ghost getting him because the room was a dead person.
2. Bud puts the chair and the dresser in front of the doorknob to the closet.
3. Herman Calloway comes in the room, locks the closet doors, and is mean to Bud, saying he doesn't trust him.
4. Bud wonders how Calloway could be family because he was mean and didn't trust him before finding anything out about him.



Directions:

1. Write your rule, page number, and chapter on one side.
2. Skim the text of the novel before and after the rule.
3. Discuss, one at a time, what each member of your group found from skimming.
4. Write the text evidence from the novel that will help the class remember exactly how Bud used that rule. Write large and clear for everyone to read it during the Gallery Walk. NOTE: This is not where you argue about whether it helped him survive or thrive.
5. 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?



#3

If you got to tell a lie, make sure it's simple and easy to remember.



#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.



#328

When you make up your mind to do something, hurry up and do it, if you wait you might talk yourself out of what you wanted in the first place.



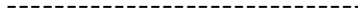
#83

If a adult tells you not to worry, and you weren't worried before, you better hurry up and start 'cause you're already running late.



#16

If a grown-up ever starts a sentence by saying "Haven't you heard," get ready, 'cause what's about to come out of their mouth is gonna drop you head first into boiling tragedy.



#87

When an adult tells you they need your help with a problem get ready to be tricked—most times this means they just want you to go fetch something for them.



#29

When you wake up and don't know for sure where you are at and there's a bunch of people standing around you, it's best to pretend you're still asleep until you can figure out what's going on and what you should do.



#8

Whenever an adult tells you to listen carefully and talks to you in a real calm voice do not listen, run as fast as you can because something terrible is just around the corner. Especially if the cops are chasing you.



#63

Never, ever say something bad about someone you don't know—especially when you're around a bunch of strangers. You never can tell who might be kin to that person or who might be a lip-flapping, big-mouth spy.



#39

The older you get, the worse something has to be to make you cry.



FORMING EVIDENCE-BASED CLAIMS

Name Date

FOCUSING QUESTION

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

QUOTE FROM NOVEL

QUOTE FROM NOVEL

QUOTE FROM NOVEL

MY THINKING ABOUT THIS DETAIL

MY THINKING ABOUT THIS DETAIL

MY THINKING ABOUT THIS DETAIL

REASONS TO SUPPORT CLAIM:

What is going on in the story to help you prove your claim?

Adapted from Odell Education’s “Forming EBC Worksheet” and developed in partnership with Expeditionary Learning



EXPEDITIONARY
LEARNING

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

Pitching Your Claim with Best Evidence



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

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Forming Evidence-Based Claims graphic organizer
- Exit Ticket: Survive or Thrive?

Agenda

1. Opening
 - A. Independent Reading Review (5 minutes)
 - B. Unpacking Learning Targets (3 minutes)
2. Work Time
 - A. Take a Stand: Does Bud Use His Rules to Survive or Thrive? (20 minutes)
 - B. Evaluating Evidence: Choosing Best Evidence to Support a Claim (15 minutes)
3. Closing and Assessment (2 minutes)
 - A. Exit Ticket: Survive or Thrive?
4. Homework
 - A. If needed, finish making revisions to your Forming Evidence-Based Claims graphic organizer with your claim, your text evidence, and your explanation.

Teaching Notes

- This lesson builds on the Forming Evidence-Based Claims graphic organizer from Lesson 10. In this lesson, students refine and revise their supporting evidence.
- In Work Time Part A, students will make arguments using the Take a Stand protocol. While you are listening to student arguments, write down a strong argument presented by each side. In Work Time Part B, display each argument as a model and explain to students what made it a strong argument.
- In the Take a Stand protocol, students have the opportunity for oral practice. When they can explain something coherently, they are much closer to writing that idea down in a coherent way.
- Use exit tickets to pair students who have similar claims into writing partnerships.
- Review: Take a Stand protocol (see supporting materials).



Lesson Vocabulary	Materials
pitch (an idea)	<ul style="list-style-type: none"> 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) <i>Bud, Not Buddy</i>: 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)

Opening	Meeting Students’ Needs
<p>A. Independent Reading Review (5 minutes)</p> <ul style="list-style-type: none"> Distribute the Independent Reading Review recording form. Ask students to think about the answer to the questions on the sheet: “What do you think of this book so far? How would you rate it on a scale from 0 (really dislike it) to 5 (really enjoying it)? Why?” Invite students to score their opinion of the book so far and to justify why they give it that score on the Independent Reading Review recording form. Collect the independent reviews. Have a discussion with students who scored their books 0–2 to determine whether they have given the book a fair chance. If appropriate, allow them to choose a new book and explain that sometimes books just don’t work for us and we have to move on to different ones. 	<ul style="list-style-type: none"> Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> Invite students to read along with you as you read the learning targets out loud: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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.” 	<ul style="list-style-type: none"> Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on.



Work Time	Meeting Students' Needs
<p>A. Taking a Stand: Does Bud Use His Rules to Survive or Thrive? (20 minutes)</p> <ul style="list-style-type: none">• 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 <i>pitching</i> their evidence.• Ask:<ul style="list-style-type: none">* "What does it mean to <i>pitch</i> your evidence, to <i>pitch</i> 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 during the Gallery Walk.• Using a document camera, display and review the Take a Stand protocol.• Explain where students will go in the classroom if they claim <i>survive</i> and where to go if they claim <i>thrive</i>. 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.	<ul style="list-style-type: none">• Use of protocols (like Take a Stand) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.• Consider providing select students with materials ahead of time to read and prepare for this activity.



Work Time	Meeting Students' Needs
<p>B. Evaluating Evidence: Choosing Best Evidence to Support a Claim (15 minutes)</p> <ul style="list-style-type: none"> Ask for student volunteers to respond to the question: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> Mixed-ability grouping of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text. Determine these groups ahead of time. Use of protocols allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• 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	Meeting Students' Needs
<p>A. Exit Ticket: Survive or Thrive?</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.
Homework	Meeting Students' Needs
<p>A. If needed, finish making revisions to your Forming Evidence-Based Claims graphic organizer with your claim, your text evidence, and your explanation.</p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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.....
Name:

.....
Date:

What do you think of your independent reading book so far? How would you rate it on a scale from 0 (really disliking it) to 5 (really enjoying it)? (Circle your response.)

0	1	2	3	4	5
---	---	---	---	---	---

Why?



Purpose

Students argue their claims with supporting text evidence.

Procedure

Post two signs at either end of an imaginary line that goes across the classroom. At one end of the line, post “Survive.” At the other end, post “Thrive.”

1. Tell students that today they will be using the Take a Stand protocol, which will allow them to share and explain text evidence from *Bud, Not Buddy* that supports their claim. Students will choose a side of the classroom that they agree with: Bud uses his rules to survive or Bud uses his rules to thrive.
2. Explain the steps of the protocol:
 - a. The teacher will ask the focus question: “How does Bud use his rules: to help him survive or to help him thrive?” Take a stand.
 - b. After the teacher makes a statement, the students will walk to their side with the Forming Evidence-Based Claims graphic organizer from Lesson 10 to support their explanations.
 - c. The teacher will give students 2 minutes to organize their arguments. For example, each side might determine three to four main arguments to make in support of their claim as well as who will be the first person to speak for their side.
 - d. The teacher will then cue students to stand along the imaginary line of their claim, and ask students to make sure to hear from people on different parts of the line.
 - e. Each side will have 1 minute to present their supporting evidence and explanations to the other side uninterrupted. After each side takes a turn, the sides can freely talk back and forth about their arguments for 1 minute.
 - f. If a student hears an opinion that changes her or his mind about the group’s claim, she or he can move quietly to the other side of the room.



3. As you use the protocol:
 - a. Remind students of respectful talking expectations.
 - b. You can have students stand up or sit down in their places, depending on the needs of your students.
 - c. Consider repeating rounds (Step e above) three or four times. You may allow students to regroup with their own side between each round to refine their explanation (argument).



.....
Name:
.....

.....
Date:
.....

1. What is your claim?

2. Briefly explain your reasons why this is your claim, including some text evidence.



EXPEDITIONARY
LEARNING

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

Selecting Evidence to Logically Support Claims



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

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can determine a theme based on details in a literary text. (RL.6.2)

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting 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.

Ongoing Assessment

- Rule Sandwich Guide: *Bud, Not Buddy*
- Qualities of a Strong Literary Argument Essay anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Discussing the Rubric (8 minutes)B. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Studying the Model Essay: Backward Planning a Body Paragraph (12 minutes)B. Writing: Making a “Rule Sandwich” for <i>Bud, Not Buddy</i> Literary Argument Essay (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: How Have You Skillfully Chosen the Rules That Support Your Claim? (3 minutes)4. Homework<ol style="list-style-type: none">A. Complete your Rule Sandwich Guide for <i>Bud, Not Buddy</i> if you did not complete it in class. Continue reading in your independent reading book at home.	<ul style="list-style-type: none">• In Lessons 12–14, students draft their essays. Each lesson will have a similar structure of direct instruction with the Steve Jobs model essay followed by students’ work on their own essays.• To get a clear vision of success, students evaluate the model essay against the Literary Argument Essay Rubric to scaffold their writing.• Part of the Literary Argument Essay Rubric asks students to “skillfully and logically explain how evidence supports ideas.” In this lesson, the focus is on skillful evidence selection, while in Lesson 13 students will focus on skillful explanations through concise and clear language.• The rule sandwich organizer helps students logically explain their evidence.• It also scaffolds the writing of the three body paragraphs that students will write in Lesson 13.• In this lesson, students will use several resources from previous lessons and from Unit 1 as needed.• In advance: Sort students into writing partners. Place students with those who are working with a similar claim.



Lesson Vocabulary	Materials
logically, skillfully	<ul style="list-style-type: none">• Literary Argument Essay Rubric (one per student)• Document camera• Word-catcher (from Unit 1, Lesson 1)• 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: <i>Bud, Not Buddy</i> (three per student)• <i>Bud, Not Buddy</i> (book; one per student)• Tracking Bud’s Rules graphic organizer (from Unit 1, Lesson 1)• <i>Bud, Not Buddy</i>: Forming Evidence-Based Claims graphic organizer (from Lesson 11)



Opening	Meeting Students' Needs
<p>A. Discussing the Rubric (8 minutes)</p> <ul style="list-style-type: none">• Distribute the Literary Argument Essay Rubric and display it using a document camera. 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:<ul style="list-style-type: none">* "Discuss with your elbow partner: What does it mean to '<i>logically</i> 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 and have them write <i>logical</i> in their word-catcher.• Turn and talk again:<ul style="list-style-type: none">* "Discuss with your elbow partner, what does it mean to '<i>skillfully</i> explain' your evidence?"• Refocus students whole class. Ask for volunteers to share their answers. Consider that <i>skillful</i> 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 and tell them to add <i>skillful</i> to their word-catcher.• 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.	<ul style="list-style-type: none">• Using a rubric for self-assessment helps students recognize what they are doing well and determine where they will need more support in order to reach proficiency with the learning targets.



Opening	Meeting Students' Needs
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Invite a student to read the learning targets aloud while other students follow along:<ul style="list-style-type: none">* “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.	<ul style="list-style-type: none">• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Studying the Model Essay: Backward Planning a Body Paragraph (12 minutes)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> * “Is this paragraph <i>logical</i>? 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.’” 	<ul style="list-style-type: none"> Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Emphasize that the <i>explanation</i> 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:<ul style="list-style-type: none">• * "What is included in each body paragraph in this model?"• After they have had a chance to discuss, refocus students 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:<ul style="list-style-type: none">• * "Each body paragraph introduces the rule, says the rule, and explains how Bud uses the rule in support of the claim."	



Work Time (continued)	Meeting Students' Needs
<p>B. Writing: Making a “Rule Sandwich” for Bud, Not Buddy Literary Argument Essay (20 minutes)</p> <ul style="list-style-type: none"> • Display and distribute Rule Sandwich Guide: Bud, Not Buddy, three to each student to work on three sandwiches, as scaffolding for three body paragraphs. • 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 <i>Bud, Not Buddy</i>, one for each rule they have selected. Invite students to use all their resources, 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • For students who struggle with following multistep directions, consider having them highlight the explicit steps in this graphic organizer once they have been discussed and identified by the class. • Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: How Have You Skillfully Chosen the Rules That Support Your Claim? (3 minutes)</p> <ul style="list-style-type: none">On the board, write the question:<ul style="list-style-type: none">* “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	Meeting Students' Needs
<p>A. Complete your Rule Sandwich Guide for <i>Bud, Not Buddy</i> if you did not complete it in class. Continue reading in your independent reading book at home.</p>	



EXPEDITIONARY
LEARNING

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

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Name: _____

Date: _____

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: The extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument	W.2 R.1–9	—clearly introduces the text and the claim in a manner that is compelling and follows logically from the task and purpose —claim and reasons demonstrate insightful analysis of the text(s)	— clearly introduces the text and the claim in a manner that follows from the task and purpose — claim and reasons demonstrate grade-appropriate analysis of the text(s)	— introduces the text and the claim in a manner that follows generally from the task and purpose — claim and reasons demonstrate a literal comprehension of the text(s)	— introduces the text and the claim in a manner that does not logically follow from the task and purpose — claim and reasons demonstrate little understanding of the text(s)	— claim and reasons demonstrate a lack of comprehension of the text(s) or task



Criteria	CCLS	4	3	2	1	0
COMMAND OF EVIDENCE: The extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1–9	—develops the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustains the use of varied, relevant evidence —skillfully and logically explains how evidence supports ideas	—develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustains the use of relevant evidence, with some lack of variety —logically explains how evidence supports ideas	—partially develops the claim of the essay with the use of some textual evidence, some of which may be irrelevant —uses relevant evidence inconsistently —sometimes logically explains how evidence supports ideas	—demonstrates an attempt to use evidence, but develops ideas with only minimal, occasional evidence that is generally invalid or irrelevant —attempts to explain how evidence supports ideas	—provides no evidence or provides evidence that is completely irrelevant —does not explain how evidence supports ideas



Criteria	CCLS	4	3	2	1	0
COHERENCE, ORGANIZATION, AND STYLE: The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 R.1–9	—exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole —establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented	—exhibits clear organization, with the use of appropriate transitions to create a unified whole —establishes and maintains a formal style using precise language and domain-specific vocabulary —provides a concluding statement or section that follows from the claim and reasons presented	—exhibits some attempt at organization, with inconsistent use of transitions —establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provides a concluding statement or section that generally follows the claim and reasons presented	—exhibits little attempt at organization, or attempts to organize are irrelevant to the task —lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task —provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented	—exhibits no evidence of organization —uses language that is predominantly incoherent or copied directly from the text(s) —does not provide a concluding statement or section



Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS: The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrates grade-appropriate command of conventions, with few errors	—demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrates emerging command of conventions, with some errors that may hinder comprehension	—demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	—demonstrates minimal command of conventions, making assessment of conventions unreliable



A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in an argument essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea. Read this example of using a quote from the student model essay, “Steve Jobs’ Rules to Live By,” then take a look at the graphic:

“While remembering his Reed College days, Steve Jobs shared his first rule: “You have to trust in something.” ... 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.”



Introduce the quote.

This includes the “when” of the rule.

Example: *“While remembering his Reed College days,
Steve Jobs shared his first rule that,”*

Include the rule.

Make sure to write the number of the rule and punctuate correctly,
especially when using quotation marks.

Example: *“You have to trust in something.”*

Analyze the rule.

This is where you explain how the quote supports your claim.

Example: *Jobs followed his rule to trust his gut; he dropped out of college and enrolled in a calligraphy college course, that led to the typefaces and spacing in computers today. Following the rule to trust helped Steve Jobs thrive in life because he trusted in himself and didn’t spend energy worrying about the future.*



A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in an argument essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea. This is where you add your own thoughts to the claim and the text evidence.

Introduce the quote.

This includes the “when” of the rule.

Sample sentence starters for introducing a rule:

In Chapter ____ of the novel, _____.

We are introduced to Rule ____ as Bud _____.

Bud recalls rule number ____ that _____.

Include the rule.

Make sure to write the number of the rule and punctuate correctly,
especially when using quotation marks.

Bud’s rule number _____,

“ _____

Analyze the rule.

This is where you explain how the quote supports your claim.

Sample sentence starters for quote analysis:

Using rule number _____ helps Bud _____

By not following rule ____ Bud



A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in an argument essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea. This is where you add your own thoughts to the claim and the text evidence.

Introduce the quote.

This includes the “when” of the rule.

Sample sentence starters for introducing a rule:

In Chapter ___ of the novel, _____.

We are introduced to Rule ___ as Bud _____.

Bud recalls rule number ___ that _____.

Include the rule.

Make sure to write the number of the rule and punctuate correctly,
especially when using quotation marks.

Bud’s rule number _____,

“_____”

Analyze the rule.

This is where you explain how the quote supports your claim.

Sample sentence starters for quote analysis:

Using rule number _____ helps Bud _____

By not following rule ___ Bud



A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in an argument essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea. This is where you add your own thoughts to the claim and the text evidence.

Introduce the quote.

This includes the “when” of the rule.

Sample sentence starters for introducing a rule:

In Chapter ___ of the novel,

_____.

We are introduced to Rule ___ as Bud _____.

Include the rule.

Make sure to write the number of the rule and punctuate correctly,
especially when using quotation marks.

Bud’s rule number _____,

“ _____

Analyze the rule.

This is where you explain how the quote supports your claim.

Sample sentence starters for quote analysis:

Using rule number _____ helps Bud _____

.

By not following rule ___ Bud



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Unit 2: Lesson 13

Writing: Drafting Body Paragraphs and Revising for Language



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

- I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
- I can determine a theme based on details in a literary text. (RL.6.2)
- I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)
- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)
- I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)

Supporting 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.

Ongoing Assessment

- Draft of body paragraphs
- Writing with a Formal Style recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Unpacking Learning Targets (3 minutes) Work Time <ol style="list-style-type: none"> Independent Writing: Drafting Body Paragraphs of the Literary Argument Essay (20 minutes) Revising Word Choice: Maintaining a Formal Style (16 minutes) Closing and Assessment <ol style="list-style-type: none"> Partner Writing: Reading Aloud a Revised Paragraph (6 minutes) Homework <ol style="list-style-type: none"> Complete the word choice revisions to your body paragraphs if you did not finish them in class. 	<ul style="list-style-type: none"> This lesson asks students to draft their three body paragraphs based on the model essay, their planning documents, and the instruction provided in Lessons 11 and 12. In Work Time Part B, the Guided Mini Lesson on Formal Style (see supporting materials) is a script of the think-aloud about how to revise for word choice. The excerpts from the Steve Jobs model essay are from an earlier draft of the model essay given to students in Lesson 9. The script highlights which revisions were made, as a model for revising word choice in an essay. The purpose of the mini lesson is to focus students on how to create a formal style in their writing by selecting precise and domain-specific vocabulary, which is also part of the Literary Argument Essay Rubric. In the closing, students will not have time to provide feedback to each other. The purpose is to have students hear their own writing read aloud, which supports their revision process. As a routine, when students are assigned independent reading for homework, the next lesson will open with time for students to review their independent reading.

Lesson Vocabulary	Materials
precise, domain-specific; synonym	<ul style="list-style-type: none"> Word-catcher (from Unit 1, Lesson 1) Rule Sandwich Guide: <i>Bud, Not Buddy</i> (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)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Read aloud the learning targets for today:<ul style="list-style-type: none">* "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:<ul style="list-style-type: none">* "What does <i>precise</i> mean?"• Listen for: "Precise means to be exact and accurate."• Share an example with students and say:<ul style="list-style-type: none">* "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:<ul style="list-style-type: none">* "What might <i>domain-specific</i> 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 <i>domain-specific</i> 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.• Encourage students to refer to their word-catcher to help them use all their "impressive" vocabulary they have been learning along the way.	<ul style="list-style-type: none">• Consider circling important words in the learning targets. Then annotate these words with their meaning to assist students' comprehension of the target.



Work Time	Meeting Students' Needs
<p>A. Independent Writing: Drafting Body Paragraphs of the Literary Argument Essay (20 minutes)</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">* "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.	<ul style="list-style-type: none">• The use of domain-specific vocabulary may be challenging for ELLs. Consider pairing these students with students for whom English is their first language to support them in the revision process.



Work Time	Meeting Students' Needs
<p>B. Revising Word Choice: Maintaining a Formal Style (16 minutes)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> * “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. <i>Domain-specific</i> 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, their word-catcher, 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. 	<ul style="list-style-type: none"> The use of domain-specific vocabulary may be challenging for ELLs. Consider pairing these students with students for whom English is their first language to support them in the revision process.



Closing and Assessment	Meeting Students' Needs
<p>A. Partner Writing: Reading Aloud a Revised Paragraph (6 minutes)</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Consider having select students hear their essay read aloud, as hearing their own writing may help them notice opportunities for revision of word choice or syntax.
Homework	Meeting Students' Needs
<p>A. Complete the word choice revisions to your body paragraphs if you did not finish them in class.</p> <p><i>Note: Invite students to read their paragraphs out loud at home so they can hear whether the language and explanations sound clear and formal.</i></p>	



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Unit 2: Lesson 13

Supporting Materials



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Name:

Date:

Learning Target: I can use precise and domain-specific language to formally argue my claim about how Bud uses his rules.

Excerpts from DRAFT of Student Model Essay	Steps to Revise for a Formal Style
Life gives many chances 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. He did this despite being orphaned, dropping out of college, being fired, and having cancer. In his speech in 2005, Jobs shared his three rules to follow in order to thrive in life.	
While remembering his Reed College days, Steve Jobs shared his first rule: “You have to trust in something.” ... 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 helped Jobs thrive in life because he trusted in himself and didn’t spend energy worrying about the future.	



Excerpts from DRAFT of Student Model Essay	Steps to Revise for a Formal Style
<p>Life gives many chances 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.</p>	<p>(10 minutes)</p> <ul style="list-style-type: none">• Say to students: “Read in your heads while I read and think aloud about the precise and formal language used in our model essay. Underline the highlighted words and phrases as you read. These are words for which you will model how to revise word choice in the essay.”• After reading the whole excerpt, say:<ul style="list-style-type: none">• “‘Gives’ and ‘chances’ are general language and more informal in style. Let’s replace them with words that are more precise and formal. We need to look at synonyms. Remember, a synonym is a word or phrase that means almost exactly the same thing as another word or phrase. So synonyms for ‘gives’ are ‘offer,’ ‘supply,’ ‘contribute,’ and ‘provide.’ Let’s reread the phrase with these synonyms: Life offers many chances ... Life contributes many chances ... Life supplies many chances. I like the precise meaning of ‘offer’ because this word is closest to giving something freely and having a choice. It is more precise in its meaning and simply sounds more formal than ‘gives.’ ‘Supply’ and ‘contributes’ are also formal, but they seem like more forced giving, which isn’t the precise meaning I want to convey. Let’s replace ‘gives’ with ‘offer.’”• Cross out “gives” and write “offers” above it.• Say:<ul style="list-style-type: none">• “Let’s repeat the same process with ‘chances.’ What are synonyms for chances? ‘Long shots,’ ‘occasions,’ ‘opportunities,’ and ‘likelihood’ are all synonyms. What words will make my essay more precise? ‘Long shots’ and ‘likelihood’ are not the precise meaning I want. I won’t use those. Let’s replace ‘chances’ with the other words: Life offers many occasions to make choices ... Life offers many opportunities to make choices. Both are good words, but I think an opportunity is more precise to my meaning. Jobs



	<p>thrived because he made life's events into opportunities to make change. Let's replace 'chances' with 'opportunities.'"</p> <ul style="list-style-type: none">• Cross out 'chances' and write 'opportunities' above it.• Reread the new sentence: "Life offers many opportunities to make choices."• Ask students to turn and talk to their elbow partner:<ul style="list-style-type: none">• "What were my steps to revise my word choice for more precise and formal language?"• Listen for and guide students to include these key steps:<ul style="list-style-type: none">• Select a few synonyms.• Determine which synonyms have the precise meaning you want in the sentence.• Reread potential new words in the sentence, double-checking the precise meaning and formal style.• Cross out the word and write the new one above it.• Direct students to write the steps you modeled in the right-hand column of the Writing with a Formal Style recording form.
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Excerpts from DRAFT of Student Model Essay	Steps to Revise for a Formal Style
<p>Steve Jobs used his rules in his life to help him thrive. He did this despite being orphaned, dropping out of college, being fired, and having cancer. In his speech in 2005, Jobs shared his three rules to follow in order to thrive in life.</p>	<ul style="list-style-type: none">• Read the second excerpt. Invite students to read along, again paying attention to your steps to revise word choice. If students feel confident in this process, consider allowing them to make the word choices that will make this excerpt more formal. If students are struggling, then model with this excerpt.• Underline the word “speech” as you read.• After reading the excerpt, say:<ul style="list-style-type: none">• “‘Speech’ seems too general here. I am introducing the essay, and this is the first time I am bringing up the speech.”• Ask:<ul style="list-style-type: none">• “Instead of ‘speech,’ what is a more formal way in which I could refer to it?”• Invite students to talk briefly with a partner about ideas and then share whole class.• Say: “I heard many of you say I should call it by something more specific, perhaps its official title. I am going to replace ‘speech’ with ‘commencement address to Stanford University.’”• Cross out “speech” and write “commencement address to Stanford University” above it.• Reread the sentence for students to hear how the new words flow.• Ask students to turn and talk to their elbow partner:<ul style="list-style-type: none">• “How did changing my word choice here give my writing a more formal style?”• Listen for and guide students to include these key steps in addition to what they have already:<ul style="list-style-type: none">• Notice a general word that could have a formal style.• Replace the words with something more formal and specific.



- | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Reread the sentence to make sure it flows well.• Direct students to write the steps you modeled in the right-hand column of the Writing with a Formal Style recording form. |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Excerpts from DRAFT of Student Model Essay	Steps to Revise for a Formal Style
<p>While remembering his Reed College days, Steve Jobs shared his first rule: “You have to trust in something.” ... 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.</p>	<ul style="list-style-type: none">• Read the third excerpt. Circle the highlighted words as you read.• Say:<ul style="list-style-type: none">• “These are words that are specific from the speech given by Steve Jobs. They show domain-specific language used with computers. We don’t need to revise them; just notice a good use of formal language already in this draft.”• Ask:<ul style="list-style-type: none">• “What can we add to our steps about this model for using domain-specific language?”• Listen for and guide students to include these key steps:<ul style="list-style-type: none">• Use domain-specific language.• Use language directly from your text/novel.• Direct students to write the steps you modeled in the right-hand column of the Writing with a Formal Style recording form.



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Unit 2: Lesson 14

Planning for Writing: Introduction and Conclusion of a Literary Argument Essay



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets

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

Ongoing Assessment

- First draft of argument essay.
- Self-assessment against Rows 1 and 3 of Literary Argument Essay Rubric

Agenda

Opening

- A. Unpack Learning Target (5 minutes)
2. Work Time
 - A. Studying the Model and Drafting an Introductory Paragraph (17 minutes)
 - B. Studying the Model and Drafting a Concluding Paragraph (18 minutes)
3. Closing and Assessment
 - A. Self-Assessment against the Literary Argument Essay Rubric (5 minutes)
4. Homework
 - A. Continue independent reading. Select five words that grabbed your attention and describe what it is about those words that caught your eye.

Teaching Notes

- In this lesson, students draft the introductory and concluding paragraphs of their End of Unit 2 Assessment: How Does Bud Use His Rules—to Survive or to Thrive?” literary argument essay. They revisit the model to get a firm grounding in what their introduction and conclusion should look like.
- By the end of this lesson, students should have finished their draft argument essay for their end of unit assessment. Those students who have not finished their draft by the end of this lesson will benefit from taking it home to finish it for homework.
- Be prepared to provide student feedback in Lesson 17 using Rows 1 and 3 of the Literary Argument Essay Rubric, shown to students in Lesson 12. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for revision (step).



Lesson Vocabulary	Materials
introduction, conclusion	<ul style="list-style-type: none"> • Document camera • 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)

Opening	Meeting Students’ Needs
<p>A. Unpack Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning target with you: <ul style="list-style-type: none"> * “I can draft the introduction and conclusion of my literary argument essay.” • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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.” 	<ul style="list-style-type: none"> • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Independent Writing: Drafting Body Paragraphs of the Literary Argument Essay (17 minutes)</p> <ul style="list-style-type: none"> Using a document camera, 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * An introductory paragraph: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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?” 	<ul style="list-style-type: none"> The use of domain-specific vocabulary may be challenging for ELLs. Consider pairing these students with students for whom English is their first language to support them in the revision process.



Work Time (continued)	Meeting Students' Needs
<p>B. Studying the Model and Drafting a Concluding Paragraph (18 minutes)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * A concluding paragraph: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> * “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?” 	<ul style="list-style-type: none"> The use of domain-specific vocabulary may be challenging for ELLs. Consider pairing these students with students for whom English is their first language to support them in the revision process.



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment against the Literary Argument Essay Rubric (5 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<p>A. Continue independent reading. Select five words that grabbed your attention and describe what it is about each of those words that caught your eye.</p> <p><i>Note: By Lesson 17, take time to prepare feedback for students based on Rows 1 and 3 of the rubric. Provide specific positive feedback for at least one thing each student did well and at least one specific area of focus for revision. Lessons 15 and 16 of this unit are actually the launch for Unit 3 (Essay to Inform: “My Rule to Live By”). This is done to give you time to assess students’ literary argument essay drafts and provide descriptive feedback.</i></p>	



EXPEDITIONARY
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Grade 6: Module 2A: Unit 2: Lesson 14

Supporting Materials



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Name:		Date:	
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Criteria		
	CLAIM AND REASONS: The extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument	COHERENCE, ORGANIZATION, AND STYLE: The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
CCLS	W.2 R.1–9	W.2 R.1–9
4	<ul style="list-style-type: none"> clearly introduces the text and the claim in a manner that is compelling and follows logically from the task and purpose claim and reasons demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented



3	<ul style="list-style-type: none">• clearly introduces the text and the claim in a manner that follows from the task and purpose• claim and reasons demonstrate grade-appropriate analysis of the text(s)	<ul style="list-style-type: none">• exhibits clear organization, with the use of appropriate transitions to create a unified whole• establishes and maintains a formal style using precise language and domain-specific vocabulary• provides a concluding statement or section that follows from the claim and reasons presented
2	<ul style="list-style-type: none">• introduces the text and the claim in a manner that follows generally from the task and purpose• claim and reasons demonstrate a literal comprehension of the text(s)	<ul style="list-style-type: none">• exhibits some attempt at organization, with inconsistent use of transitions• establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary• provides a concluding statement or section that generally follows the claim and reasons presented
1	<ul style="list-style-type: none">• introduces the text and the claim in a manner that does not logically follow from the task and purpose• claim and reasons demonstrate little understanding of the text(s)	<ul style="list-style-type: none">• exhibits little attempt at organization, or attempts to organize are irrelevant to the task• lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task• provides a concluding statement or section that follows from the claim and reasons presented• statement or section that is illogical or unrelated to the claim and reasons presented



0	<ul style="list-style-type: none">• claim and reasons demonstrate a lack of comprehension of the text(s) or task	<ul style="list-style-type: none">• exhibits no evidence of organization• uses language that is predominantly incoherent or copied directly from the text(s)• does not provide a concluding statement or section
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Row 1.

Row 3.



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Unit 2: Lesson 15

Asking Probing Questions and Choosing a Research Topic



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

- I can conduct short research projects to answer a question. (W.6.7)
- I can pose questions that help me clarify what is being discussed. (SL.6.1c)
- I can pose questions that elaborate on the topic being discussed. (SL.6.1c)
- I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)
- After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)

Supporting Learning Targets

- I can ask speakers questions to encourage them to clarify their ideas and elaborate on what they are saying.
- I can paraphrase what a speaker says to check my understanding.
- I can respond to questions by clarifying the point I am trying to make and by elaborating on my ideas.
- I can identify a topic I am particularly interested in researching.

Ongoing Assessment

- Exit ticket: Topic Choice



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Independent Reading: Five Vocabulary Words (5 minutes)B. Unpacking Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Studying the Performance Task Prompt (7 minutes)B. Focused Discussion: Asking Questions and Paraphrasing (18 minutes)C. Introducing the Discussion Tracker (7 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Topic Choice (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue independent reading. Answer this question: “Who is the intended audience of your book? Why do you think that?”B. Familiarize yourself with the researcher’s notebook to get ready for the next lesson.	<ul style="list-style-type: none">• Although this lesson is in Unit 2, it is actually the kickoff for Unit 3. This is to give you time to look over the draft end of unit assessments before handing them back to students with feedback in Lesson 17.• When studying the prompt it is important students understand why they are being asked to provide evidence to support their rule to live by—evidence adds weight to their thoughts and opinions. Without researched evidence to support it, people have little reason to trust or listen to their rule.• It is also important that students understand that the reason they research before determining their final rule is because they need to make sure that their rule has research evidence to support it.• As the speaking and listening standard SL.6.1 is assessed in Unit 3, students practice the skills outlined in that standard. In some of the lessons in Unit 3, students follow a similar plan—first they listen to a scripted model discussion; then they identify how the discussion was effective; and finally, they practice the skills they have learned through the model in a group discussion with a focus question. In this lesson, the focus is on questions to encourage the speaker to clarify and elaborate his/her ideas, and also on paraphrasing back to check for understanding.• Students are introduced to the research topics in this lesson, and at the end of the lesson they choose a topic to focus their research on. Collect the exit tickets at the end of the lesson and use student choices to put them into research teams in preparation for the next lesson.• In advance: Select four students to be in the middle of the fishbowl. Give them a role (Student 1, 2, 3, or 4) and a copy of the script in advance; ask them to read through the script to become familiar with their part.• Post: Learning targets.



Lesson Vocabulary	Materials
clarify, elaborate	<ul style="list-style-type: none">• Performance Task Prompt (one per student and one to display)• Document camera• Fishbowl Script 1 (one per student)• Effective Discussion Criteria anchor chart (new; co-created with students in Work Time B)• Discussion Tracker (one for display)• Exit ticket: Topic Choice (one per student)• Researcher's Notebook (one per student)



Opening	Meeting Students' Needs
<p>A. Independent Reading: Five Vocabulary Words (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to pair up to share the five words that grabbed their attention in their independent reading and to explain why those words grabbed their attention. • Circulate and listen to get an idea of the degree or depth to which students have been reading their independent reading homework. • Invite students to choose the word that grabbed their attention the most from the five their partner listed. • Invite students to pair up with someone else to share the one word they selected from their previous partner's list. 	<ul style="list-style-type: none"> • Opening with activities linked to independent reading homework holds students accountable for independent reading.
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * "I can ask speakers questions to encourage them to clarify their ideas and elaborate on what they are saying." * "I can paraphrase what a speaker says to check my understanding." * "I can respond to questions by clarifying the point I am trying to make and by elaborating on my ideas." * "I can identify a topic I am particularly interested researching." • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * "What does <i>clarify</i> mean? When you ask questions to encourage a speaker to clarify their ideas, what are you asking them to do?" • Listen for students to explain that <i>clarify</i> means to make it clearer, and that when asking someone to clarify their ideas, you are asking questions to help him or her explain those ideas more clearly. <ul style="list-style-type: none"> * "What does <i>elaborate</i> mean?" • Listen for students to explain that <i>elaborate</i> means to explain in more detail. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Studying the Performance Task Prompt (7 minutes)</p> <ul style="list-style-type: none"> • Distribute the Performance Task prompt and display it using a document camera. • Invite students to read along silently in their heads as you read it aloud. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “So what are you going to be doing for your performance task?” • Listen for students to explain that they are going to write an evidence-based essay informing people of a rule to live by. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is an evidence-based essay?” • Listen for students to explain that an evidence-based essay is an essay in which they provide evidence to support their rule to live by. <ul style="list-style-type: none"> * “Why was it enough for Steve Jobs and President Obama to base their rules to live by on their previous experiences? Why didn’t they have to provide evidence or research for people to trust them?” • Listen for students to explain that both Steve Jobs and President Barack Obama have been very successful and had many previous significant experiences in life enough to support their rules. <ul style="list-style-type: none"> * “Why didn’t Bud have to provide researched evidence to support his rules to live by?” • Listen for students to explain that Bud’s rules were only for him to follow—he wasn’t recommending them for anyone else to follow, so he didn’t need to provide researched evidence; however, had he wanted others to follow his rules, they would have wanted more evidence to prove that his rules were worthy of following. <ul style="list-style-type: none"> * “So why do you think YOU need to provide evidence from research to support your rule to live by?” • Listen for students to explain that it is important to provide evidence from research to support their rule in order to more fully explain their rule and show people that their rule is a good rule to live by. • Focus students on the word topic and tell them that although they may already have some ideas for rules to live by, they are actually going to begin by researching in a topic area that is of particular interest to them and to other students their age before they choose the final rule to live by that they will put forward in their essay. This way, they will make sure their rule is based on evidence from research, so that the reader can see and understand why it is a good rule to live by. 	<ul style="list-style-type: none"> • Consider providing select students with a prehighlighted version of the Performance Task Prompt that highlights the explicit actions students will need to take to complete the task (e.g., “choose a topic,” “research the facts,” “write an essay”).



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">• Write topics on the board. Tell students that they will be choosing one of these topics to research to make a rule to live by:<ol style="list-style-type: none">1. Healthy habits2. Reduce, reuse, recycle3. Bullying• Clarify that “Healthy habits” is about eating healthy foods and exercising. “Reduce, reuse, recycle” is about reducing how much you use, and reusing and recycling things. Students should already be familiar with the term “Bullying.”	



Work Time	Meeting Students' Needs
<p>B. Focused Discussion: Asking Questions and Paraphrasing (18 minutes)</p> <ul style="list-style-type: none"> • Invite the four students who have prepared for this discussion to sit in the fishbowl and all of the other students to sit around them. Ensure they have their copies of the script. • Tell the students on the outside to focus on the questions that are asked in the fishbowl. Ask students in the Fishbowl to follow the Fishbowl Script 1 to have a discussion. • At the end of the fishbowl, ask students on both the inside and the outside to Think-Pair-Share with an elbow partner: <ul style="list-style-type: none"> * “What did you notice about this discussion?” • Select students to share what they noticed with the class. • Display and distribute the Fishbowl Script 1. Invite students to spend a couple of minutes reading it. Ask them to Think-Pair-Share: <ul style="list-style-type: none"> * “What do the questions do in the discussion?” * “How do the questions improve the listeners’ understanding of the speakers’ ideas?” * “How do the questions improve the speakers’ understanding of their own ideas?” • Listen for students to explain that the questions probed the students to clarify their thinking on their rules and give more details. They gave the students the opportunity to explain the reasoning behind their ideas. Also, listen for students to explain that the rule was paraphrased back to make sure it had been understood correctly. • Record student ideas on the new Effective Discussion Criteria anchor chart. Ensure the following are included: • Ask questions to encourage the speakers to elaborate to help me better understand their ideas. • Ask questions to probe the speakers to encourage them to think more deeply about the claim. • Say: <ul style="list-style-type: none"> * “Speaker 1 says, ‘I hear you saying that you think we should drink water every single day to keep us hydrated because being hydrated keeps us alert and healthy. Is that right?’ Why does the listener paraphrase what the speaker says?” • Listen for students to say that the listener paraphrases to check that he or she understands what the speaker is saying. • Record student ideas on the Effective Discussion Criteria anchor chart. Ensure the following is included: • Paraphrase what the speaker has said to check my understanding and to give the speaker the chance to correct me if I misunderstand. 	<ul style="list-style-type: none"> • Consider providing select students (especially those with difficulty in auditory process) who are observing the fishbowl with copies of the script ahead of time so they can follow along with the text as they listen. • Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students that now they are going to apply what they learned from the fishbowl to have their own discussion based on a focus question you are going to give them. Remind them that to have an effective discussion, they should focus on the criteria they have recorded on the Effective Discussion Criteria anchor chart. • Remind students of the topics they are going to research. Give them the focus question: <ul style="list-style-type: none"> * “Which of the topics is of particular interest to you? Why?” • Give an example: Say you are particularly interested in healthy habits because as a teacher you want students to be successful and happy at school, so rules to live by that help students achieve this are of particular interest to you. • Give students a couple of minutes to think about which of those topics is of particular interest to them and why. • Put students into groups of four to have a discussion about that question, focusing on the anchor chart to help them ask questions of each other to probe and to encourage them to elaborate, and to encourage them to paraphrase and check for understanding. • Circulate to listen and to encourage students to ask each other questions and paraphrase to check for understanding. 	
<p>C. Introducing the Discussion Tracker (7 minutes)</p> <ul style="list-style-type: none"> • Display the Discussion Tracker and tell students that you will be using this to assess their speaking and listening skills. • Take one skill on the Discussion Tracker and invite students to read it with you. Ask: <ul style="list-style-type: none"> * “Why is this skill important? How will it make you a better speaker and a better listener in discussions?” • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Which of these skills would you mark off from the conversation you just heard?” • Listen for students to say they could mark off the first five on the list. 	<ul style="list-style-type: none"> • Use of criteria, such as the Discussion Tracker, gives students a clear vision of what they need to be able to do to be successful with learning targets.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Topic Choice (5 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have had a chance to discuss the topic that is of particular interest to them and have been pushed in their thinking with questions from other students, they are now going to choose a topic to focus their research on to ultimately write a rule to live by for their performance task.• Distribute the Exit Ticket: Topic Choice. Tell students to check the box of the topic they would like to focus on and to justify why on the lines underneath.• Collect the exit tickets; as you will use these to put students into research teams before the next lesson.• Distribute the Researcher's Notebooks.	
Homework	Meeting Students' Needs
<p>A. Continue independent reading. Answer this question:</p> <ul style="list-style-type: none">* “Who is the intended audience of your book? Why do you think that?” <p>B. Familiarize yourself with the researcher’s notebook to get ready for the next lesson.</p> <p><i>Note: Using the exit tickets, divide students into groups of three or four according to the topic they chose to focus on (“healthy habits,” “reduce, reuse, recycle,” or “bullying”). Mixed-ability grouping of students will provide a collaborative and supportive structure for reading complex texts.</i></p> <p><i>Before Lesson 16, prepare folders for each research team with all texts plus a glossary for each team member. The list of research texts and glossaries for each text can be found at the end of Lesson 16.</i></p> <p><i>Remember, by Lesson 17, take time to prepare feedback for students on their argument essays, based on Rows 1 and 3 of the rubric.</i></p>	



EXPEDITIONARY
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Grade 6: Module 2A: Unit 2: Lesson 15

Supporting Materials



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You have read several texts of different types to discover the “rules to live by” of other characters and real people: Bud from *Bud, Not Buddy*, Steve Jobs, President Barack Obama, and poet Rudyard Kipling. Each of these people decided on his “rules to live by” based on his own life experiences.

Now you have a chance to share some of the important lessons, or “rules to live by,” that you have learned from experiences in your own life. We trust the rules suggested by Steve Jobs and President Barack Obama because they have both been very successful in their lives; however, for people to trust your rules to live by, you need to be able to support your rule with evidence from research.

You will begin by choosing a topic important to you and people in your age group. With a small “expert group,” you will research the facts of this topic and collect evidence: facts, definitions, and quotes in order to determine a rule to live by. Finally, you will individually write an evidence-based essay to inform readers of one “rule to live by” that can be shared with others who can learn from your experiences and research.

I can pose questions that help me clarify what is being discussed. (SL.6.1c)

I can pose questions that elaborate on the topic being discussed. (SL.6.1c)

I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)

After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)

Student 1:	My rule to live by is to drink plenty of water every single day.
Student 2:	Why do you think that is a good rule to live by?
Student 1:	Because drinking water keeps you hydrated.
Student 3:	So why do we need to stay hydrated? Why is that so important?
Student 1:	We need to stay hydrated because if we are dehydrated, we will be tired and our bodies won't function as well as they should. We will feel unwell and we won't be able to work hard at school.
Student 4:	So I hear you saying that you think we should drink water every single day to keep us hydrated because being hydrated keeps us alert and healthy. Is that right?
Student 1:	Yes!
Student 1 [to Student 2]:	So what is your rule to live by?
Student 2:	To read every single day.
Student 4:	Why do you think that is a good rule to live by?
Student 2:	Because reading every day makes you a better reader.
Student 3:	But how does reading every day make you a better reader?
Student 2:	It builds your vocabulary.
Student 1:	So I hear you saying that we need to read every single day to build our vocabulary. Is that right?



Student 2:	Yes, and building our vocabulary will make us better readers!
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Student Name:		Date:	
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Criteria	
Paraphrases ideas and questions	
Asks clarifying questions	
Asks probing questions	
Clearly explains own ideas	
Responds to questions with details	
Seeks out different peer perspectives and backgrounds	
Acknowledges different peer perspectives and backgrounds	
Respectfully compares own perspective with someone else's.	

Notes/Comments:



Name:		Date:	
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Which topic is of particular interest to you for research?

- ☐ 1. Healthy habits
- ☐ 2. Reduce, reuse, recycle
- ☐ 3. Bullying

Why?



Name:

Date:

Topic of Research:

Directions:

This is your place to gather information and summarize your findings as you complete the research project. This will serve as a portion of your mid-unit assessment and demonstrate your progress toward RI.6.1 (citing text evidence), RI.6.2 (summarizing), and W.7 (conducting and research project).

This side will provide specific directions as well as a place to collect your source information.	This side is where you will gather relevant information and summarize your texts.
<p>I. Research Question</p> <p>Consider these two questions as you write your question:</p> <p>What is important about this topic?</p> <p>How does it contribute to improving the lives of your peers?</p>	<p>My research question:</p>



This side will provide specific directions as well as a place to collect your source information.	This side is where you will gather relevant information and summarize your texts.
II. RESEARCH NOTES	
Text 1 Direction for this text: _____ Text Title: _____ Author: _____ Source: _____	Relevant information from this text (bullet points):
Did reading this text make you want to revise or refine your research question? _____ Yes _____ No If yes, how?	Summary of the text:



This side will provide specific directions as well as a place to collect your source information.	This side is where you will gather relevant information and summarize your texts.
II. RESEARCH NOTES	
Text 2 Direction for this text: _____ Text Title: _____ Author: _____ Source: _____	Relevant information from this text (bullet points):
Did reading this text make you want to revise or refine your research question? _____ Yes _____ No If yes, how?	Summary of the text:



<p>This side will provide specific directions as well as a place to collect your source information.</p>	<p>This side is where you will gather relevant information and summarize your texts.</p>
<p>II. RESEARCH NOTES</p>	
<p>Text 3 Direction for this text: _____ Text Title: _____ Author: _____ Source: _____</p>	<p>Relevant information from this text (bullet points):</p>
<p>Did reading this text make you want to revise or refine your research question?</p> <p>_____ Yes _____ No</p> <p>If yes, how?</p>	<p>Summary of the text:</p>



This side will provide specific directions as well as a place to collect your source information.	This side is where you will gather relevant information and summarize your texts.
II. RESEARCH NOTES	
Text 4 Direction for this text: _____ Text Title: _____ Author: _____ Source: _____	Relevant information from this text (bullet points):
Did reading this text make you want to revise or refine your research question? _____ Yes _____ No If yes, how?	Summary of the text:



III. SYNTHESIZE YOUR FINDINGS

Summarize your findings about your research topic. Remember to use complete sentences and to acknowledge your sources.

IV. SUGGESTIONS FOR FURTHER STUDY

After conducting this research, what are you wondering? What suggestions do you have for further study?



EXPEDITIONARY
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Grade 6: Module 2A: Unit 2: Lesson 16

Introducing Research Folders and Generating a Research Question



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

- I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can use several sources in my research. (W.6.7)
- I can conduct short research projects to answer a question. (W.6.7)

Supporting Learning Targets

- I can identify norms to make group discussion more successful.
- I can determine the difference between a relevant and an irrelevant research question.
- I can write a research question for my topic.

Ongoing Assessment

- Research question on researcher's notebook

Agenda

1. Opening
 - A. Unpacking Learning Targets (2 minutes)
2. Work Time
 - A. Introducing Research Teams and Creating Group Norms (8 minutes)
 - B. Topic Chalk Talk: Rules to Live By (8 minutes)
 - C. Evaluating Research Materials and Generating a Research Question (22 minutes)
3. Closing and Assessment
 - A. Recording Research Question (5 minutes)
4. Homework
 - A. Continue independent reading. Answer this question: "Who is the intended audience of your book? Why do you think that?"

Teaching Notes

- Although this lesson is in Unit 2, like Lesson 15 it is actually part of Unit 3. This is to give you time to look over the draft end of unit assessments before handing them back to the students with feedback in Lesson 17.
- Students begin their research with their teams using Research Folders that contain a small number of previously selected research materials for each of the countries identified (see supporting materials for the list of texts).
- Have these folders ready in advance. See the "Articles for Research Folders" list in the supporting materials of this lesson. Each team needs a Research Folder containing the materials relevant to the topic they have chosen to research, including a glossary of words they may not be familiar with. Have enough of each text for every student in the group, so students can self-select texts.
- In advance: Using the exit tickets from Lesson 15, divide students into groups of three or four according to the topic they chose to focus on (either 'Healthy habits,' 'Reduce, reuse recycle,' or 'Bullying'). Mixed-ability grouping of students will provide a collaborative and supportive structure for reading complex texts.
- Review Chalk Talk protocol (Appendix 1)



Lesson Vocabulary	Materials
norms, irrelevant	<ul style="list-style-type: none">• Articles for Research Folders (for Teacher Reference; see Teaching Notes above)• Lined paper (three pieces per student)• Chart paper (one per team)• Markers (one per student)• Research Folders (one per team according to the topic the team has chosen—see supporting materials)• Discussion Tracker (from Lesson 15; one for display)• Criteria for Research Questions anchor chart (new; co-created with students during Work Time C)• Researcher’s Notebook (from Lesson 15)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Target (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can identify norms to make group discussion more successful.”* “I can determine the difference between a relevant and an irrelevant research question.”* “I can write a research question for my topic.”• Ask:<ul style="list-style-type: none">* “What are <i>norms</i>? Why are they important?”• Listen for students to explain that <i>norms</i> are positive behaviors that we would like to follow and practice to make sure group work and discussion is productive and enjoyable.<ul style="list-style-type: none">* “How does adding the prefix ‘ir-’ to ‘relevant’ change the meaning?”• Listen for students to explain that the prefix “ir-” means not, so <i>irrelevant</i> means not relevant.	<ul style="list-style-type: none">• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Introducing Research Teams and Creating Group Norms (8 minutes)</p> <ul style="list-style-type: none"> Post the research team assignments in a place where all students can read them. Ask students to get into their teams. Remind students that when they start working in a new group, it is a good idea to create some group norms to make sure group discussion is productive and enjoyable for everyone. Distribute lined paper. Display the Discussion Tracker from Lesson 15. Ask students to discuss in their research teams: <ul style="list-style-type: none"> * “Looking at the Discussion Tracker and the skills you need to be working toward, what might some good norms be to make sure that you successfully practice all of those skills in your discussions?” * “What other norms might it be useful to have that aren’t part of the Discussion Tracker?” Tell teams to record their ideas for norms on their lined paper to refer to in later lessons. Circulate to assist teams that are struggling. Based on the Discussion Tracker, suggestions could include: Listen carefully when someone is speaking. Ask questions when you aren’t sure, to get more information or to encourage the speaker to think more deeply about their ideas. Be respectful when asking questions and when comparing someone else’s ideas with your own. Acknowledge other people’s ideas and perspectives. 	<ul style="list-style-type: none"> Creating norms for conversation helps to establish a positive group dynamic and make clear the expectations for collaboration.
<p>B. Topic Chalk Talk: Rules to Live By (8 minutes)</p> <ul style="list-style-type: none"> Post the question: <ul style="list-style-type: none"> * “What rules to live by do you already have for the topic you have chosen?” Tell students that now they are in research teams they are going to have a Chalk Talk to brainstorm some rules to live by that they already have for the topic they have chosen. Remind students that this technique only works if everyone is writing and responding. Make it clear that everyone is responsible for writing, reading other people’s comments, and responding; there should be no talking; and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed. Distribute chart paper and markers and invite students to begin their chalk talk. 	



Work Time (continued)	Meeting Students' Needs
<p>C. Evaluating Research Materials and Generating a Research Question (22 minutes)</p> <ul style="list-style-type: none"> Distribute research folders to each team. Explain that students are going to spend some time familiarizing themselves with the informational texts in their folder before they actually dig into researching in the next lesson. Model the process of sifting through the research materials in one of the folders to evaluate the resources and get to know the texts they will be reading. Take a healthy habits research folder and flip through the pages. Pick out the glossary and model looking over that, discussing the organization. For example: "So, I can see that there is a glossary for each of the informational texts in the research folder, so if I am stuck on what a word means, I can use this to help me figure it out and move on with my research." Pick out an informational text and skim the title. Then point out any tables, charts, or graphics that you can see and explain what they tell you at a glance about the content of the informational text. Invite students to pair up in their research teams to familiarize themselves with their research folders. Circulate and support students in their initial review of their material. Ask questions such as: <ul style="list-style-type: none"> * "What do you think this text is going to be about?" * "How might this specific material help you in your research?" Refocus students. Tell them that now they have chosen their research topic, generated some possible rules to live by and have an idea of the resources in their research folders, they need a question to guide their research so that they can narrow their focus on the research materials and choose the ones to read that are most relevant to their research question. Model generating questions about a topic that could be researched with student assistance. Do a think-aloud and record the questions you generate on the board: "So which of the healthy habits rules you have brainstormed seem like they might have supporting evidence in the research folder? What is important about my topic? How does my topic contribute to improving the lives of my peers? My topic is healthy habits, and it is important because it is about helping my peers to stay healthy. It looks like the rules about healthy eating and exercise might have supporting evidence in the research folder. I am particularly interested in exercise, so now that I have had a quick look through the informational texts in my research folder, some of the questions that come to mind as I think about exercise are: <ul style="list-style-type: none"> * How often do I need to exercise to stay healthy? Why? * Is running better than gymnastics? * Why is exercising every day good for you?" 	<ul style="list-style-type: none"> Generating a research question is not a sixth-grade standard; however, this process is a good scaffold toward later grades. Consider providing select students with pre-generated questions to evaluate their potential as research questions. Other students may benefit from being provided the final research question they will work with throughout this process.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to look at the questions you have recorded on the board. Ask them to refer to their norms and discuss in research teams:<ul style="list-style-type: none">* “Which of these questions do you think will be the most effective to research to write an evidence-based essay about a rule to live by? Why?”• Select volunteers to share their suggestions with the whole group.• Guide students to recognize that “Is running better than gymnastics?” is not a good research question because it is a very narrow question, which means it will be of interest only to people who like running and gymnastics. It will also require very specific resources to research.• Record criteria on a new anchor chart: Criteria for Research Questions:<ul style="list-style-type: none">– Broad question, the answer of which is of interest to many people.• Guide students to recognize that “Why is exercising every day good for you?” already assumes that exercising every day is good for you, whereas research questions should not make assumptions—the research should help us make claims, not the other way around.• Record criteria on a new Criteria for Research Questions anchor chart:<ul style="list-style-type: none">– Questions to help us make claims rather than make assumptions.• Guide students to recognize that the most effective research question in this list is “How often do I need to exercise to stay healthy? Why?” because the “why?” part of the question will lead us to find evidence to help us justify the rule.• Record criteria on the anchor chart:<ul style="list-style-type: none">– Leads us to find evidence to justify claims using words like “Why?”• Ask students to discuss in their teams:<ul style="list-style-type: none">* “What is important about your topic?”* “How does it contribute to improving the lives of your peers?”• Distribute lined paper. Tell students to work in their research teams to generate questions for research about their topic. Give teams 5 minutes to record all of the questions that come to mind. Discourage them from evaluating the questions at this stage.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 5 minutes, stop the group and encourage teams to spend time evaluating the questions using the criteria on the anchor chart to determine which of the questions would be the most effective for research. Emphasize at this stage they don't have to evaluate the list down to one question—they just need to eliminate those questions that aren't going to be as effective for research.• Circulate to support students by asking:<ul style="list-style-type: none">* “Would the answer to this question be of interest to many different people?”* “Do the questions make any assumptions?”* “Will the question lead you to find evidence to support a rule to live by?”	
Closing and Assessment	Meeting Students' Needs
<p>A. Recording Research Question (5 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have evaluated their original questions, and eliminated questions that aren't going to be as successful for researching to write an evidence-based essay about a rule to live by, they need to choose one question to focus their research.• Invite students to write their question on Part I of their Researcher's Notebook.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue independent reading. Answer this question: “Who is the intended audience of your book? Why do you think that?” <p><i>Note: Consider explaining what you mean by “intended audience.” Say something like: “Who do you think this book was written for? What kind of person do you think the author had in mind?”</i></p>	



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Unit 2: Lesson 16

Supporting Materials



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Articles for Research Folders
(For Teacher Reference)

Directions: Before Lesson 16, prepare folders for each research team with all texts plus a glossary for each team member. As described in the Teaching Notes for Lesson 16, students begin their research with their teams using Research Folders that contain a small number of previously selected research materials for each of the countries identified.

Reduce, Reuse, Recycle Research Folder

- Rainsford, Blair, “A Skateboarder Goes Green,” *www.scholastic.comactionmag*. April 16, 2012.
- “Live by Design, Not Default,” *Skipping Stones*, Sept.–Oct. 2009. Print.
- “Earth Day, Your Way: Celebrate Earth Day, April 22,” *Current Health 1, The Weekly Reader Corporation*, Apr.–May 2006. Print.
- “The Life of a Cell Phone,” United States Environmental Protection Agency.

Glossary for Healthy Habits Research Folder

Article: “A Skateboarder Goes Green”	
activist	person who works to support a cause
asthma	an illness that makes breathing difficult
bird sanctuary	a place where birds are protected
spew	gush
slew	a large number of something

Articles for Research Folders
(For Teacher Reference)

Commentary: “Live by Design, Not Default”	
advocate	a person who supports or promotes the interest of others
compassionate	sympathetic
controversial	relating to a topic that sparks opposing viewpoints
sustainable	a practice of using a resource that prevents the resource from being depleted or damaged
Article: “Earth Day, Your Way: Celebrate Earth Day, April 22”	
conservation	planned management of a natural resource to prevent exploitation, destruction, or neglect
nutrient	a substance that provides nourishment
profit	a gain
renewable	capable of being replaced
Informational Poster: “The Life of a Cell Phone”	
consume	to use goods
dematerialization	to use less stuff
resources	a source of supply
toxicity	containing poisonous material



A Skateboarder Goes Green

TRUE TEEN STORY

VIDEO AND QUIZ!
www.scholastic.com/actionmag

Vocabulary

- slew:** a large number of something
- asthma:** an illness that makes breathing difficult
- spew:** to send out in a gush
- bird sanctuary:** a place where birds are protected
- activists:** people who work to support a cause

Victor Davila loves skateboarding and teaching others about the environment.

12 Scholastic Action | April 16, 2012



A Skateboarder Goes Green

Victor aims to change the world, one skateboarder at a time.

Victor Davila, 18, hops on his skateboard and rolls down a cracked sidewalk. The air is filled with exhaust from cars and trucks. That's because giant highways crisscross the neighborhood. There are also huge garbage dumps. Plus, factories often leave a stinky smell in the air. Welcome to Hunts Point, a poor community in the Bronx in New York City.

"In Hunts Point, we have a **slew** of environmental problems," says Victor. He wants to fix those problems, because he loves his neighborhood. To get other teens involved, Victor is giving away something else he loves: skateboards.

Eco Ryders

Last year, Victor started a group called Eco Ryders. The group meets during the summer at The Point, a community center. There, Victor and two of his friends teach kids how to design and build skateboards. When they are done,

the kids get to keep the skateboards. But they have to earn them.

"To receive those skateboards, they have to go through all of our environmental workshops," Victor explains.

In the workshops, kids learn about the local environment. For example, "we talk about different animals that live in the Bronx River," says Victor. He also explains how pollution

affects the community.

Hunts Point has one of the highest **asthma** rates in the country. "That's largely due to the trucks," says Victor. "We have about 15,000 trucks driving in and out of the area every day." Those trucks **spew** fumes into the air.

Back to Nature

Kids who live in Hunts Point spend most of their time surrounded by



Working in a garden helps Victor, right, teach other teens about nature.



A Skateboarder Goes Green

concrete. They may not often think about animals and plants.

"A big thing we teach about in Eco Ryders is the connection to nature," says Victor. "Just because you live in a city doesn't mean you can't have that connection. There is nature all around!"

Victor takes his students to a park that borders the Bronx River. There, just offshore, they can see an island that is a **bird sanctuary**. Many types of birds nest there.

The Eco Ryders also go to a community garden. They dig, plant, and trim plants to keep them healthy.

"When we're gardening, there are so many trees that you can't really see the buildings," says Victor. "The kids can just get lost in the work with nature that they have to do."



Victor teaches about animals that live in the Bronx.

Learning to Care

Victor hopes that kids who go through the Eco Ryders program will start to care about the environment. He hopes that once that happens, they will go on to become environmental **activists**.

At The Point, there is another group for teens who work to make changes in the community. That's where Victor started learning about the

environment, when he was 13. So far, five Eco Ryders have joined that activist group too.

Future Ryders

What's next for Victor? He'd like to create New York City's first environmentally friendly skate park. It would have ramps made of recycled wood.

His biggest dream is to set up more Eco Ryder groups across the country. He wants kids to get involved in their communities, no matter where they live.

Victor knows that when an area has problems, some people want to leave. But he would rather work on fixing the problems, even when it's hard.

"I don't have to move out of my neighborhood to live in a better neighborhood," says Victor. "I can make my neighborhood better."

—Blair Rainsford

The Eco Ryders design and paint their own skateboards.





A Skateboarder Goes Green

READING-COMPREHENSION TEST PREP

Show What You Know

Answer these questions about "A Skateboarder Goes Green."
Fill in the bubble next to the best answer to each question.

1. This story is mainly about _____.
Ⓐ a teen who lost his skateboard
Ⓑ a teen who teaches others about the environment
Ⓒ asthma
Ⓓ trucks and highways
2. This story takes place in _____.
Ⓐ New Hampshire Ⓒ New Mexico
Ⓑ New Jersey Ⓓ New York
3. The Eco Ryders _____.
Ⓐ learn about animals
Ⓑ garden
Ⓒ design and build skateboards
Ⓓ all of the above
4. Which is the best summary of the section "Back to Nature"?
Ⓐ Victor moved into a tent.
Ⓑ The Eco Ryders learn about plants and animals in the city.
Ⓒ The Eco Ryders bought a farm.
Ⓓ Victor wants to destroy buildings and highways.
5. The Eco Ryders meet _____.
Ⓐ in the summer Ⓒ in secret
Ⓑ at midnight Ⓓ at Victor's home
6. Why doesn't Victor just move to a cleaner place?
Ⓐ He loves his neighborhood.
Ⓑ He's lazy.
Ⓒ There is no cleaner place.
Ⓓ He's afraid of trucks.
7. Which statement is an opinion?
Ⓐ Victor started the Eco Ryders.
Ⓑ Skateboarding is really hard.
Ⓒ Victor is 18.
Ⓓ Hunts Point has garbage dumps.
8. Victor wants _____.
Ⓐ to create a new skate park
Ⓑ to set up more Eco Ryders groups
Ⓒ both A and B
Ⓓ neither A nor B
9. In Victor's quote "I can make my neighborhood better," the word **better** is:
Ⓐ a noun Ⓒ an adjective
Ⓑ a verb Ⓓ an adverb
10. The author's purpose for writing this story was probably to _____.
Ⓐ inform readers about a teen environmentalist
Ⓑ instruct readers on how to skateboard
Ⓒ entertain readers with a fable
Ⓓ persuade readers to move out of their neighborhoods

Answers are in the Teaching Guide.



In 2010, Victor was chosen to go on a trip to Antarctica to learn about the environment. His ship sailed past areas that were stinky from penguin poop. "It reminded me of the smell in Hunts Point," says the teen.

www.scholastic.com/actionmag | April 16, 2012 15



Live by Design, Not by Default ** Guest Editorial **

During the 20 years that I have been a high school science teacher, I have watched environmental degradation and global inequities become more severe. The planet is at risk because of our actions. You didn't cause climate change, species extinctions and other global problems, you are inheriting them from my generation and those before me, but you still must share in the responsibility of solving them. You are flexible thinkers, you are smart and creative, you are passionate and have a lot of energy—we need what you have to offer in order to fix the mess our planet is in.

To be an effective advocate for sustainability, I believe there are three guiding practices that should be followed: *compassionate communication*, *hope*, and *action*. These three practices are contrary to the more common practices of violent communication, despair, and apathy. I challenge you today to live your life in a humane and ecologically friendly manner, which will sometimes mean acting in ways radically different from those of your peers. These practices are not always easy, but they are worth the effort.

The first guiding practice is *compassionate communication*. In any conversation about environmental or social justice issues, there are usually controversial topics that come up. These topics are often emotional, and if there are disagreements, the conversation can easily become a shouting match. It is important to always have compassion for the person with whom you are speaking, no matter how much you might disagree, and to practice positive communication strategies for sharing difficult information. Unfortunately, you rarely observe people in disagreement use conversation that leads to real understanding and growth. You mostly see what is often called "violent communication," where the purpose is not learning, but rather being "right"—or at least being the loudest and hopefully having the last word. Avoid this approach. You want people to hear what you have to say, and you need to hear and understand their perspective as well. If the way you communicate prevents people from hearing your message, re-evaluate your delivery style. In other words, don't let how you deliver your message get in the way of what your message is about.

Also, remember that not all communication is verbal. Don't underestimate the importance of modeling compassion and sustainable practices in your everyday life. It is critical to "walk the talk." I'm sure all of you can think of someone who speaks about an issue in one way, but then acts in a way completely opposite. Don't be that person! To paraphrase the timeless words of Mahatma Gandhi, "Let your life be your message." If you truly revere and respect the Earth and all her inhabitants, and if you want others to do the same, have compassion even for those with whom you disagree, and let your words and actions be consistent.



The second guiding practice is *hope*. With all the bad news about the environment, it is far too easy to fall into despair. Do any of you ever feel despair when thinking about the state of our world? I certainly do, and I have to stay vigilant to avoid it.

The *Cycle of Despair* goes something like this.

1. You find out about a problem, and you want to do something to help.
2. You don't see how you can help so you don't do anything about it.
3. You feel sad, powerless, and angry. You decide nothing can be done, so you want to know less and less about problems.

These steps take no effort, which is why so many people end up in this cycle. However, the cycle of despair just leads to indifference and inaction, with no chance for the positive change we need. In the words of Horace Mann, "A different world cannot be built by indifferent people." We **need** a different world, so practice the cycle of hope. I have to warn you that hope isn't always easy. Hope takes work, and it takes effort! But hope is worth it.

Here is the *Cycle of Hope*.

Step 1. You take personal responsibility for your choices. This means you pay attention to the choices you make—even the small ones—and acknowledge they are your choices and no one else's.

Step 2. You seek quality information about the



Live by Design, Not Default



world's problems, you think critically to distinguish between accurate and inaccurate information, and you analyze sources for validity. There is a *lot* of false information out there; you must determine what is fact and what is not. Being a critical thinker is not just important at school, it's absolutely necessary in the real world. Don't be fooled by pseudoscience or the media that claim to have the truth without the data to back it up.

Step 3. You create a vision of a better world based on accurate information, your values, and your sense of responsibility; you discover practical options for action; you act in line with your values; and you understand the impact your actions have on the planet.

As you can see, if you practice *hope*, you naturally reach the third practice, of *taking action*. I applaud those of you who choose to make a difference by your efforts, but I must tell you that the planet needs more from you—it needs more from all of us. I heard a couple of scientists on the radio recently, and one of them said, “The environment is not a luxury item.” Well, duh! But we all know people who treat the environment exactly that way. We in this country are especially hard on the earth. If everyone lived like we do here in the United States, we would need four more planets to support them. We don't have four more planets! We need to change our perception of the environment from something we can change when it is convenient for us, to an issue we must act on now.

A lot of people think the only worthwhile actions involve spending a lot of money to buy solar panels or a hybrid car. As it turns out, you can have a very positive impact on the planet by buying less stuff. Remember the phrase “*reduce, reuse, recycle*” begins with *reduce*. Buying less stuff is a really earth-friendly thing to do. And if you do buy something, you can still make a positive difference by choosing carefully. Every time you buy something, whether you realize it or not, you are voting. Spending money on an item is the same as voting in support of all the practices that went into producing it. You are supporting the way the workers were treated, the way the environment was treated, and the way animals and other species were treated. As a young



consumer, you have a lot of voting power; in 2004 alone, teens (aged 12–17) spent more than \$124 billion, which is close to what adults between the ages of 40 and 58 spent. That is a lot of spending and a lot of voting. You need to know what you are voting for. Money can be an effective tool to facilitate change, and companies do pay attention to consumer expectations and will change their practices. Here's just one example.

I'm sure most of you like ice cream and are familiar with Tillamook ice cream. A few years ago, Tillamook Farms fed their cows bovine growth hormone (BGH) that made the cows produce more milk, which increased Tillamook's profits. And more milk means more ice cream. Yum! Well, as it turns out, not so yum, because BGH was bad for cows' health and potentially bad for human health as well. Understandably, consumers wanted ice cream that didn't hurt cows or people, so they stopped buying Tillamook ice cream. What do you think happened? Tillamook stopped feeding their cows BGH and consumers began buying their ice cream again. That is the power of the consumer vote. So, research where the stuff you buy comes from and how it was made, everything from the food you eat to the clothes you wear. Become an informed consumer and only purchase items made in an ecologically friendly way—that is, in a way that is friendly to the workers, to the local population and to the environment. Other actions are up to you!

I'd like to share three quotes I reflect on every day before I teach. They inspire me and give me hope even when I feel like things will never get better.

The first quote might be familiar to most, if not, all of you, a classic from Gandhi: “*Be the change you want to see in the world.*”

The second quote is more obscure, but it's my favorite. It is from Richard Bach, who is best known for his book, *Jonathan Livingston Seagull*: “*Argue for your limitations, and sure enough, they're yours.*”

Lastly, one from Margaret Mead: “*Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.*”

I challenge you today to be the change you hope to see, to argue not for your limitations, but for your possibilities, and to consider yourselves to be the small group that can change the world.

—Peg Cornell teaches science at a high school in Oregon.



Earth Day, Your Way

YOUR **WORLD**

Earth Day Your Way

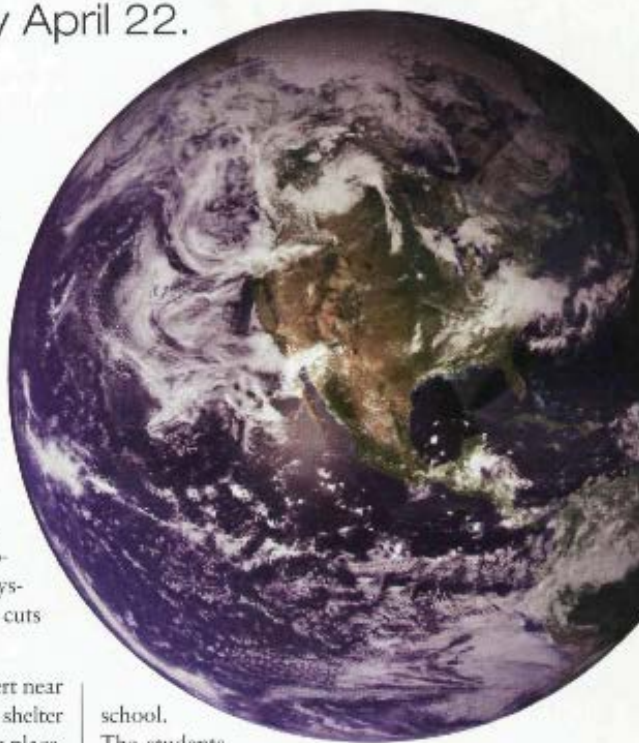
Celebrate Earth Day April 22.

Earth Day brings world focus on the effort to clean up and care for the planet. Young people give life to the Earth Day movement.

Lindsey Williams, 18, is the founder of Gardening for Families. This Missouri organization offers local produce to food pantries and families in need. Lindsey funds her project through donations from seed and fertilizer companies and profits from her driveway vegetable stand. "I've realized that I can make a difference in people's lives," she says. She's even invented a system that sends nutrients to plant roots and cuts water needs by half.

Shannon Babb, 17, is from Utah. In the desert near her home, native plants that feed and shelter wildlife died. Invasive species spread in their place. With a grant from the Wildlife Conservation Society, Shannon and her 4-H friends pulled out the invaders and collected seeds from native plants. They grew native plants in a greenhouse and transplanted them into a meadow. Shannon protects local water too. "In eighth grade, I began monitoring water quality in local waterways," she tells **CHI**. "I started teaching others how they can protect and conserve this precious resource. I especially like teaching children in school classes, 4-H clubs, and Scout groups because they are so willing to listen and change how they do things."

Beth Rickard, 18, created the Arcata High School Conservation and Renewable Energy Project (C.A.R.E.). The group received grants to install solar panels at their California school. C.A.R.E. also installed and tested a solar water heater at the



school.

The students replaced light fixtures with energy-saving models. Now C.A.R.E. reaches out to other schools that wish to copy their plan. "I'm always thinking of ways to live a more environmentally friendly lifestyle," says Beth. "If you find a cause you truly care about, pour your heart into it, and don't let anybody drag your spirit down."

You can join Lindsey, Shannon, and Beth as they clean up and care for the Earth. What can you do, right where you are, right now? **CHI**



Search Me

Take the Ecological Footprint Quiz at
www.earthday.net/footprint/index.asp.



The Life of a Cell Phone

You have one, your parents have one, your friends each have one—owning a cell phone has become as common as having a traditional land-line in your home. More than 156 million Americans now use cell phones—including about 20 percent of American teens! In a way, cell phones have become a necessity of everyday life—we use them to call home when we’re late, make plans with friends, or get directions when we’re lost. But have you ever thought about how cell phones are made and what happens to them when you don’t need them anymore?

Like any product, making a cell phone and its parts uses natural resources and energy, which can potentially impact the air, land, and water. Understanding the life cycle of a product can help you make environmental choices about the products you use, and how you dispose of them. **You** can help minimize your environmental impact of using a cell phone by:

+Keeping your phone longer. Choose your cell phone service provider carefully. Pick a phone with features you need and a style you like so you will keep it longer.

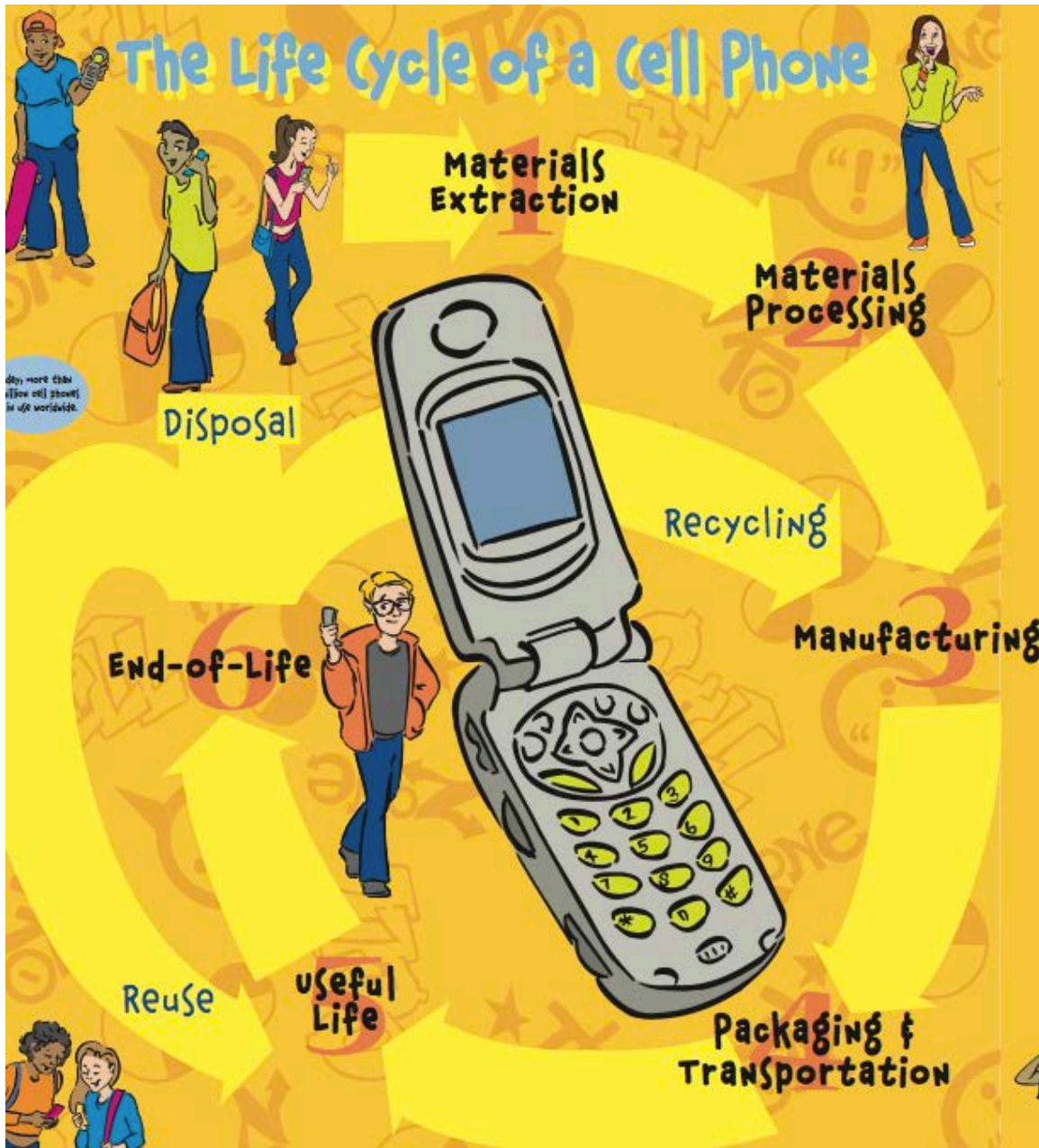
+Charging your battery correctly. Increase the life span of your phone and battery by following the manufacturer’s directions for charging the battery.

+Reusing or recycling your phone. Find ways to reuse or recycle your phone and accessories when you’re finished with them. Many companies recycle or reuse cell phones—visit the “Resources” section of this poster for a list of suggestions.

Follow the life-cycle diagram to learn more about cell phones, their parts, and their potential impact on the environment...



The Life of a Cell Phone





The Life of a Cell Phone

The Nine Lives of a Cell Phone

Cell phones consist of nine basic parts, each of which has its own life cycle:

- Circuit board/printed wiring board
- Liquid crystal display (LCD)
- Battery
- Antenna
- Keypad
- Microphone
- Speaker
- Plastic casing
- Accessories (such as adapters, headsets, carrying cases, and decorative face plates)

Between 1999 and 2003,
2.5 million phones were
collected to be recycled or
reused, accounting for less than
1 percent of the millions of
phones retired or discarded
each year.



The Life of a Cell Phone

1) Material Extraction

A cell phone is made up of many materials. In general, the handset consists of 40 percent metals, 40 percent plastics and, and 20 percent ceramics and trace materials.

The **circuit board** (also called a printed wiring board) located in the handset, is the 'brain' of the cell phone because it controls all of its functions.

- Circuit boards are made from mined, raw materials including copper, gold, lead, nickel, zinc, beryllium, tantalum, coltan, and other metals. The manufacturing of these boards requires crude oil for plastic, and sand and limestone for fiberglass. Many of these materials are known as "persistent toxins" and can stay in the environment for long periods of time, even after disposal.

The **liquid crystal display (LCD)** is a low-power flat panel display on the front of your phone that shows information and images. It becomes opaque (hard to see through) when electric current passes through it. The contrast between the opaque and transparent (see-through) areas forms visible characters.

- Various liquid crystalline substances, either naturally occurring (such as mercury, a potentially dangerous substance) or human-made, are used to make LCDs. LCDs also require the use of glass or plastic.

The **rechargeable battery** is used to power the phone.

- Cell phones can use several types of batteries: nickel-metal hydride (Ni-MH), lithium-ion (Li-Ion), nickel-cadmium (Ni-Cd), or lead acid. Ni-MH and Ni-Cd batteries contain nickel, cobalt, zinc, cadmium, and copper. Li-Ion batteries use lithium metallic oxide and carbon-based materials, all mined from the earth.

The Life of a Cell Phone



Approximately 20 percent of American teens (more girls than boys) own a cell phone. By the end of 2005, nearly two-thirds of all U.S. teens will be wireless!

2) Materials Processing

Most raw materials must be processed before manufacturers can use them to make products. For example, in cell phones:

- Crude oil is combined with natural gas and chemicals in a processing plant to make plastic.
- Copper is mined, ground, heated, and treated with chemicals and electricity to isolate the pure metal used to make circuit boards and batteries. The resulting copper pieces are shipped to a manufacturer where they are formed into wires and sheets.

3) Manufacturing

Plastics and fiberglass are used to make the basic shape of the **circuit board**, which is then coated with gold plating. The board is also composed of several electronic components, connected with circuits and wires (primarily made of copper) that are soldered to the board and secured with protective glues and coatings.

LCDs are manufactured by sandwiching piqued crystal between layers of glass or plastic.

Batteries consist of two separate parts, called electronics, made from two different metals. A liquid substance, called electrolytes, touches each electrode. When an outside source of electricity such as an outlet is applied, chemical reactions between the electrodes and the electrolytes cause an electric current to flow, giving batteries their “juice” or power.

The Life of a Cell Phone

By 2005, cell phones will be discarded at a rate of more than 125 million phones each year, resulting in more than 65,000 tons of waste!



Using Less Stuff

Cell phone companies have made great strides in “dematerialization” (using less materials) as shown by the decreasing size of today’s cell phones. Years ago, the technology needed for a cell phone would have filled the entire floor of an office building; now everything needed for a cell phone weighs only 7.7 ounces!

4) Packaging and Transportation

Cell phone parts and the finished products need packaging and transportation to get from longer need or want them extends their useful one place to another. Transportation by plane, truck, or rail all require the use of fossil fuels for energy, which can contribute to global climate change.

While packaging protects products from damage, identifies contents, and provides information, excessive or decorative packaging can be wasteful. Packaging consumes valuable natural resources, such as paper (from trees), plastic (from crude oil in the earth), aluminum (from ore), or other materials, all of which use energy to produce and can result in waste. Some packaging, however can be made from recycled materials.

The Life of a Cell Phone



IN 1985, about 340,000 people used cell phones in the United States; in 2003, more than 140 million people used cell phones.

5) Useful Life

Unlike other countries, cell phone companies in the United States sell their own phones, which are usually not interchangeable from company to company. Even though regulations now allow consumers to transfer their phone number to a new phone company, most companies have unique technologies in their phones that only work in their own networks.

This means that switching cell phone companies can mean having to purchase a new phone. One way to extend the useful life of your phone and prevent waste, is to use the same company for continuing phone service. Always comparison-shop to be sure you get the service and phone that's right for you.

You can also extend the life of your phone by taking care of it—protecting it from damage by storing it in a case, avoiding dropping it, and keeping it out of extreme heat and cold and away from water and other liquids.

The use of **rechargeable batteries** in cell phones reduces the amount of waste and toxicity that disposable batteries create. Be sure to follow the manufacturer's instructions for charging your batteries so you can extend their lives as long as possible.

The Life of a Cell Phone

cell phones are only used for an average of 18 months before being replaced—even though they can function for much, much longer.



6) End-Of-Life

Donating or recycling cell phones when you no longer need or want them extends their useful lives, and prevents them from ending up in the trash where they can potentially cause environmental problems.

Reuse

Many organizations—including recyclers, charities, and electronics manufacturers—accept working cell phones and offer them to schools, community organizations, and individuals in need. Reuse gives people, who could not otherwise afford them, free or reduced cost access to new phones and their accessories. Plus, it extends the useful lifetime of a phone.

Take-Back Programs

Many cell phone manufacturers and service providers offer a “take-back” program. Under this system, manufacturers accept used cell phones and accessories and either recycle, re-manufacture, or dispose of them using systems designed to handle the specific types of waste cell phones produce. Contact your manufacturer by using the information that came with your phone or via the Internet.



The Life of a Cell Phone

Recycle

Electronics recyclers are springing up everywhere! Today, many stores, manufacturers, and recycling centers accept cell phones for recycling. While some electronics recyclers only accept large shipments, communities, schools, or groups can work together to collect used cell phones for shipment to electronics recyclers.

Some rechargeable batteries can also be recycled, as several retail stores and some communities have started collecting them. When rechargeable batteries are recycled, the recovered materials can be used to make new batteries and stainless steel products.

Check the “Resources” section of this poster for a list of organizations that will accept your phone and accessories for reuse or recycling. You can also use the Internet or phone book to search for local contacts that recycle and refurbish cell phones.

Disposal

By 2005, the rate at which cell phones are discarded is predicted to exceed 125 million phones each year, resulting in more than 65,000 tons of waste! Cell phones that are thrown in the trash end up in landfills (buried in the ground) or incinerators (burned). Because cell phones contain metals, plastics, chemicals, and other potentially hazardous substances, you should always recycle, donate, or trade in your old cell phone. It’s free and easy. Don’t throw it away! Phones that are thrown away waste energy and result in the loss of valuable resources.

Crank Up The Volume

A major cell phone manufacturer recently developed a way to recharge cell phone batteries using “muscle power.” This hand-powered device provides 20 minutes of talk time after just three minutes of squeezing a hand-held generator! Other new technologies, such as hydrogen fuel cells and zinc-air and solar-powered batteries, are under development and might ultimately replace current battery technology.

These new alternatives will conserve natural resources and reduce waste.



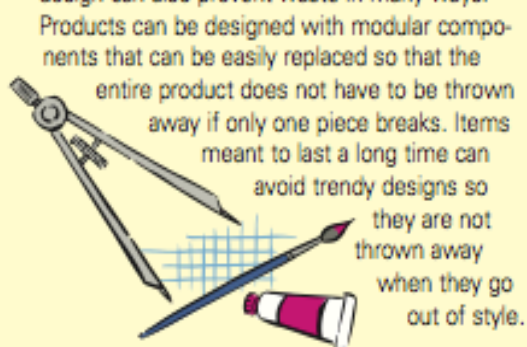
The Life of a Cell Phone

What Is a Life Cycle?

Have you ever considered where the products you use every day come from, or what happens to them when you finish using them? Do you know how each of the products you use impacts the environment?

Just as living things are born, get older, and die, products also complete a life cycle. Each stage of a product's life cycle can affect the environment in different ways. Some products, such as cell phones, have many different components, each of which has its own life cycle in addition to the life cycle of the composite product. The stages of a product's life cycle usually include:

★**Design.** A product's design can influence each stage of its life cycle and in turn the environment. Design affects which materials will be used to manufacture a product. For example, cheaper materials are often less durable, which means the product will have a short useful life. Product design can also prevent waste in many ways.



★**Materials Extraction.** All products are made from materials found in or on the earth. "Virgin" or "raw" materials, such as trees or ore, are directly mined or harvested from the earth, a process that can create pollution, use large amounts of energy, and deplete limited natural resources. Making new products from materials that have already been used (recycled materials) can reduce the amount of raw materials we need to take from the earth.

★**Materials Processing.** Once materials are extracted, they must be converted into a form that can be used to make products. For example, paper is made from trees, but the wood has to undergo several different processes before we can use it.

★**Manufacturing.** Products are made in factories and require a great deal of energy to create. The manufacturing process can also produce pollution. Many products require the use of packaging as well, to prevent spoilage, damage, contamination, and tampering.

★**Packaging & Transportation.** The use of packaging can protect products from damage and provide product information. However, packaging consumes valuable natural resources and when used excessively can be wasteful. Some packaging can be made from recycled materials.



Finished products are transported in trucks, planes, and trains to different locations where they are sold. All of these forms of transportation burn fossil fuels, which can contribute to global climate change.

★**Use.** The way products are used can impact the environment. For example, products that are only used once create more waste than products that are used again and again.

★**Reuse/Recycling/Disposal.** Using a product over and over again prevents the need to create the product from scratch, which saves resources and energy while also preventing pollution. Recycling or re-manufacturing products also reduces the amount of new materials that have to be extracted from the earth. Throwing a product away means that it will end up in a landfill or incinerator and will not be useful again.



The Life of a Cell Phone

Hand-Held Hunt



Whether at school, home, or out running errands, people use hand-held electronic devices everywhere they go. Take an informal survey to find out who uses the following items in the various locations you visit during a single day. This activity will illustrate how many people own and use cell phones and their accessories. You may discover interesting trends in who is buying and using cell phones and their accessories in your community!

Consider whether the people are kids, teenagers, or adults and whether they are male or female. For example, spend a half-hour at the mall and identify how many people in each category are using the items listed below. Perhaps adult men use belt clips more than younger women. Is that true? Find answers to these questions, and turn your results into a graph or chart.

Headset:



Many people use a cell phone headset while they are driving or walking around to keep their hands free. Most models of headsets can be reused when you buy a new phone.

Belt clip:

Some people buy belt clips to carry cell phones while not in use. Reusing or donating your belt clip when you are finished using it prevents waste.

Face plate:



Decorative face plates can be trendy and fun, but you don't need them to use a cell phone. The best way to prevent waste is to simply not buy products you don't need. If you do buy face plates, donate unwanted ones to a charity or swap them with your friends instead of throwing them away.

Portable games and CD players:

Cell phones have a lot of the same parts as hand-held video game consoles and portable CD players, including speakers, circuit boards, and LCDs. Old or broken consoles and players can also be reused or recycled when no longer wanted.

Personal Digital Assistant (PDA):



Advances in cell phone technology have given phones many uses, such as storing phone numbers and searching the Internet. An emerging trend is to create one device with many uses, such as a PDA that also functions as a cell phone. This consolidation reduces waste by reducing the number of individual items a person has to buy.



The Life of a Cell Phone

Components Crossword

Use the following clues about the different parts of a cell phone to fill in the crossword.

Across

1. The battery, the LCD, and the _____ board create 98 percent of a cell phone's environmental impacts.
4. Cell phones that are thrown away waste energy and result in the loss of valuable _____.
7. Each part of a cell phone must be _____ and transported, which requires energy and often creates waste.
9. Some facilities will recycle _____ batteries when they can no longer be reused.
10. Cell phones are actually not phones at all but sophisticated two-way _____.
11. LCDs are a low-power, flat panel display made by sandwiching liquid _____ between layers of glass or plastic.



Down

1. Circuits and wires on a circuit board are primarily made from _____.
2. Ni-MH and Ni-Cd batteries contain nickel, cobalt, cadmium, _____, and copper, metals that need to be mined and processed, which creates pollution and waste.
3. Many cell phone parts can be removed from the phone and _____ or recycled.
5. Batteries consist of two separate parts, called _____.
6. Plastics and _____ are used to make the basic shape of a circuit board.
8. Crude oil is combined with natural gas and chemicals to make _____.



The Life of a Cell Phone

Resources



Options for Reuse & Recycling

★ **Collective Good**

www.collectivegood.com

Collective Good refurbishes donated cell phones and uses them to provide affordable wireless service throughout the Caribbean and Latin America.

★ **Cellular Telecommunications & Internet Association (CTIA)**

www.ctia.org

CTIA is an international association for the wireless telecommunications industry.

★ **Charitable Recycling**

www.charitablerecycling.com

Charitable Recycling Program encourages the donation of used cell phones.

★ **Plug-in to eCycling Program**

www.plugintoecycling.org

EPA, in partnership with several companies and organizations, is helping consumers of electronic products tap into a network of recycling opportunities nationwide.

★ **ReCellular, Inc.**

www.recellular.com or
www.wirelessrecycling.com

ReCellular, Inc. is a recycler and reseller of used wireless phones and accessories.

★ **Rechargeable Battery Recycling Corporation (RBRC)**

www.rbrc.org

RBRC is a nonprofit, public service organization that recycles rechargeable batteries.

★ **The Wireless Foundation**

www.wirelessfoundation.org

Established by CTIA, this foundation is involved with several programs that use wireless communications to make communities safer, families more secure, and teachers more effective.

★ **National Recycling Coalition's (NRC's) Electronic Recycling Initiative**

www.nrc-recycle.org/resources/electronics/index.htm

NRC's Electronics Recycling Initiative promotes the recovery, reuse, and recycling of obsolete electronic equipment.

Life Cycle Web Sites

★ **U.S. Environmental Protection Agency, Product Stewardship Program**

www.epa.gov/epr

This program provides information on life cycle environmental impacts of products.

★ **U.S. Environmental Protection Agency, Green Engineering Program**

www.epa.gov/opptintr/greenengineering

This program advocates designing products with their entire life cycle in mind.

★ **United Nations Environment Programme, Life Cycle Initiative**

www.unepie.org/pc/sustain/lca/lca.htm

This web site provides information about products and services over their entire life cycle.

Other Information

★ **HowStuffWorks.com, Inc.**

www.howstuffworks.com/cell-phone.htm

This web site provides a straightforward and easy-to-read discussion of the technical components of a cell phone and the technology that makes it work.

★ **Electronic Industries Alliance (EIA)**

www.eia.org

A trade association for the electronics industry, EIA maintains information on how member companies are incorporating environmental attributes into electronic products.



The Life of a Cell Phone

The Big Debate: Reuse, Recycle, or Dispose?

Cell phones are complicated products, which makes recycling or disposing of them just as complicated. This activity examines options for reusing, recycling, or disposing of cell phones at

the end of their useful life. It can be a research project for individuals or assigned to teams for discussion.

1. What are some of the end-of-life options for cell phones? List the options and discuss the pros and cons of each.

Pros

Cons

2. Find out what cell phone manufacturers, recyclers, and local authorities have to say about end-of-life options for cell phones.
 - ★ Conduct Internet research or call a company that produces cell phones. Find out what it considers to be the useful life of a cell phone. Ask what the policy is for accepting its cell phones back for recycling or remanufacturing.
 - ★ Find out what your teachers do with their cell phones at the end of their useful life.
 - ★ Contact a local recycling center and ask it if accepts old cell phones.
 - ★ Contact a cell phone recycler to learn about its recycling practices and what products are made from recycled cell phones.
 - ★ Contact your local waste management agency and ask what its policy is regarding discarded cell phones.
3. After conducting this research, write a summary of your findings, including who you contacted, the date, and what information you obtained. Or, present the results to your classmates and discuss what you view to be a good end-of-life choice for cell phones.



The Life of a Cell Phone

Math Activity 1: Cell Phone users

1. Cell phone users in the United States increased from 340,000 people in 1985 to approximately 140 million people in 2003.
 - A. This means that on average, how many NEW cell phone users are there per year?
 - B. In 2003 there were roughly ___ times more American cell phone users than in 1985.
2. Approximately 20 percent of teenagers in the United States own a mobile phone.
 - A. If 200 teenagers go to your school, about how many of them own a cell phone?
 - B. What if 1,500 teenagers go to your school? Then about how many own a cell phone?

Math Activity 2: On-Hold

1. Did you know that, on average, cell phones are used for only 18 months before being replaced? Most unused phones are stored in drawers or closets before eventually being thrown away. In fact, more than 30 million mobile phones are lying unused in American homes and businesses.
 - A. If a person buys a new cell phone every 18 months, how many phones will they buy in 6 years?
2. Starting in 2005, it is predicted that more than 125 million cell phones—65,000 tons of waste—will be discarded annually. This potentially serious environmental problem can easily be avoided by understanding how to reuse and recycle phones, prolonging their useful life.
 - A. Suppose that 300 million cell phones have already been discarded by the end of 2004. Using the cell phone discard rate above, how many TOTAL cell phones will be discarded by the end of 2005?
 - B. At the predicted 2005 rate of discarding cell phones, how many years will it take to discard 750 million phones?
 - C. 750 million discarded cell phones is equal to ___ tons of waste?
 - D. Can you name three alternatives to throwing out your cell phone?



The Life of a Cell Phone

Words from the wise

Some of the things that are part of your everyday life didn't exist when your grandparents were your age. While we might think we need these things, many people got along fine without them in the times past.

First, write down your views on whether the following items are necessary or optional, and why. Then interview an older relative or friend (more than 50 years old) to ask what they think about the same things. Compare and discuss your answers. How different or similar are they? Why? Discuss how new products reduce waste, and how new products increase waste.

Compare your thoughts on the following items with those of someone older than you. Here's how:

<u>Item</u>	<u>Your Thoughts</u>	<u>Older Generation Thoughts</u>
Microwave Oven		
Cell Phone		
Pager		
Camera		
Compact Disc		
Video Game		
Radio		
Sport Utility Vehicle		
Computer		
VCR		
Answering Machine		



The Life of a Cell Phone

Answers

Math Activity 1:

1. A. Roughly 7,758,889:
(140 million - 340,000)/18

2. A. 40
B. Roughly 412
(140 million/340,000)

3. B. 300
C. 390,000 tons: (750 million/125) x 65,000
D. Recycle, donate, or trade in your old cell phone.

Answers

Math Activity 2:

1. A. 4
2. A. 425 million: 300 million + 125 million
B. 6 years: (750 million / 125 million)
C. 390,000 tons: (750 million/125) x 65,000
D. Recycle, donate, or trade in your old cell phone.

Across

1. Circuit
4. Resources
7. Packaged
9. Rechargeable
10. Radios
11. Crystal

Down

1. Copper
2. Zinc
3. Reused
5. Electrodes
6. Fiberglass
8. Plastic
11. Crystal

Components (crossword):

Environmental Protection Agency. "The Life of a Cell Phone". <http://www.epa.gov/osw/education/pdfs/life-cell.pdf>.

Articles for Research Folders
(For Teacher Reference)

Healthy Habits Research Folder

“Health Rocks,” *Skipping Stones*, Jan./Feb. 2013. 23: Print.

Jennifer Marino-Walters, “Make Your Move,” *Scholastic News Edition 4*, May 10, 2010. Print.

Emily Sohn, “Recipe for Health,” *Science News for Kids*, April 2, 2008.

Susan Heavey, “Adults cut back fast food, but U.S. kids still eat too much fat: CDC,” *Washington Post*, February 21, 2013. Print.

Glossary for Healthy Habits Research Folder

Article: “Health Rocks”	
affluent	having a generous supply of material possessions
immunity	being able to resist disease
obesity	excessive fat in the body
regulations	a rule or order issued by an authority
Article: “Make Your Move”	
alliance	a relationship that benefits both parties
luxury	something that you don’t really need, but that is enjoyable to have
Article: “Recipe for Health”	
health	the condition of being sound in mind, body, and spirit
nutrition	the act of taking in and using food substances
obese	having excessive body fat
pediatric nutritionist	a professional who helps children eat healthfully



Articles for Research Folders
(For Teacher Reference)

Article: “Adults cut back fast food, but U.S. kids still eat too much fat: CDC”	
caloric intake	the number of calories a person eats
consume	to eat or drink, especially in a large quantity
obese	excess fat in the body
sedentary	not physically active



Health Rocks!

Imagine visiting your family doctor for issues such as asthma, attention-deficit disorder, vitamin D deficiency or weight issues. Your doctor tells you to spend more time outdoors. S/he tells you to go for an hour walk in the woods, city park or forest. Chronic conditions associated with a sedentary lifestyle and physical inactivity have greatly contributed to the numerous health problems children face today. There is a connection between the two, and doctors know that these health conditions can lead to pulmonary, cardiovascular and mental health problems in adulthood. The U.S. Forest Service has begun a public service announcement campaign to "unplug," or to motivate families and their children to disconnect from their electronics and reconnect with nature. Viewers are directed to DiscovertheForest.org, where they can search for areas to explore and ideas on what to do outdoors.

Did you know that *drinking tap water is better* for our environment and almost a thousand times cheaper? A bottle of water costs more than 1,000 gallons of tap water. And, with tap water, there is less pollution from plastic bottles. There are many easy ways to purify tap water, ranging from filters that attach to the faucet to special pitchers that you can keep in the fridge.

Emotional Health: *Where Are You At?*

Fill in Yes, No or At Times as answers to these questions.

1. I like to argue with my family and friends. —
2. I am always angry with my siblings/parents. —
3. I argue because it allows me to express my displeasure about how things are going in life. —
4. I go for long walks in nature when I feel down. —
5. I tend to do more activities alone or with my friends but not with my parents. —
6. Sometimes, I just want to be alone for long times in my room. I don't like socializing with friends. —
7. I often feel anxious or worried about things. —
8. I often feel overwhelmed or stressed out. —
9. I get emotional when things go wrong, but I feel better when I talk to someone I like. —
10. I listen to quiet, classical music when I am sad. —

Being Healthy Every Day!



The U. S. Department of Health and Human Services (HHS) has launched a nationwide **Tobacco Education Campaign**, "Tips From A Former Smoker," on the health risks of smoking. Tobacco use causes nearly 1/3 of all cancer deaths, or about 170,000 people every year. However, cancer is only one of the many ways that tobacco kills people, according to the AACR Task Force on Tobacco and Cancer. With all the prevention efforts, one in five Americans still continue to smoke! Tobacco is the single largest cause of preventable deaths in the country and causes no fewer than 18 different types of cancer. Yet every day nearly 4,000 young people try their first cigarette, and about 1,000 become addicted to the nicotine in these products.

The HHS campaign hopes to increase public awareness about the health risks of smoking and secondhand smoke exposure, to motivate smokers to quit, to encourage smokers who need help to call 1-800-QUITNOW and to encourage parents to actively protect their children from exposure to *secondhand smoke*. A new report from the Surgeon General, "Preventing Tobacco Use Among Youth and Young Adults," details the scope, health consequences and influences that lead to youth tobacco use and specifies proven strategies to help prevent tobacco use. It also provides further scientific evidence on the addictive nature of nicotine. The best way to prevent people from dying from cancer is simply to prevent them from getting hooked on tobacco. Let's end tobacco use now!



Get Up and Go

Make Your Move!

Practice isn't just for homework.
It can also help you get healthy.

It's a new school year. You probably have new teachers, new classes, and maybe you're even at a new school. You will be learning a lot of new stuff and developing new skills. One of those skills should be making healthy exercise habits a part of your life. Just like learning to play the trumpet or dribble a basketball, healthy habits take practice.

Ready to get started? Check out these tips and ideas from David Missimer, a personal trainer in Wayne, Pa. You can make this school year your healthiest yet!



- **Add up your daily physical activity.** If you aren't getting at least 60 minutes of fast-moving exercise every day, you aren't getting enough for good health. We're here to help! Download our exercise log, and fill it in whenever you get some exercise. (Find it online at www.weeklyreader.com/getupandgo.) Every little bit counts—so even if you walk the dog for just 15 minutes in the morning and 15 minutes at night, you'll have a half hour right there.
- **Test your abilities.** Total fitness includes a strong heart and lungs, strong muscles, and good balance. Maybe you are better in some areas than others: You may run fast and be able to lift heavy things, but you can't stay on the balance beam in PE class for more than a few seconds, for example. Make it a goal to get better in all three areas of fitness.

BOREDOM BUSTER!

Sydney K., a fifth grader from Oaks, Pa., enjoys doing many different activities to stay in shape and meet new people. "Karate makes me stronger, and softball helps my hand-eye coordination," she says. "My dance classes keep me flexible." Sydney joined the Fitness Club at school to learn how to use exercise machines. With so much variety, she never gets bored!



- **Set reasonable goals.** Do you want to run longer or faster? Do you wish you could hit a home run? Figure out what you want to do better, and then set small goals to meet along the way. For example, if you want to run longer, add a minute to each daily run until you have



By Betsy Dru Tecco

reached your main goal. (Filling out an exercise log daily can help you track your progress.)

- **Choose the right activities.** Do you like to compete on a team? Or would you rather just have fun when you exercise? Ask yourself: What do I enjoy most? What skill do I most want to improve? Find activities that match your goals and interests. Not sure what you might like? Take our "What's Your Exercise Personality?" quiz online to find out.
- **Know what is available to you.** Ask your parents or teachers for exercise ideas. Let them know what types of activities you would like to do. They may help you find a team to join or a class you can take. There may also be a recreation center or club in your neighborhood, such as a YMCA or YWCA, a branch of the Boys & Girls Club, a gym, or a city park that offers fun ways to master new moves.
- **Don't forget to reward yourself.** Celebrate when you reach your goals! Both the big ones, such as running a mile faster than you ever have, and smaller ones, such as taking a walk every day for a week. "When you work towards a goal and finally reach that goal, you learn a valuable lesson," says Missimer. "It gives you a feeling of accomplishment that makes you feel better about yourself."

THINK ABOUT IT

You don't need to circuit train to figure out what kinds of exercises you might like. Think about all the ways you have gotten exercise in the past year. What were your favorite activities? Make a list of your top five.

Try This Yourself: Circuit Training

Here's a way to get moving indoors or out. Find areas of your home where you can work on your skills in different activities. Fitness experts call that circuit training. You may have done it in PE class before, but try it at home too. At one area, or station, maybe dribble a basketball or shoot hoops. At a second station, a log or a piece of wood can become a do-it-yourself balance beam. A third station may be a good spot to lift 1- or 3-pound weights. Other stations might include jumping jacks, ab crunches, jumping rope, or even just turning on the radio and dancing along to whatever tunes come on. When you are done, think about which activities you liked best. If you've never really played basketball but found out that you like shooting free throws, for instance, think about going out for a team.



For more ways to Get Up and Go, visit us online at www.weeklyreader.com/getupandgo.

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Recipe for Health

Everybody wants to be healthy, but today's world is full of roadblocks. You know you should eat broccoli, for example, but it's a lot easier to buy French fries (and they taste better). You know you should exercise, but your friends are playing video games.

For many people, the temptation to indulge is irresistible. But all of that indulging is catching up with us.

In the United States, two out of three adults now weigh more than they should, according to the Centers for Disease Control and Prevention (CDC). More than 30 percent of Americans over 20 have so much body fat that they're considered obese. Only half as many adults were obese in the 1980s.

Young people are also getting way too heavy. The proportion of overweight kids between the ages of 6 and 11 more than doubled in the past 2 decades, according to CDC data, from 7 percent to nearly 19 percent. Over the same period, the proportion of overweight teens more than tripled, from 5 percent to 17 percent. Healthy body weight is evaluated in terms of a number known as your body mass index, or BMI. You can check out whether you or a family member is overweight by plugging some numbers into a calculator at an online site (see sidebar: "Understanding Body Mass Index").

These statistics are alarming because weighing too much increases the risk for heart disease, diabetes, cancer, sleeping troubles, and other **health** problems (see "Packing Fat"). People form lifelong eating habits when they're still kids. And studies show that overweight children tend to become overweight adults. Indeed, some kids are already developing weight-related diseases such as type 2 diabetes, which used to show up only in adults.

"Children are primed to learn about eating," says Susan Johnson, a pediatric nutritionist at the University of Colorado-Denver School of Medicine. "We need to start young with healthy habits."

And it's not as hard as you may think. Research shows there are plenty of simple things you can do to eat better, control your weight, and improve your **health**, even while you're still a kid.

How do you start? Focus on three things: when, what, and how much.

The 'when'

There's no single explanation for why kids' waistlines have been expanding, according to experts. The problem is more complicated than that.



Recipe for Health

For one thing, food is everywhere, almost all the time: from candy in school vending machines to popcorn at the movies. Fast-food restaurants are convenient and cheap. All too often, one meal runs into the next.

"It is practically impossible to avoid opportunities to eat," Johnson says. "I'm only 49, but when I was a child, people did not eat all day long."

Johnson, who studies eating behaviors, recommends eating three solid meals every day, and adding no more than two or three snacks to that total. Keep in mind, she says, that snacks include not only solid foods but also beverages such as juice and soft drinks.

Eating should be part of your daily routine, she says, just like brushing your teeth, practicing an instrument, or doing homework. For eating, just as for each of these other activities, there should be a definite time to begin and end.

That routine should start with breakfast, suggests a recent study by researchers from the University of Minnesota School of Public **Health**. For a large number of kids, it doesn't. Between one in four and one in eight children and teenagers regularly skip the first meal of the day, these researchers estimate. Previous studies have linked skipping breakfast to poorer grades--possibly, in part, because it's hard to think well when you're low on energy.

To investigate the effects of breakfast on weight, the Minnesota researchers followed 2,200 adolescents for 5 years. At the end of their study, they found that kids who ate breakfast tended to gain the least weight. Breakfast diners also tended to eat healthier foods and to exercise more than kids who skipped breakfast.

Scientists haven't proved that eating breakfast causes people to stay slimmer. But starting the day with a bowl of cereal or eggs and toast is clearly linked to better **health**.

Studies suggest that if you skip breakfast, Johnson says, "you more than make up for it in the later part of the day."

The 'what'

What you eat matters as much as when you eat. You probably know that an apple is more nutritious than a cookie. But supposedly healthy foods, such as granola bars and yogurt, can also lead to weight gain if you don't pay attention to how much sugar they contain.



Recipe for Health

Sugar is full of calories. We need the energy those calories provide to fuel our activities and the bodily processes that keep us healthy. But our bodies turn excess calories into body fat.

Reading nutrition labels can help you find the right balance. Try not to eat too many foods that list sugar or corn syrup (a sweetener) as one of the first ingredients. And watch out for high carbohydrate counts (see sidebar: "Understanding Major Nutrients").

You might also want to cut down on potato chips and other salty snacks. In 1997, researchers recorded everything 2,000 kids ate and drank for a solid week. All the participants were between 4 and 18 years old at the time of the study. Recently, scientists from St. George's University in London analyzed records from that study.

The researchers found that kids who ate more salt also drank more soft drinks, which are full of sugar but empty of nutrition. One behavior doesn't necessarily cause the other. But by eating fewer salty foods, the researchers concluded, kids might be able to cut out lots of unnecessary--and potentially fattening--calories.

Thinking too much about ice cream, onion rings, and all the other things you shouldn't eat is a sure way to fuel cravings for those foods, according to researcher Brian Wansink, who is executive director of the U.S. Department of Agriculture's Center for Nutrition Policy and Promotion.

Focusing instead on what you can have is a better strategy, he says in his book *Mindless Eating: Why We Eat More than We Think*. Wansink encourages kids to have one fruit and one vegetable with every meal.

You can fit in only so much food at one sitting, he says. Adding healthy foods to your plate can keep you from filling up on the unhealthy stuff.

One of the best ways to avoid eating junk food, Wansink adds, is to stop keeping it in your house. That's something you might want to tell the adults you live with: Studies show that the person who buys and prepares food for a household controls 73 percent of what the family eats.

The 'how much'

Determining how much you need is the final piece of the eating-well puzzle. This is often easier said than done.

Recipe for Health

In a study published this year, Wansink and his colleagues asked more than 250 people how they decided when to stop eating at mealtime. Thinner people tended to stop when they were full. Heavier ones, however, said they generally stopped when they'd eaten everything on their plates.

That can be a big problem, Wansink notes, because we're often served far more food than we need--at home and in restaurants. And overeating can start early. In one study, 5-year olds ate 26 percent more food when they were given bigger servings.

Wansink has turned up similar results with grown-ups. He took a group of adults who had just finished a meal and offered to let them watch a movie. Popcorn was offered to everyone during the movie. It wasn't good popcorn--in fact, it was stale. Nevertheless, people ate 53 percent more popcorn when given a large bucket instead of a medium-size one. In other studies, he found that people served themselves more food and went on to eat more food when they were given larger plates or bowls.

Using smaller dishes is an easy way to prevent mindless overeating. So is turning off the television. Not only does watching TV automatically make many people want to start chowing down, Wansink says, but it also distracts them from paying attention to how much they've eaten.

The average person makes more than 200 decisions about food every day, according to Wansink's research. With a little thought and planning, you can make those decisions smart ones.

Junk food, like chips, candy, and cookies, are easy to snack on--and often yummy. But they can pile on the calories and lead kids to become overweight. iStockphoto

Choosing when to eat should become a routine, like brushing your teeth. Even a burger between meals can be bad for the waistline. And a burger alone--even at meal time--does not offer the proper balance of nutrients you need. iStockphoto

Food is everywhere, but the smart thing to do is snack on items that offer vitamins and fiber--like this apple--not just sugar, like cupcakes, or salty and fatty foods, like French fries. iStockphoto

Eating well means stopping when you're no longer hungry, and including a fruit and vegetable with every meal--even when you're out picnicking. iStockphoto

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By Emily Sohn

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## Adults cut back fast food, but U.S. kids still eat too much fat: CDC

Thu, Feb 21 2013

By Susan Heavey

WASHINGTON (Reuters) - American adults have made a little progress in recent years in cutting back on calories from fast food, but children are still consuming too much fat, U.S. health researchers say.

French fries, pizza and similar items accounted for about 11 percent of U.S. adults' caloric intake from 2007 to 2010, on average, down from about 13 percent between 2003 and 2006, the Centers for Disease Control and Prevention said in one of two reports released on Thursday.

Younger adults, black Americans and those who are already obese consumed the highest amounts of such food, which is often high in fat, salt and calories that can doom waistlines.

The CDC found in a separate report that while American children, on average, are consuming fewer calories overall than they used to, the percentage of their calories from artery-clogging saturated fat was still above optimal levels.

Recommended U.S. guidelines suggest that no more than 10 percent of one's daily calories should come from such fat, but American youth took in between 11 percent and 12 percent from 2009 to 2010, data from the CDC's National Center for Health Statistics showed.

Americans' diets and weight is a source of constant scrutiny and research in a country where two-thirds of the population is considered overweight or obese. According to the CDC, 36 percent of U.S. adults, or 78 million, and 17 percent of youth, or 12.5 million, are obese. Another third are overweight.

The slight decline in fast food consumption among adults reflects a growing trend toward healthier options. Many food and beverage companies have revamped their products or created new, healthier options to account for the shift in consumer tastes.

Still, Americans lead the world in calorie consumption. Portion sizes also have increased over the years, coupled with an increasingly sedentary lifestyle, have added up to extra pounds. Complications from obesity include diabetes, heart disease, arthritis and some cancers.

"Previous studies have reported that more frequent fast-food consumption is associated with higher energy and fat intake and lower intake of healthful nutrients," CDC wrote.

### Adults cut back fast food, but U.S. kids still eat too much fat: CDC

Young black adults are especially a concern. Those aged 20 to 39 get more than one-fifth, or 21 percent, of their calories from fast food versus whites and Hispanics in the same age group who get about 15 percent from such foods, CDC found.

Obese and overweight adults also ate more fast food, it added.

Healthy weight is calculated by measuring body mass index, or BMI, using height and weight. For example, a 5-foot, 6-inch (1.7 meter) woman weighing 186 pounds (84 kilograms) would be considered obese as would a 6-foot (1.8 meter) man weighing 221 pounds (100 kilograms).

The CDC also said that American boys aged 2 to 19 took in about 2,100 calories daily during 2009 and 2010, a drop from 2,258 calories in 1999-2000. Girls saw their daily caloric intake fall to 1,755 from 1,831 during the same timeframe.

It is not yet clear how the recent change has affected childhood obesity rates, the agency added. Among the other findings:

- The consumption of calories from fast food "significantly decreased" with age;
- Fast food consumption was about the same for low-income and higher-income adults;
- More children are eating more protein, except for black girls;
- Carbohydrate consumption is lower among white boys and girls as well as black boys.

(Editing by Doina Chiacu)

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Articles for Research Folders

(For Teacher Reference)

**Bullying Research Folder**

- Carmen Morais, “Bullies Behind Bars,” *Scholastic News Choices*, October 2012. Print.
- “Cyberbullying Statistics,” [www.bullyingstatistics.org](http://www.bullyingstatistics.org).
- Elizabeth Larson and Justin O’Neill, “Is the Cafeteria Ruining Your Life?” *Scholastic Scope*, November 18, 2012. Print.

**Glossary for Bullying Research Folder**

| Article: “Bullies Behind Bars”      |                                                  |
|-------------------------------------|--------------------------------------------------|
| cyberbullying                       | the electronic posting of mean-spirited messages |
| criminalize                         | to make illegal                                  |
| empathetic                          | showing understanding                            |
| grappling                           | struggling through                               |
| torment                             | inflicting pain                                  |
| Article: “Cyberbullying Statistics” |                                                  |
| camaraderie                         | a spirit of friendly companionship               |
| petition                            | a formal written request                         |
| tolerant                            | showing the capacity to endure pain or hardship  |



Bullies Behind Bars

*Your Community*

# Bullies behind bars?

By Carmen Morais

**Laws making bullying a crime are becoming the go-to solution. Instead of detention, kids could land in jail. Will harsh punishments stop the bullying epidemic?**

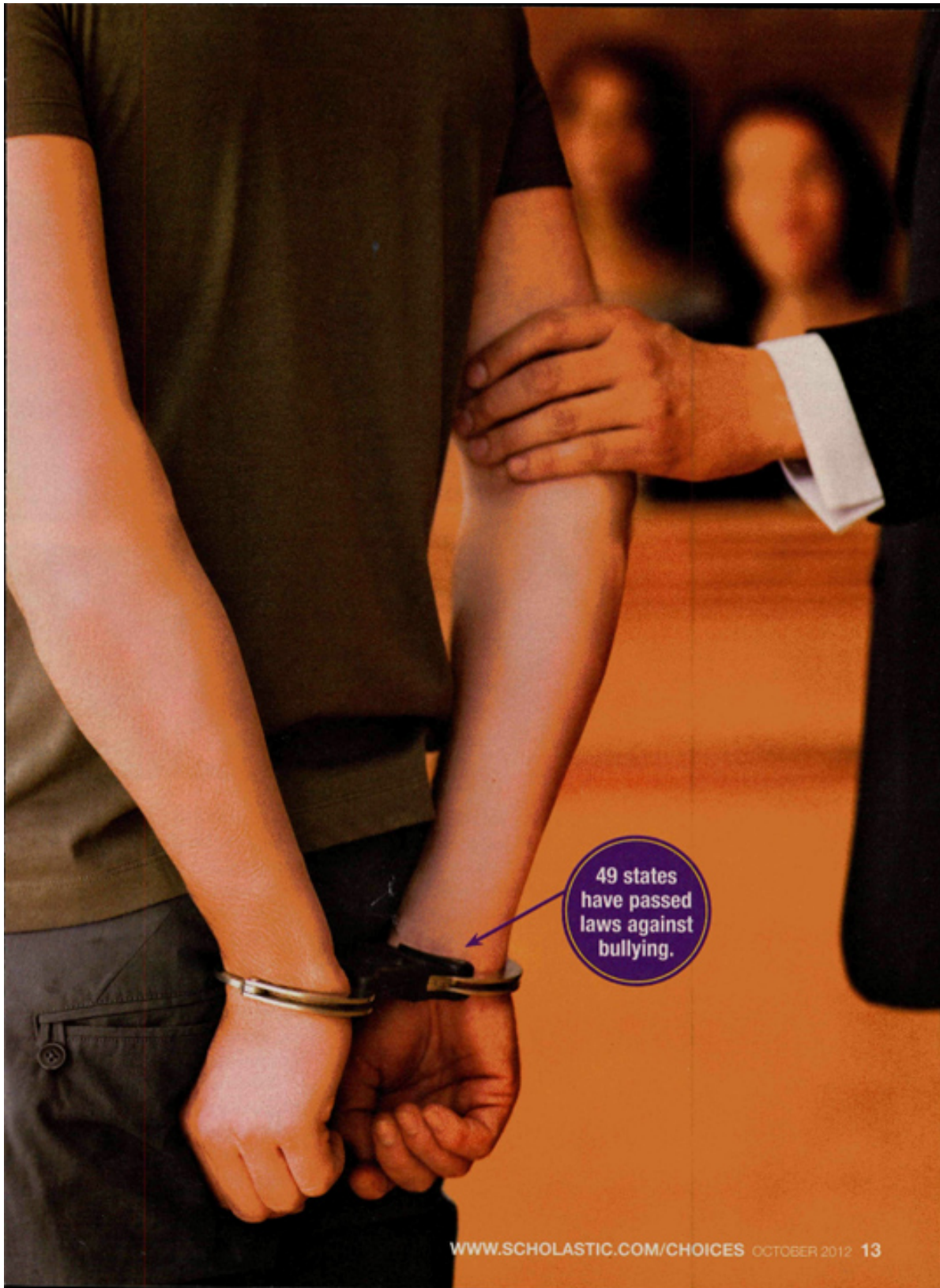
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12 CHOICES OCTOBER 2012



Bullies Behind Bars







## Bullies Behind Bars

On a cold January day in 2010, 15-year-old Phoebe Prince was walking home from her high school in South Hadley, a small town in Massachusetts. Suddenly a car pulled up beside her. It was filled with kids from her school—the last people on earth Phoebe wanted to see. As Phoebe quickened her step, one of the girls threw a soda can at her, shouted an obscene insult, and laughed as the car screeched away.

For more than three months, this girl and her friends had been tormenting Phoebe, a recent immigrant from Ireland. They stalked her through the school hallways, called her names, encouraged other kids to exclude and harass her, and threatened to beat her up. The abuse continued on Phoebe's Facebook wall, where the girls posted cruel messages and humiliating rumors. Phoebe had told her mother about the harassment, and her mother had complained to the school. But the torment went on. That afternoon, after Phoebe got home, she texted her friend:

"I can't do it anymore."

Later that night, Phoebe killed herself.

Phoebe's suicide devastated her family and shocked her small town. But it was what happened next that made headlines around the country. Within weeks, the

1



2



kids who had bullied Phoebe—four girls and one boy—were arrested. They were charged with crimes that included stalking and harassment. If found guilty, the students faced as many as 10 years in jail.

Their arrests sparked a heated national debate.

Yes, what happened to Phoebe was a tragedy, and her tormentors should be punished. But did they deserve to go to jail? Would a law have stopped them?

Today, nearly three years later, the controversy rages on.

### A Staggering Problem

Bullying has always been a fact of life in American schools. For generations, people accepted that bullying was simply a part of growing up. Some kids were going to be bullied—those who were different, brainy, awkward, eccentric—and this was just an unavoidable part of childhood, like falling off a bicycle.

But in recent years, attitudes have changed. Study after study has shown how deeply damaging bullying can be. And many believe that the problem has





## Bullies Behind Bars



**1. South Hadley High School, where Phoebe Prince and her tormentors were classmates**

**2. Phoebe, age 15**

**3. A candlelight memorial ceremony to honor Phoebe after her tragic suicide**



### Phoebe's suicide devastated her family and shocked her small town. But it was what happened next that made headlines around the country.

become more widespread. Today, nearly 30 percent of all teens report that they have been bullied. For gay teens, the scope of the problem is truly staggering—9 out of 10 gay teens say they have been bullied in school, often violently and relentlessly.

Many states and schools have been struggling to address the problem, mainly through education programs. But Phoebe's case triggered a national outcry for stronger action.

Within months of Phoebe's death, Massachusetts passed

laws that make bullying a crime punishable by jail time. Since then, 49 out of 50 states have passed antibullying laws. Many of the laws require school districts to provide antibullying education and to enforce strict punishments for bullying. But seven states go much further by **criminalizing** bullying. In North Carolina, for instance, a teen who creates a fake online profile and then uses it to

bully someone can be arrested. In Massachusetts, continually harassing someone—as Phoebe's tormentors did to her—is now officially a crime that could lead to a jail sentence. In states with these laws, kids found guilty of bullying crimes could end up with criminal records, which they would be required to reveal on college and job applications.

#### Failure to Protect

Many of the people supporting these tough state laws are parents of victims and the teen victims themselves, like 15-year-old Chelsea Little and her mother, Angela Stagge. Chelsea had been bullied since middle school—harassed in school and on Facebook. Yet her mother's repeated complaints to the school did no good. The abuse continued, until Chelsea finally left school and completed ninth grade online. This summer, the Stagge family





## Bullies Behind Bars

### AMERICA'S MOST WANTED?



These are the teens, pictured in court, after they were arrested for what prosecutors called the "unrelenting" bullying of Phoebe Prince. From left to right: Ashley Longe, Sean Mulveyhill, Kayla Narey, Sharon Chanon Velazquez and Flannery Mullins

moved to a neighboring town so Chelsea could go to a new school.

Chelsea's experience led her mother to believe that many schools aren't adequately equipped to protect victims of bullying. "It's too big a problem for the schools to handle," Stagge says. The organization she founded, Bullying for a Change, is devoted to pressing for tougher state laws, which Stagge believes will protect other kids from the suffering Chelsea and others have had to endure.

But many experts don't believe that tougher state laws are the solution. Many studies have shown that effective bullying programs focus not on punishment, but on changing the social climate of the school. These programs are designed to make kids more **empathetic**, more accepting of differences, and more likely to stand up if they see a friend being picked on.

The best programs are often led by students, like one in Canal

Winchester Middle School in Ohio. There, it's the teens who speak up at assemblies about bullying and are recognized when they act as peacemakers. There's even a "wall of courage," where everyone is asked to share his or her thoughts about life and friendship. It is **prominently** located in the school's main hallway.

In the truly effective programs, bullies are punished, but in ways that have an immediate impact on their lives in and out of school. Students who harass other kids are yanked from activities, fired from school plays, banned from dances, and kicked off sports teams. Justice is swift. The message is clear to everybody: Being mean is not tolerated. Such punishments, say experts, are far more likely to "cure" a bully or discourage the behavior in the first place than are being arrested or sent to jail. In fact, arresting kids and putting them into the justice system can backfire, says

**These five young people have paid a high price for what they did to Phoebe. The publicity made it impossible for them to remain in school.**

Sameer Hinduja, co-director of the Cyberbullying Research Center. "Research shows that kids who are labeled as criminals often start to believe that they are criminals," he says. "Instead of changing for the better, they often commit more crimes."

#### Getting Justice

But what about extreme cases? Laws already exist to ensure that violent crimes are not tolerated. Nadin Khoury of Upper Darby,

SEP PHOTOGRAPHY, S. GORDON, POOL, JEFFREY L. CHASE, STEVE HENNINGSON/LANDOW, SEAN MULVEYHILL, SEP PHOTOGRAPHY, S. GORDON, POOL, SHARON CHANON VELOZQUEZ, S. GORDON, POOL, FLANNERY MULLINS, SEP PHOTOGRAPHY, S. GORDON, POOL, THE REPUBLICAN PHOEBE PRINCE





## Bullies Behind Bars

Pennsylvania, was often picked on because of his small size. In January 2011, the 13-year-old was ambushed. Six classmates took turns kicking, beating, and dragging Nadin through the snow, while a seventh kid videotaped the 30-minute attack. The vicious ordeal ended only when a woman drove by and chased the gang away.

The next day, the police arrested Nadin's attackers, hauling them out of school in handcuffs. They were charged with kidnapping and assault. Two went to jail; the others received probation. All now have criminal records.

As for Phoebe's tormentors, the serious charges against them were eventually dropped, though all received probation for their crimes. Newspaper articles revealed that Phoebe had been **grappling** with emotional problems even before the bullying began. Though nobody questioned that the bullying caused Phoebe terrible distress, there wasn't enough evidence to directly connect the bullying to Phoebe's death.

But these five young people have paid a high price for what they did to Phoebe. The publicity made it impossible for them to remain in school. Their friends turned away from them. They received death threats from strangers around the country. Reporters camped outside their homes. When any of them appeared in public, crowds hurled insults at them.

They became national outcasts, bullied by the world just as they had bullied Phoebe.

Some might say this was punishment enough.

### Expert Talk

## How to NOT be a bully

**You can destroy someone's life by being mean—as well as your own. Follow these simple steps to stay on the kind side.**

**DON'T** send or forward mean text messages or spread cyber-rumors—even if you're just fooling around.

**DO** speak up if your friends are doing it. It's not enough to ignore teasing or cruelty.

**DON'T** post or forward real or edited images or videos to try to hurt or upset someone. Not only is it mean, but it could be illegal.

**DO** delete any embarrassing or negative pictures or videos that get sent your way—even if you don't know the person they're about.

**DON'T** share personal information about another person. In some states, you could be arrested for it.

**DO** a reality check. If you think something may have gone too far, it probably has. Err on the side of caution.

**DON'T** make fun of someone online or log in to somebody else's Facebook or e-mail account. Posting hurtful or threatening comments is cyberbullying, and it's considered a crime in many states.

**DO** make sure you always log out of your accounts before you walk away from the computer. And never, ever share your passwords, even with your best friend.





## Is the Cafeteria Ruining Your Life?

Debate

**ESSAY KIT**  
What you need to  
write a perfect essay

# Is the Cafeteria Ruining Your Life?

Students say the cafeteria is the top spot for fighting, bullying, and drama. **Is assigned seating the answer?**

By Justin O'Neill and Elizabeth Larsen

**K**ate Allen will never forget the day in seventh grade when "the list" went up. She stepped into the cafeteria for lunch—her favorite part of the day—at Black River Falls Middle School in Wisconsin. And that's when she saw it.

"Assigned seating?" she croaked, staring at a paper taped to the wall. She scanned the room for her assigned table, desperately hoping to see at least *one* friend there. But no, it was a group of strangers.

*It's not fair!* she thought.

### The Hunger Games Arena

Fair or not, Principal David Rooou thought assigned seating was worth a try. The cafeteria had become ground zero for gossip, bullying, and fighting. Kids routinely wandered the room looking for a seat, choking back tears when no one would let them join a table.

For most kids, lunch is a time to catch up with friends, relax, and



trade Twinkies for chips. But for others, it is a time of acute anxiety, when simply finding a seat is a daily humiliation. For these kids, the lunchroom can feel more like the Hunger Games arena than what it should be—a much needed break from school-day stress.

Why is the cafeteria so crazy? First, there are the cliques: Band kids eat with band kids, soccer players with soccer players, and so on. If you're not in a group, it can be hard to feel welcome. Then there is the rock-concert-level noise and

rowdiness (flying french fries, milk squirting out noses, etc.). Without close adult supervision, chaos erupts—and cafeterias can turn into bullying hotspots.

### Sense of Camaraderie

At Black River Falls, a computer program randomly assigns students to tables, guaranteeing everybody a seat. (Assignments are rotated every few weeks.) This way, students must interact with kids they wouldn't normally hang out with. Rooou says the system has built a school-wide

ILLUSTRATION BY RJ MATSON





## Is the Cafeteria Ruining Your Life?

sense of camaraderie.

Students didn't see the benefits—at least not at first. They circulated a petition to end assigned seating. Parents called to complain. As for Kate? She scarfed down her food so she could get out of there as fast as possible.

### Other Options

Assigned seating does have its drawbacks. Lunch is one of the few chances students have to socialize. Is it so unreasonable for kids to want to spend it with their friends?

Besides, there are other solutions to cafeteria drama. At South View Middle School in Minnesota, for example, students sit at round tables rather than rectangular ones. That way, everyone can see and hear each other, and fewer kids feel left out of conversations.

Another option is "Mix It Up at Lunch Day." Once a year, every student must sit with someone new at lunch. The idea is that interacting with kids from another social group will make you more tolerant of differences, and reduce bullying and prejudice. Thousands of schools participate in this program. It's successful, but it's just one small step in changing cafeteria culture.

Assigned seating goes a lot further than that. Just look at Black River Falls. Today, the cafeteria is much calmer and nearly bullying-free. Even Kate, now an adult, has changed her tune. "I gained a new perspective," she says. "I met kids I had never had the chance to talk with. I made new bonds." ●

## What Do You Think?

### Should cafeterias have assigned seating?

Use evidence from the article to support each side of this debate. Write the information on the lines below.



## YES

**BULLYING IS OFF THE MENU!**

1 It would cut down on cliques in the cafeteria.

2

3

## NO

**FREEDOM TO CHOOSE!**

1

2

3

**EXAMINE POINTS ON BOTH SIDES—AS WELL AS YOUR OWN BELIEFS AND EXPERIENCES.** Decide what you think. State your opinion in one sentence below. This can become the thesis statement for an argument essay on this topic.

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EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 2: Lesson 17**

## **End of Unit 2 Assessment: Final Draft of Literary Argument Essay**



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)                                                                                                                                                                                                                                                                                  |                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <p>I can use correct grammar and usage when writing or speaking. (L.6.1)</p> <p>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)</p> <p>With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.6.5)</p> |                                                                                                                    |
| Supporting Learning Targets                                                                                                                                                                                                                                                                                                             | Ongoing Assessment                                                                                                 |
| <ul style="list-style-type: none"><li>• I can use the Literary Argument Essay Rubric to provide kind, specific, and helpful feedback to my peers.</li><li>• I can use teacher feedback to revise my argument essay to further meet the expectations of the Literary Argument Essay Rubric.</li></ul>                                    | <ul style="list-style-type: none"><li>• End of Unit 2 Assessment: Final Draft of Literary Argument Essay</li></ul> |



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Independent Reading (5 minutes)</li><li>Unpacking Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Mini Lesson: Addressing Common Errors (10 minutes)</li><li>Peer Critique: Draft Literary Arguments (10 minutes)</li><li>Essay Revision (16 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Collecting End of Unit Assessments (2 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>If you haven't done so already, finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners.</li><li>Continue reading your independent reading book for this unit at home.</li></ol></li></ol> | <ul style="list-style-type: none"><li>This lesson is an opportunity for students to review and revise their essays to meet the expectations of the Literary Argument Essay Rubric.</li><li>In advance, be sure to have reviewed students' first drafts (from Lesson 14) against Rows 1 and 3 of the rubric. Give specific positive feedback for at least one thing each student did well. Provide at least one specific area of focus for each student for revision.</li><li>This lesson includes 5 minutes to address common mistakes you noticed while reviewing student essays. A sample structure is provided here. Focus the lesson on one specific common convention error you noticed as you assessed students' drafts.</li><li>Some students may need more help with revising than others. There is space for this during the revision time.</li><li>If students used computers in Lessons 13 and 14 to write their first draft, allow them to use computers to revise.</li><li>Some students may not finish their final draft during this lesson. Consider whether to allow them to finish their essays at home and hand them in at the beginning of the next lesson.</li><li>Post: Learning targets and Peer Critique guidelines (see supporting materials)</li><li>Review: Concentric Circles and Peer Critique protocols (Appendix)</li></ul> |



| Lesson Vocabulary | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| peer critique     | <ul style="list-style-type: none"><li>• <i>Bud, Not Buddy</i> (book; one per student)</li><li>• End of Unit 2 Assessment Prompt: How Does Bud Use His Rules—To Survive or To Thrive? Argument Essay (from Lesson 9; included again in this lesson for Teacher Reference; one per student and one to display)</li><li>• Literary Argument Essay Rubric (from Lesson 12)</li><li>• Peer Critique Guidelines (one to display)</li><li>• Stars and Steps recording form (one per student)</li><li>• Students' draft argument essays (collected in Lesson 14; with teacher feedback and a specific leading question/suggestion)</li><li>• Rows 1 and 3 of Literary Argument Essay Rubric (collected in Lesson 14; students' self-assessments reviewed by the teacher)</li><li>• Materials for student writing (computers or lined paper)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Engaging the Reader: Independent Reading (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Concentric Circles:<ol style="list-style-type: none"><li>1. Remind students of the focus question for their independent reading: “Who is the intended audience of your book? Why do you think that?”</li><li>2. Split the group in half. Have half the group make a circle facing out.</li><li>3. Have the other half make a circle around them facing in.</li><li>4. Invite students on the inside circle to share the audience of their book and why they think that with the person opposite them on the outside circle.</li><li>5. Invite students on the outside circle to do the same.</li><li>6. Invite students on the inside circle to move two people to the right to do the same thing again.</li><li>7. Repeat until students have spoken to three people.</li></ol></li></ul>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their novels <i>Bud, Not Buddy</i>. Display the End of Unit 2 Assessment Prompt: <i>How Does Bud Use His Rules—To Survive or To Thrive?</i> Argument Essay (originally distributed in Lesson 9).</li><li>• Invite the class to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can use the Literary Argument Essay Rubric to provide kind, specific, and helpful feedback to my peers.”</li><li>* “I can use teacher feedback to revise my argument essay to further meet the expectations of the Literary Argument Essay Rubric.”</li></ul></li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “Given what you have been learning from looking at the model essay and the rubric, and from planning your own essay, what do you want to focus on as you revise?”</li></ul></li><li>• Emphasize that writing well is hard, and revision is important to make one’s message as clear as possible for one’s readers. Encourage students and thank them in advance for showing persistence and stamina. Revising is difficult, but it is one of the things that can help make a good essay great.</li></ul> | <ul style="list-style-type: none"><li>• The review of the learning targets is yet another identifier of what is expected on the student essays.</li><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students' Needs |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Mini Lesson: Addressing Common Errors (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that you noticed a common error in their essays (for instance, comma splices or inconsistent capitalization).</li><li>• Display an example of the error. Explain why it is incorrect.</li><li>• Model how to revise and correct the error.</li><li>• Check for understanding. Ask students to give you a thumbs-up if they understand the error and how to fix it when revising, or a thumbs-down if they don't understand fully.</li><li>• If many students give a thumbs-down, show another example of the error. Ask students to think about how to fix it.</li><li>• Cold call a student to suggest how to correct it. If the answer is incorrect, clarify. Again ask students to give you a thumbs-up or thumbs-down. If some students are still struggling, consider checking in with them individually.</li><li>• Tell students that they will be getting their essays back now with specific feedback. Ask them to look over the comments and make sure they understand them. Invite students to raise their hands to ask questions if they have them. Alternatively, create a "Help List" on the board and invite students to add their names to it if they need questions answered.</li><li>• Return students' draft essays with your feedback and their self-assessments from Lesson 14.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>B. Peer Critique: Draft Literary Arguments (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that a <i>peer critique</i> is when we look over someone else's work and provide them with feedback. Explain that peer critiquing must be done very carefully because we want to be helpful to our peers so they can use our suggestions to improve their work. We don't want to make them feel bad. Post the <b>Peer Critique guidelines</b>:             <ol style="list-style-type: none"> <li>Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.</li> <li>Be specific: Focus on particular strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into <i>why</i> it is good or what, specifically, you like about it.</li> <li>Be helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.</li> <li>Participate: Peer critique is a process to support each other, and your feedback is valued!</li> </ol> </li> <li>Display the <b>Literary Argument Essay Rubric</b> and ask students to refer to their own copies.</li> <li>Focus students on the second row, Command of Evidence. In Column 3, highlight/underline this section: "Develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s)."</li> <li>Invite students to read each part of this section of the rubric aloud with you. Tell them that during the peer critique time they will be focusing on this specific element of someone else's argument essay.</li> <li>Emphasize that their job is to make sure that their peers' use of evidence and organization is strong. Distinguish peer critique from proofreading. It is fine if they catch errors in each other's work. But the goal is to make the thinking in the writing as strong as possible.</li> <li>Tell students that they will present feedback in the form of stars and steps. Remind them that they have done this in the first module. Today they will give one "star" and one "step" based on Row 3 of the rubric.</li> <li>Briefly model how to give "kind, specific, helpful" stars. Be sure to connect your comments directly to each row of the rubric. For example: "You have used three details from the novel to support your claims."</li> <li>Repeat, briefly modeling how to give "kind, specific, helpful" steps. For example: "Can you find a detail from the novel to support that claim?"</li> </ul> | <ul style="list-style-type: none"> <li>The use of leading questions on student essays helps struggling students understand what areas they should improve on before submitting their essay again.</li> <li>Set up peer critiquing very carefully to ensure students feel safe giving and receiving feedback. Students must be given a set of clear guidelines for behavior, and they need to see the teacher model how to do it successfully. Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying what a strong piece of writing should look like. Students can learn from both the strengths and weaknesses that they notice in the work of peers.</li> </ul> |





| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Emphasize that it is especially important to be kind when giving steps. Asking a question of the writer is often a good way to do this. "I wonder if ...?" "Have you thought about ...?"</li><li>• Distribute the <b>Stars and Steps recording form</b>. Explain that today, students will record the star and step for their <u>partner</u> on this sheet so that their partner can remember the feedback he or she receives. They are to write the name of their partner at the top of their paper.</li><li>• Pair up students. Invite pairs to swap essays and to spend 3 minutes reading them in silence.</li><li>• Ask students to record a star and step for their partner on the recording form. This form is designed to help them remember the feedback they want to give to their partner from the peer critique. Circulate to assist students who may struggle with recording their feedback.</li><li>• Ask students to return the essay and Stars and Steps recording form to their partner and to explain the star and step they recorded for their partner. Invite students to question their partner where they don't understand the star and step they have been given.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs |
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| <p><b>C. Essay Revision (16 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to apply their self-assessment at the end of Lesson 14, the mini lesson, the stars and steps from the peer critique, and the feedback given on their draft to revise their essay.</li><li>• If using <b>computers</b> to word process, students can review and revise. If handwriting, students will need <b>lined paper</b> to write a best copy of their essay, incorporating the feedback and learning from the mini lesson.</li><li>• Circulate around the room, addressing questions. Consider checking in first with students who need extra support to make sure they can use their time well.</li><li>• When a few minutes are left, if students are working on computers, ask them to save their work.</li></ul> |                         |
| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs |
| <p><b>A. Collecting End of Unit Assessments (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Give students specific positive praise for perseverance you observed. Collect the final drafts from those students who feel that they have finished (plus all of their organizers and planners).</li><li>• Based on whether you want this to be a timed assessment, consider giving students who still want more time the option of finishing their essay for homework.</li></ul>                                                                                                                                                                                                                                                                                                                                      |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs |
| <p>A. If you haven't done so already, finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners.</p> <p>B. Continue reading your independent reading book for this unit at home.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A: Unit 2: Lesson 17

## Supporting Materials



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*Learning Targets*

*I can cite text-based evidence to support an analysis of literary text. (RL.6.1)*

*I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)*

*I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)*

Focusing question: How does Bud use his “rules” to help him: to *survive* or to *thrive*?

In the novel *Bud, Not Buddy*, the main character, Bud Caldwell, creates a set of rules to live by that he calls “Caldwell’s Rules and Things for Making a Funner Life and Making a Better Liar out of Yourself.” These rules are Bud’s response to his life experiences.

In this assessment, you are asked to write a literary argument essay in which you will establish a claim about whether Bud uses those “rules to live by” to help him survive or thrive in his life. You will establish your claim in an introduction. Then to support your claim, you will use evidence about how Bud uses three of his rules. Finally, you will provide closure to your essay with a conclusion.

**In your essay, be sure to:**

- Write an introduction that presents your claim.
- Select three of Bud’s rules to support your claim.
- 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.



1. **Be kind:** Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
2. **Be specific:** Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
3. **Be helpful:** The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.
4. **Participate:** Peer critique is a process to support each other, and your feedback is valued!



.....  
**Name:**  
.....

**Date:**  
.....

**“Develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s).”**

**Star:**

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**Step:**

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EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A Unit 3: Overview



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Building on the background students learned in Unit 1 through reading *Bud, Not Buddy* and the Steve Jobs speech, as well as the study of “If” in Unit 2, students will write informative essays based on one of their personal “rules to live by.” At the start of the unit, students will be presented with three relevant real-world topics (bullying, healthy habits, and environmental stewardship) with which they likely have significant personal experience. Based initially on this personal experience, students will discuss how those issues might translate into “rules to live by.” Then students will consider what it will take to truly inform others about their potential rules, given that personal experience is rarely sufficient to be a true expert on a topic. Ultimately, their “rules” will need to be informed by evidence. This emphasis on evidence will serve as the launch of a short research project. Students will be organized into “research teams” around one of the three real-world topics that most

interests them. In these research teams, students read about their topic, gathering relevant information to support their possible rule. Across multiple lessons, they use a Researcher’s Notebook to add information they gather and then answer focusing questions. The research skills taught in this unit are modeled through a class research project (about the importance of reading every day). This unit also has a heavy emphasis on speaking and listening skills. At the start of the unit, the teacher will model good habits of discussion. Throughout the unit, students will participate in a series of discussion groups as they research their topic. Each discussion revolves around a focusing question; the teacher tracks students’ mastery of speaking and listening skills using a Discussion Tracker. As a part of the mid-unit assessment, over the course of two lessons, the teacher will use the same tracker to assess students’ speaking and listening skills.

#### Guiding Questions And Big Ideas

- **What are rules to live by?**
- **How do people formulate and use “rules” to lead better lives?**
- **How can a “rule to live by” be supported with research-based evidence?**
- *Individuals develop their own “rules to live by” based on their experiences.*
- *“Rules to live by” can be supported through research and evidence.*
- *Researchers discuss their findings with one another to build their knowledge and understanding.*





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| Mid-Unit 3 Assessment    | <p><b><i>Summarizing, Analyzing and Discussing Research</i></b></p> <p>This is a two-part assessment that centers on standards NYSP12 ELA CCLS RI.6.1, RI.6.2, and SL.6.1. Over the course of two lessons (Lessons 3 and 4), students participate in a discussion with their peers centered on a focusing question: “Should our rules to live by be personal choice or made into laws?” For this part of the assessment, the teacher uses a Discussion Tracker, introduced to students in an earlier lesson, to track their mastery of discussion skills built from SL.6.1. During Lesson 4, students read a new informational article related to the class research topic. Students summarize the article and then choose the evidence that best supports the claim made by the model essay. This part is a reading assessment: The purpose is for students to demonstrate their ability to summarize an informational article and choose evidence to support a claim. When appropriate, select students may demonstrate these skills without writing by presenting the summary verbally and highlighting their choice of evidence from the text.</p>                                                |
| End of Unit 3 Assessment | <p><b><i>Draft of Essay to Inform: “My Rule to Live By”</i></b></p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9. Students write their best first draft of their essay to inform, “My Rule to Live By” (Students have worked in small “research teams” to research a topic and gather evidence. They have worked in partnerships to study a model text and plan the structure of their essay.) Because this is a writing assessment, students should write this first draft independently.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Performance Task         | <p><b><i>Essay to Inform: “My Rule to Live By”</i></b></p> <p>After studying the “rules to live by” of Bud in <i>Bud, Not Buddy</i>, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), students will work in “expert groups” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Students will support their thinking with facts, definitions, concrete details, quotations, and examples. As their End of Unit 3 Assessment, students will write their best draft of this essay. They then will self-assess, peer-critique, and receive teacher feedback based on the NYS Grades 6–8 Expository Writing Evaluation Rubric (with which they are familiar from Module 1). Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NYSP12 ELA Standards RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1, and L.6.2.</p> |



### Content Connections

- This module is designed to address English Language Arts standards as students read literature and informational text about rules to live by and the Great Depression. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.
- Big Ideas and Guiding Questions are informed by the New York State Common Core K–8 Social Studies Framework: <http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>
- Because research teams will be studying different research questions, the content connections will vary between groups. The topics of “bullying” and “reading for a better life” are more focused on social studies curriculum. “Healthy habits” is focused on science curriculum. Environmental stewardship through “reduce, reuse, recycle” spans both social studies and science standards.

### NYS Social Studies Core Curriculum

4. Geography, Humans, and the Environment
  - Relationship between human populations and the physical world (people, places, and environments)
  - Impact of human activities on the environment
  - Interactions between regions, locations, places, people, and environment
5. Development and Transformation of Social Structures
  - Role of social class, systems of stratification, social groups, and institutions
  - Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
  - Social and political inequalities
  - Expansion and access of rights through concepts of justice and human rights
7. Civic Ideals and Practices
  - Basic freedoms and rights and responsibilities of citizens in a democratic republic
  - Role of the citizen in the community and nation and as a member of the global community
  - Civic participation and engagement
  - Respect for diversity
  - Civic ideals and practices in countries other than our democratic republic
  - Struggle for rights, access to citizenship rights, and universal human rights



### Science

The research project connects to a variety of science standards, dependent upon which topic students are researching: For “healthy habits,” this includes the human body; for “reduce, reuse, recycle,” this includes the availability and use of natural resources.

### Texts

Unit 3 involves a short research project with many additional informational texts. See specifically Unit 2, Lesson 16 for a complete list of texts students use for this research.



**This unit is approximately 2 weeks or 9 sessions of instruction.**

| Lesson          | Lesson Title                                                                                | Long-Term Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Supporting Targets                                                                                                                                                                                                                                                                                                                                                                             | Ongoing Assessment                                                        | Anchor Charts & Protocols                                                                                               |
|-----------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 1</b> | Researching Part 1: Reading for Gist and Gathering Evidence Using the Researcher's Notebook | <ul style="list-style-type: none"> <li>• I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>• I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>• I can pose questions that help me clarify what is being discussed. (SL.6.1c)</li> <li>• I can pose questions that elaborate on the topic being discussed. (SL.6.1c)</li> <li>• I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)</li> <li>• After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)</li> </ul> | <ul style="list-style-type: none"> <li>• I can find the gist of informational texts.</li> <li>• I can identify the main points in an informational text.</li> <li>• I can identify details relevant to my research question in an informational text.</li> <li>• I can respectfully have productive discussions with peers who have a different perspective and background than me.</li> </ul> | <ul style="list-style-type: none"> <li>• Researcher's notebook</li> </ul> | <ul style="list-style-type: none"> <li>• Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li> </ul> |



| Lesson          | Lesson Title                                                                         | Long-Term Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Targets                                                                                                                                                                                                                                                                                                                                                                        | Ongoing Assessment                                                                                                                                                                                               | Anchor Charts & Protocols                                                                                             |
|-----------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 2</b> | Researching Part 2: Reading for Gist and Gathering Evidence Using the Research Guide | <ul style="list-style-type: none"><li>• I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li><li>• I can summarize an informational text using only information from the text. (RI.6.2)</li><li>• I can pose questions that help me clarify what is being discussed. (SL.6.1c)</li><li>• I can pose questions that elaborate on the topic being discussed. (SL.6.1c)</li><li>• I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)</li><li>• After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)</li></ul> | <ul style="list-style-type: none"><li>• I can find the gist of informational texts.</li><li>• I can identify the main points in an informational text.</li><li>• I can identify details relevant to my research question in an informational text.</li><li>• I can respectfully have productive discussions with peers who have a different perspective and background than me.</li></ul> | <ul style="list-style-type: none"><li>• Entrance ticket: Step Back and See the Big Picture</li><li>• Researcher's notebook</li><li>• Exit ticket: What Did You Learn in Your Focused Discussion Today?</li></ul> | <ul style="list-style-type: none"><li>• Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li></ul> |



| Lesson          | Lesson Title                                                                  | Long-Term Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Targets                                                                                                                                                                                                                                                                                                                  | Ongoing Assessment                                                                                                                                                                                                                                      | Anchor Charts & Protocols                                                                                             |
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| <b>Lesson 3</b> | Mid-Unit 3 Assessment, Part 1: Summarizing, Analyzing and Discussing Research | <ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can refocus or refine my question when appropriate. (W.6.7)</li> <li>I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)</li> <li>I can express my own ideas clearly during discussions. (SL.6.1)</li> <li>I can build on other's ideas during discussions. (SL.6.1)</li> </ul> | <ul style="list-style-type: none"> <li>I can get the gist of an informational text.</li> <li>I can identify details relevant to my research question in an informational text.</li> <li>I can respectfully have productive discussions with peers who have a different perspective and background from me.</li> </ul>               | <ul style="list-style-type: none"> <li>Researcher's notebook</li> <li>Whole Class Discussion Tracker for focused discussion</li> <li>Focused Discussion Self-Assessment exit ticket</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li> </ul> |
| <b>Lesson 4</b> | Mid-Unit 3 Assessment, Part 2: Summarizing, Analyzing and Discussing Research | <ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)</li> <li>I can express my own ideas clearly during discussions. (SL.6.1)</li> <li>I can build on others' ideas during discussions. (SL.6.1)</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>I can summarize an article on the importance of reading.</li> <li>I can explain how text evidence supports the claim about the importance of reading.</li> <li>I can respectfully have productive discussions with peers who have a different perspective and background from me.</li> </ul> | <ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text</li> <li>Whole Class Discussion Tracker for focused discussion</li> <li>Focused Discussion Self-Assessment exit ticket</li> </ul> | <ul style="list-style-type: none"> <li>Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li> </ul> |



| Lesson          | Lesson Title                                                                     | Long-Term Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Targets                                                                                                                                                                                                 | Ongoing Assessment                                                                                                                                                                                                                                           | Anchor Charts & Protocols                                                                     |
|-----------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Lesson 5</b> | Analyzing the Structure and Content of an Essay to Inform                        | <ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can use several sources in my research. (W.6.7)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>I can analyze the structure and content of a model essay about the importance of reading every day.</li> <li>I can outline “My Rule to Live By” essay to inform.</li> </ul> | <ul style="list-style-type: none"> <li>“The Importance of Reading Every Day” model essay annotations and highlighting</li> <li>Outline for “My Rule to Live By” essay to inform</li> <li>Structure and Content of an Essay to Inform anchor chart</li> </ul> | <ul style="list-style-type: none"> <li>Structure and Content of an Essay to Inform</li> </ul> |
| <b>Lesson 6</b> | End of Unit 3 Assessment, Part 1: Drafting Body Paragraphs of an Essay to Inform | <ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> </ul> | <ul style="list-style-type: none"> <li>I can analyze how a topic is developed in each body paragraph of the model essay.</li> <li>I can draft the body paragraphs of my essay to inform.</li> </ul>                | <ul style="list-style-type: none"> <li>Draft of essay to inform</li> <li>Self-assessment against Rows 1 and 2 of NYS Expository Writing Evaluation Rubric</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Structure and Content of an Essay to Inform</li> </ul> |



| Lesson          | Lesson Title                                                                                      | Long-Term Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Targets                                                                                                        | Ongoing Assessment                                                                                                                                                    | Anchor Charts & Protocols |
|-----------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Lesson 7</b> | End of Unit 3 Assessment, Part 2: Drafting Introduction and Conclusion of an Evidence-Based Essay | <ul style="list-style-type: none"><li>• I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li><li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li><li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li><li>• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li></ul> | <ul style="list-style-type: none"><li>• I can draft the introduction and conclusion of my evidence-based essay.</li></ul> | <ul style="list-style-type: none"><li>• Draft of essay to inform</li><li>• Self-assessment against Rows 1 and 3 of NYS Expository Writing Evaluation Rubric</li></ul> |                           |





| Lesson          | Lesson Title                                                                                                              | Long-Term Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Targets                                                                                                                                                                                                                                                                                             | Ongoing Assessment                                                                                                                                                             | Anchor Charts & Protocols |
|-----------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Lesson 8</b> | Performance Task Preparation: Peer Critique and Mini-Lesson Addressing Common Errors: Revising Draft Evidence-Based Essay | <ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> <li>I can use correct grammar and usage when writing or speaking. (L.6.1)</li> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)</li> </ul> | <ul style="list-style-type: none"> <li>I can use the NYS Expository Writing Evaluation Rubric to provide kind, specific, and helpful feedback to my peers.</li> <li>I can use teacher feedback to revise my essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric.</li> </ul> | <ul style="list-style-type: none"> <li>Revised draft of evidence-based essay</li> <li>Exit ticket: How Is Your Essay Better after Applying Peer Feedback to Revise?</li> </ul> |                           |



| Lesson          | Lesson Title                                               | Long-Term Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Targets                                                                                                                                                                                                                                   | Ongoing Assessment                                                                                   | Anchor Charts & Protocols |
|-----------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Lesson 9</b> | Final Performance Task Final Draft of Evidence-Based Essay | <ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> <li>I can use correct grammar and usage when writing or speaking. (L.6.1)</li> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)</li> </ul> | <ul style="list-style-type: none"> <li>I can use my draft to write a final, best version of an evidence-based essay about my rule to live by.</li> <li>I can choose a quote from my essay that captures the spirit of my rule to live by.</li> </ul> | <ul style="list-style-type: none"> <li>Final evidence-based essay about a rule to live by</li> </ul> |                           |



### Optional: Experts, Fieldwork, And Service

#### **Experts:**

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

#### **Fieldwork:**

- Consider taking students to a local library to do further research on their topic.

#### **Service:**

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

### Optional: Extensions

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



#### Research Folders

Because this is a “controlled research” experience in which students are provided all of their research materials, teachers will need to create research folders for each student. In this folder are copies of articles (lists can be found in Unit 2, Lesson 15) relevant to the topic, as well as glossaries of words, specific to each article, that students might find challenging (also found in Unit 2, Lesson 15).

#### Research’s Notebook

Students are guided through the research process through the use of a Researcher’s Notebook (introduced in Unit 2, Lesson 15). In this notebook, students collect source information, important details, and summaries of the various articles they read in preparation for their essay to inform.

#### Vocabulary

Vocabulary continues to be a centerpiece of students’ reading, thinking, talking, and writing in this module. Students will build their academic vocabulary as they work with research materials. They will also collect vocabulary specific to the topic about which they are reading, which will then be important in their discussions and in their writing. Students will continue to use the “word-catcher” they have been using throughout this module.

#### Discussion

Discussion plays an important role in this unit. Specific discussion skills, built upon speaking and listening standards, are modeled and practiced throughout the first half of the unit. Then, in Lessons 2 and 3 of Unit 3, students’ speaking and listening skills and participation in discussion are assessed as part of the mid-unit assessment.

#### Independent Reading

Students continue an independent reading routine, launched in Unit 2.



EXPEDITIONARY  
LEARNING

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

## **Researching Part 1: Reading for Gist and Gathering Evidence Using the Research Guide**



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

I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)  
I can summarize an informational text using only information from the text. (RI.6.2)  
I can pose questions that help me clarify what is being discussed. (SL.6.1c)  
I can pose questions that elaborate on the topic being discussed. (SL.6.1c)  
I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)  
After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)

**Supporting Learning Targets**

- I can find the gist of informational texts.
- I can identify the main points in an informational text.
- I can identify details relevant to my research question in an informational text.
- I can respectfully have productive discussions with peers who have a different perspective and background than me.

**Ongoing Assessment**

- Researcher's notebook



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Unpacking Learning Targets (4 minutes)</li><li>Becoming Familiar with the Researcher's Notebook (6 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reading All Research Texts for Gist (12 minutes)</li><li>Reading One Research Text to Identify Details Relevant to Research Question (10 minutes)</li><li>Focused Discussion (9 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Refining the Question (4 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Finish revising your question on your Researcher's Notebook if necessary.</li><li>Choose another text from your research folder that you think is relevant to your research question. Read it to familiarize yourself with it and be ready to use it to research in the next lesson.</li></ol></li></ol> | <ul style="list-style-type: none"><li>Although this is the first official lesson of Unit 3, students began preparing for the research portion of this unit in Lessons 15 and 16 of Unit 2.</li><li>It is important that students have a general sense of each article in their research folder before they begin researching so that they can choose a text that is relevant to answering their research question. Students use a colored pencil to underline the details that are relevant to their research question.</li><li>In the Researcher's Notebook, students are asked to write a summary of the text. Students may need additional modeling, time, and support to do this successfully.</li><li>In advance: prepare one copy of "Make Your Move" from the healthy habits research folder to display during Work Time A. Select three students to be in the middle of the fishbowl. Give them a role (Student 1, 2, or 3) and a copy of the script in advance and ask them to read through the script to become familiar with their part.</li><li>Post: Learning targets; list of research teams (from Unit 2, Lesson 16).</li></ul> |



| Lesson Vocabulary                                                                                                           | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| gist, respectfully, productive; see the glossary in each research folder for vocabulary for each of the informational texts | <ul style="list-style-type: none"><li>• List of research teams (new; teacher-created based on teams formed in Unit 2, Lesson 16)</li><li>• Researcher's Notebook (from Unit 2, Lesson 15)</li><li>• Research task card (one per student)</li><li>• "Make Your Move" (from "Healthy Habits" research folder; one to display)</li><li>• Research folders (from Unit 2, Lesson 15)</li><li>• Document camera</li><li>• Colored pencils (one per student)</li><li>• Discussion Tracker (from Unit 2, Lesson 15; one per student)</li><li>• Fishbowl Script 2 (one per student and one to display)</li><li>• Effective Discussion Language anchor chart (begun in Unit 2, Lesson 15)</li><li>• Steve Jobs' Rules to Live By (one to display)</li></ul> |





| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>A. Unpacking Learning Targets (4 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students are sitting with their teams as listed on the <b>List of research teams</b>.</li><li>• Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* "I can find the gist of informational texts."</li><li>* "I can summarize an informational text."</li><li>* "I can respectfully have productive discussions with peers who have a different perspective and background than I do."</li></ul></li><li>• Students should be quite familiar with the term <i>gist</i>. Cold call a student to remind the class what it means. Listen for: "Getting an initial sense of what a text is mostly about."</li><li>• Explain to students that real researchers read a lot of texts and need to be able to do a first read just to get a basic sense of the text and determine whether it is "trash or treasure," which means whether or not the text is relevant to their research questions.</li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* "What does <i>respectfully</i> mean in a discussion?"</li></ul></li><li>• Cold call students to share their responses. Listen for students to explain that <i>respectfully</i> means listening to other people when they are speaking; trying to see their point of view and understand their perspective, even when it is different to theirs; and trying to understand how the varying backgrounds, cultures, and experiences of others can have an impact on their ideas.<ul style="list-style-type: none"><li>* "What does <i>productive</i> mean in a discussion?"</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that <i>productive</i> means participants in the discussion can move forward in their thinking by being asked questions that encourage them to clarify their ideas and elaborate on their ideas.</li></ul> | <ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs |
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| <p><b>B. Becoming Familiar with the Researcher's Notebook (6 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to refer to their Researcher's Notebook, with which they familiarized themselves for homework in Unit 2, Lesson 15. Invite students to reread the headings of the columns and rows. Ask students to discuss in teams:<ul style="list-style-type: none"><li>* "What do you notice?"</li><li>* "What do you wonder?"</li></ul></li><li>• Select volunteers to share their team discussion with the whole group.</li><li>• Ask students to discuss in teams:<ul style="list-style-type: none"><li>* "So what information will go in the left column? Why is it important to read this information?"</li><li>* "What about the right column? Why is it important to record this information?"</li></ul></li><li>• Listen for students to use the prompts and questions in the columns to explain what they need to record in each column. Listen also for students to explain that this information is important because they need to gather enough information from the text to be able to see quickly what it is about without having to read the whole thing again.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>A. Reading All Research Texts for Gist (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>research task cards</b>. Focus students on Part A: Reading for Gist. Read the directions aloud as students read silently in their heads.</li><li>• Emphasize that reading for gist is something real researchers do. Use a healthy habits research folder and model following the directions on the task card with the “<b>Make Your Move</b>” informational text. However, only model finding the gist of one paragraph to save time. Using a <b>document camera</b>, display a Researcher's Notebook and model how to fill it out using this article, as the task card suggests.</li><li>• Invite students to read the informational texts in their <b>research folders</b> for gist.</li><li>• Circulate to assist students with reading.</li></ul> | <ul style="list-style-type: none"><li>• Refer students to the glossary for each of the texts in the research folders to help them understand unfamiliar words.</li><li>• Providing students with task cards ensures that expectations are consistently available.</li><li>• Encourage students to choose a text from the research folder that is most appropriate for their reading level—encourage students to challenge themselves within reason.</li><li>• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li><li>• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li><li>• Providing models of expected work supports all learners, especially challenged learners.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs |
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| <p><b>B. Reading One Research Text to Identify Details Relevant to Research Question (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now that they have gotten a sense of the gist of the various texts in their folders, they will choose a text that seems like it might be relevant to helping them answer their research question to read in more detail.</li><li>• Focus students on Part B of the task card: Rereading for Details Relevant to Your Research Question. Answer clarifying questions as needed.</li><li>• Remind students of the research question you chose in Unit 2, Lesson 16:<ul style="list-style-type: none"><li>* How often do I need to exercise to stay healthy? Why?</li></ul></li><li>• Display the “Make Your Move” informational text from the healthy habits research folder. Write the research question at the top. Follow the directions on the task card to model for students how to underline the first two pages of the text as the task card directs. In the first two pages of this article, there are not actually many details that are relevant to the question. This is a good learning experience for students, as they may find the same with some of the informational texts in their research folders. Research details to underline: <input type="checkbox"/><ul style="list-style-type: none"><li>• At least 30 minutes of cardio should be an important part of your daily routine.</li></ul></li><li>• Ask students to follow the Part B directions to identify and underline in colored pencil the details relevant to their research question. Ask students not to write their summary yet, as they will discuss that as a whole group first.</li><li>• Circulate to assist students with reading to identify the details relevant to helping them answer their question.</li><li>• Refocus the whole group. Point to the section on the Researcher’s Notebook that asks for a “Summary of the text” and the final step on the task card. Ask students:<ul style="list-style-type: none"><li>* “What is a summary?”</li></ul></li><li>• Listen for students to explain that a summary is a brief outline of the main points of a text.</li><li>• Remind students that they have already underlined the details relevant to their research question in their informational text. Use the informational text you underlined earlier as a model to guide students in how to use the details you underlined to write a summary. For example: <input type="checkbox"/><ul style="list-style-type: none"><li>• You need to do at least 30 minutes of cardio per day.</li></ul></li><li>• Invite students to write a summary of the details relevant to their research question in the text they read.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs |
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| <p><b>C. Focused Discussion (9 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Discussion Tracker</b> and remind students that they first saw this in Unit 2, Lesson 15 when they practiced the first five of the skills on the Discussion Tracker.</li><li>• Focus students' attention on the Effective Discussion Language anchor chart and remind them of the criteria and language that will help them have a productive discussion and achieve the first five skills on the Discussion Tracker.</li><li>• Focus students on the final three criteria of the Discussion Tracker and invite them to read them with you: <input type="checkbox"/><ul style="list-style-type: none"><li>• Seeks out different peer perspectives and backgrounds <input type="checkbox"/></li><li>• Acknowledges different peer perspectives and backgrounds <input type="checkbox"/></li><li>• Respectfully compares own perspective with someone else</li></ul></li><li>• Remind students of the word “respectfully” in the learning target and explain that these three criteria help to assess how respectful students are being in a discussion.</li><li>• Invite the four students who have prepared for the fishbowl discussion to sit in the fishbowl and all of the other students to sit around them. Ensure they have their copies of the script.</li><li>• Tell the students on the outside to focus on how students are respectful of different perspectives in the fishbowl. Ask students in the fishbowl to follow the script to have a discussion.</li><li>• At the end of the fishbowl ask students on both the inside and the outside of this fishbowl to Think-Pair-Share with an elbow partner:<ul style="list-style-type: none"><li>* “What did you notice about how students were respectful in this discussion?”</li></ul></li><li>• Select students to share their notices with the class.</li><li>• Display and distribute the <b>Fishbowl Script 2</b>. Invite students to spend a couple of minutes reading it. Ask students to Think-Pair-Share: <input type="checkbox"/><ul style="list-style-type: none"><li>• “How are the listeners respectful?”</li></ul></li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs |
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| <ul style="list-style-type: none"> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What language do the listeners use to seek out, acknowledge, and compare perspectives?”</li> <li>* “What other language could you use to make it clear to the speaker that you are asking a question?”</li> </ul> </li> <li>• Record student ideas on the <b>Effective Discussion Language anchor chart</b>. Ensure the following are included:             <ul style="list-style-type: none"> <li>• Why is this important to you ...<input type="checkbox"/></li> <li>• I hear that (insert person’s background experience/beliefs) is really important to you ... <input type="checkbox"/></li> <li>• I disagree/agree because ...<input type="checkbox"/></li> <li>• How does that connect with your research?</li> <li>• Another point of view is ...</li> <li>• Have you considered ...</li> <li>• I wonder if something in your past or your beliefs are leading you to think ...</li> </ul> </li> <li>• Tell students that now they are going to apply what they learned from the fishbowl to have their own discussion in research teams about a focus question that you are going to give them. Remind them that to have an effective discussion, they should focus on the criteria on the Discussion Tracker and the language they have recorded on the Effective Discussion Language anchor chart.</li> <li>• Give students the focus question:             <ul style="list-style-type: none"> <li>* “Which of Steve Jobs’ rules to live by resonates with you? Why?”</li> </ul> </li> <li>• Post <b>Steve Jobs’ Rules to Live By</b> for all students to see:             <ul style="list-style-type: none"> <li>• You have to trust in something—your gut, destiny, life, karma, whatever.</li> <li>• Sometimes life hits you in the head with a brick. Don’t lose faith.</li> <li>• You’ve got to find what you love.</li> <li>• Your time is limited, so don’t waste it living someone else’s life.</li> <li>• Don’t be trapped by dogma—which is living with the results of other people’s thinking.</li> <li>• Don’t let the noise of others’ opinions drown out your own inner voice.</li> <li>• Have the courage to follow your heart and intuition.</li> </ul> </li> </ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Give students a couple of minutes to think about the question.</li><li>• Invite research teams to discuss the focus question. Circulate to listen and observe students and to provide feedback against the criteria on the Discussion Tracker. Encourage students to use the language on the anchor charts to be respectful.</li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “Which of the skills on the Discussion Tracker would you mark off from the conversation you just heard?”</li></ul></li><li>• Listen for students to say they could mark off the final three on the list.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs                                                                                                                                                                                                            |
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| <p><b>A. Refining the Question (4 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students' attention on the part of the Researcher's Notebook that asks whether the text they dug into during this lesson made them want to revise or refine their research question.</li><li>• Ask students questions to guide their thinking:<ul style="list-style-type: none"><li>* "Did your research today reveal anything unexpected about your research question? Did it reveal a new rule to live by that you hadn't considered?"</li><li>* "Did you see something in your research today that made you want to go down a different route with your research and your possible rule to live by?"</li><li>* "Did your research today make you realize that you need to focus your question more because it is too broad?"</li></ul></li><li>• Give students a couple of minutes to think before inviting them to record their thinking on their Researcher's Notebook. Emphasize that they don't have to revise or refine their question if they don't think it is necessary at this stage.</li></ul> | <ul style="list-style-type: none"><li>• Guiding questions can help students determine whether they need to refine their question or not. Consider posting these questions for students to refer to during thinking time.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs                                                                                                                                                                                                            |
| <p>A. Finish revising your question on your Researchers Notebook if necessary.</p> <p>B. Choose another text from your research folder that you think is relevant to your research question. Read it to familiarize yourself with it and be ready to use it to research in the next lesson.</p> <p><i>Note: For Lesson 2, students will need their Tracking Bud's Rules graphic organizer from Units 1 and 2. Remind students to bring them or, if you collected them, be prepared to pass them back.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                    |





EXPEDITIONARY  
LEARNING

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

## Supporting Materials



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### **A. Reading for Gist**

1. Pair up within your teams (If there is an odd number of people in your team, you can either work in threes or someone can work on his or her own.)
2. In your pair, browse all of the texts in your folder; skim the titles and get a sense of what each text is mostly about.
3. Individually, choose one text to read more thoroughly based on which you think is most likely to help you answer your research question.
4. On your own, read the text you chose.
5. Annotate the text for the gist one paragraph at a time.
6. Record the text title, author, and source in the left column of your Researcher's Notebook.

### **B. Rereading for Details Relevant to Your Research Question**

1. Be sure you have two different colored pencils (or highlighters).
2. Underline with a colored pencil/highlight details relevant to your research question.
3. Record the details relevant to your research question in bullet points in the right column of your Researcher's Notebook.
4. Summarize the text on your Researcher's Notebook.



**Student 1:** My rule to live by is that school should come first.

**Student 2:** I agree that school is important, but have you considered that there are other things in life that are just as important, like family? Can you tell me more about why this rule is important to you?

**Student 1:** I agree that family are also very important because they are always there for you when you need help, but if we put school first, we will be successful in the future and will be able to look after our families better financially. My mom works so hard and is often very tired. I would like to be successful enough for her not to have to work anymore.

**Student 3:** I hear what you are saying and I respect your opinion, but I disagree because I love my family way more than I will ever love school. They love me and look after me in a way that school never will. I think it is important to work hard at school to be successful, but I think that family should come first. I wonder if something in your life led you to make that decision.

**Student 1:** I understand what you are saying, but my dad has always told me to put school first above everything else. He didn't work hard at school and, as a result, he didn't do very well and doesn't have a very good job. He works hard, but doesn't earn much money. I want to make him proud.

**Student 3:** Yes, that makes sense. I can see why you would want to make your dad proud.



- You have to trust in something—your gut, destiny, life, karma, whatever.
- Sometimes life hits you in the head with a brick. Don't lose faith
- You've got to find what you love.
- Your time is limited, so don't waste it living someone else's life.
- Don't be trapped by dogma—which is living with the results of other people's thinking.
- Don't let the noise of others' opinions drown out your own inner voice.
- Have the courage to follow your heart and intuition.



EXPEDITIONARY  
LEARNING

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

## **Researching Part 2: Reading for Gist and Gathering Evidence Using the Researcher's Notebook**



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

- I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can pose questions that help me clarify what is being discussed. (SL.6.1c)
- I can pose questions that elaborate on the topic being discussed. (SL.6.1c)
- I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)
- After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)

**Supporting Learning Targets**

- I can find the gist of informational texts.
- I can identify the main points in an informational text.
- I can identify details relevant to my research question in an informational text.
- I can respectfully have productive discussions with peers who have a different perspective and background than me.

**Ongoing Assessment**

- Entrance ticket: Step Back and See the Big Picture
- Researcher's notebook
- Exit ticket: What Did You Learn in Your Focused Discussion Today?



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entrance Ticket: Step Back and See the Big Picture (5 minutes)</li><li>B. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Research: Reading Text for Gist and to Identify Details Relevant to Research Question (18 minutes)</li><li>B. Focused Discussion (10 minutes)</li><li>C. Teacher Feedback (5 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Refining the Question (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish revising your question on your Researcher's Notebook if necessary.</li><li>B. Choose another text from your research folder that you think is relevant to your research question. Read it to familiarize yourself with it and be ready to use it to research in the next lesson.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• It is important that students have a general sense of each article in their research folder before they begin researching so that they can choose a text that is relevant to answering their research question. Students use a colored pencil to underline the details that are relevant to their research question.</li><li>• In the Researcher's Notebook, students are asked to write a summary of the text. Students may need additional modeling, time, and support to do this successfully.</li><li>• Be sure students have their structured notes from Units 1 and 2 about the rules in Bud, Not Buddy.</li><li>• Post: Learning targets; list of research teams (from Unit 2, Lesson 16).</li></ul> |



| Lesson Vocabulary                                                                                                           | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| gist, respectfully, productive; see the glossary in each research folder for vocabulary for each of the informational texts | <ul style="list-style-type: none"><li>• Entrance ticket: Step Back and See the Big Picture (one per student)</li><li>• Research folders (from Unit 2, Lesson 15)</li><li>• Research task card (from Lesson 1; one per student)</li><li>• Researcher's Notebook (from Unit 2, Lesson 15)</li><li>• Colored pencils (one per student)</li><li>• Discussion Tracker (from Unit 2, Lesson 15)</li><li>• Effective Discussion Language anchor chart (begun in Unit 2, Lesson 15)</li><li>• Tracking Bud's Rules graphic organizer (begun in Unit 1, Lesson 20)</li></ul> |





| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Entrance Ticket: Step Back and See the Big Picture (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute entrance ticket: Step Back and See the Big Picture.</li><li>• Ask students to take a couple of minutes to consider the following questions:<ul style="list-style-type: none"><li>* “What have you learned about your research question so far?”</li><li>* “What more do you need to find out about your topic?”</li></ul></li><li>• Invite students to answer the questions on their entrance tickets.</li></ul>                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul> |
| <p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students are sitting with their teams.</li><li>• Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can find the gist of informational texts.”</li><li>* “I can summarize an informational text.”</li><li>* “I can respectfully have productive discussions with peers who have a different perspective and background than me.”</li></ul></li><li>• Students should be quite familiar with the term <i>gist</i>. Cold call a student to remind the class what it means. Listen for: “Getting an initial sense of what a text is mostly about.”</li><li>• Remind students of what <i>respectful</i> and <i>productive</i> mean in discussions.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Research: Reading Text for Gist and to Identify Details Relevant to Research Question (18 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that for homework they were to read another informational text from their <b>research folder</b> to familiarize themselves with it before researching in this lesson.</li> <li>Focus students on Part A, 5 and 6 of the <b>research task card</b>. Tell students to follow 5 and 6 to annotate their text for the gist and to record the relevant information on their <b>Researcher's Notebook</b>.</li> <li>Refocus the whole group. Focus students' attention on Part B of the task card: Rereading for Details Relevant to Your Research Question. Remind students that they did this in the previous lesson.</li> <li>Ask students to follow the Part B directions to identify and underline in <b>colored pencil</b> the details relevant to their research question and to use the details they have underlined to write a summary.</li> <li>Circulate to assist students with reading to identify the details relevant to helping them answer their question and in writing a summary of those details.</li> </ul> | <ul style="list-style-type: none"> <li>Refer students to the glossary for each of the texts in the research folders to help them understand unfamiliar words.</li> <li>Providing students with task cards ensures that expectations are consistently available.</li> <li>Encourage students to choose a text from the research folder that is most appropriate for their reading level—encourage students to challenge themselves within reason.</li> </ul> |
| <p><b>B. Focused Discussion (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Display the Discussion Tracker and the Effective Discussion Language anchor chart.</li> <li>Tell students that they are going to practice all these skills in a discussion about a focus question that you give to them. Remind them that to have an effective discussion, they should focus on the criteria on the Discussion Tracker and the language they have recorded on the Effective Discussion Language anchor chart.</li> <li>Give students the focus question: <ul style="list-style-type: none"> <li>* “Which of Bud’s rules would you use yourself? Why?”</li> </ul> </li> <li>Give students a couple of minutes to refer to their Tracking Bud’s Rules graphic organizer from previous units and to think about the question.</li> <li>Invite research teams to discuss the focus question. Circulate to listen to observe students and to provide feedback against the criteria on the Discussion Tracker. Encourage students to use the language on the anchor charts to be respectful.</li> </ul>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>C. Teacher Feedback (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Provide feedback to the whole group using the Discussion Tracker as a guide based on the patterns you saw in the research team discussions. For example: "I noticed that not many of you are asking questions to encourage other people to elaborate because you want to share your own ideas first. It is great that you want to share your ideas, but remember to question others to find out more, so that you can help them to clarify their thoughts and further their ideas."</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Refining the Question (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students' attention on the part of the Researcher's Notebook that asks whether the text they dug into during this lesson made them want to revise or refine their research question.</li><li>• Ask students questions to guide their thinking:<ul style="list-style-type: none"><li>* "Did your research today reveal anything unexpected about your research question? Did it reveal a new rule to live by that you hadn't considered?"</li><li>* "Did you see something in your research today that made you want to go down a different route with your research and your possible rule to live by?"</li><li>* "Did your research today make you realize that you need to focus your question more because it is too broad?"</li></ul></li><li>• Give students a couple of minutes to think before inviting them to record their thinking in their Researcher's Notebook. Emphasize that they don't have to revise or refine their question if they don't think it is necessary at this stage.</li></ul> | <ul style="list-style-type: none"><li>• Guiding questions can help students determine whether they need to refine their question or not. Consider posting these questions for students to refer to during thinking time.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs                                                                                                                                                                                                            |
| <p>A. Finish revising your question on your Researcher's Notebook if necessary.</p> <p>B. Choose another text from your research folder that you think is relevant to your research question. Read it to familiarize yourself with it and be ready to use it to research in the next lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                    |



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

## Supporting Materials



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.....  
**Name:**  
.....

**Date:**  
.....

**What have you learned about your research question so far?**

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**What more do you need to find out about your topic?**

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

## **Mid-Unit 3 Assessments, Part 1: Summarizing, Analyzing and Discussing Research**



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

- I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can refocus or refine my question when appropriate. (W.6.7)
- I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)
- I can express my own ideas clearly during discussions. (SL.6.1)
- I can build on other's ideas during discussions. (SL.6.1)

**Supporting Learning Targets**

- I can find the gist of informational texts.
- I can identify details relevant to my research question in an informational text.
- I can respectfully have productive discussions with peers who have a different perspective and background than me.

**Ongoing Assessment**

- Researcher's notebook
- Whole Class Discussion Tracker for focused discussion
- Exit Ticket: My Stars and Steps for Focused Discussion





| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Unpacking the Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Research: Reading Text for Gist and Identifying Details Relevant to Research Question (18 minutes)</li> <li>B. Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into a Law? Round 1 (19 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Continue your independent reading novel at home. In the next lesson, be prepared to share a brief summary of your novel.</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• In this lesson, students continue reading articles and completing their Researcher’s Notebook. This is the last lesson where students will conduct research on their topic. Lesson 4 is the mid-unit assessment and in Lesson 5, students begin drafting their final essay for Unit 3.</li> <li>• In the Researcher’s Notebook, students are asked to write a summary of the text. Students may need additional modeling, time, and support to do this successfully.</li> <li>• Collect the Researcher’s Notebook at the end of this lesson and assess students you did not assess after Lesson 2. Again, you are not collecting notebooks for descriptive feedback, but to assess who needs more time for research in the next lesson.</li> <li>• In Work Time Part B, begin Round 1 of the speaking and listening mid-unit oral assessment. The prompt for focused discussion, “Should Our ‘Rules to Live By’ be Personal Choice or Made into a Law?” is specifically geared to engage students in a value-based conversation. The purpose is to assess the Speaking and Listening Standard 6.1e.</li> <li>• All students participate in discussion both days. Assess half of the students in Round 1 and the other half of the students in Round 2 (Lesson 4). Since this is an assessment, silently listen and observe the conversations, rather than provide feedback.</li> <li>• In closing, students complete Round 1 of the Focused Discussion Self-Assessment exit ticket. The purpose for this exit ticket is twofold: one, to engage students in self-reflection, and two, to provide a place for written feedback based on the formal assessments during the discussion. Students will have discussions in future modules and descriptive feedback on their strengths and growth areas is important to their continued success with group discussions.</li> <li>• Students will use this self-assessment exit ticket in both Round 1 and Round 2.</li> <li>• Post: Learning targets; Effective Discussion Language anchor chart (from Unit 2, Lesson 15).</li> <li>• In advance: Pair up two research teams for a larger focused discussion. They will stay matched for this lesson and Lesson 4.</li> <li>• Make enough copies of the Whole Class Discussion Tracker to assess all students. Two students can be assessed per page.</li> </ul> |



| Lesson Vocabulary      | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| respectful, productive | <ul style="list-style-type: none"><li>• Research folders (from Unit 2, Lesson 15)</li><li>• Research task card (from Lesson 1; one per student)</li><li>• Researcher's Notebook (from Unit 2, Lesson 15)</li><li>• Colored pencils (one per student)</li><li>• Whole Class Discussion Tracker (one to display)</li><li>• Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li><li>• Mid-Unit 3 Assessment, Part 1: Discussion Prompt (one per student)</li><li>• Exit Ticket: My Stars and Steps for Focused Discussion (one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that the mid-unit assessment is broken into two parts: a writing section and the focus discussion section that they began in Lesson 3.</li><li>• Invite students to read the first three learning targets with you:<ul style="list-style-type: none"><li>* “I can summarize an article on the importance of reading.”</li><li>* “I can explain how text evidence supports the claim about the importance of reading.”</li><li>* “I can refocus or refine a research question when appropriate.”</li></ul></li><li>• Explain that these are the targets for the written section and that students have been doing all of this for their own topic in their Researcher’s Notebook for the past five lessons.</li></ul> | <ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Refer students to the glossary for each of the texts in the research folders to help them understand unfamiliar words.</li><li>• Providing students with task cards ensures that expectations are consistently available.</li><li>• Encourage students to choose a text from the research folder that is most appropriate for their reading level—encourage students to challenge themselves within reason.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students' Needs |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Research: Reading Text for Gist and Identifying Details Relevant to Research Question (18 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that for homework they were to read another informational text from their research folder to familiarize themselves with it before using it for researching in this lesson.</li><li>• Focus students on Part A, 5 and 6 of the research task card. Tell students to follow 5 and 6 to annotate their text for the gist and to record the relevant information on their Researcher's Notebook. Give students a few minutes to complete this step.</li><li>• Refocus the whole group. Focus student attention on Part B of the task card: Rereading for Details Relevant to Your Research Question. Remind students that they did this in the previous lesson.</li><li>• Ask students to follow the Part B directions to identify and underline in colored pencil the details relevant to their research question and to use the details they have underlined to write a summary.</li><li>• Circulate to assist students with reading to identify the details relevant to helping them answer their question and in writing a summary of those details. Give students several minutes to complete this step.</li><li>• Collect students' Researcher's Notebooks to assess if there are students who will need more time for research.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>B. Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into Laws?</b></p> <p><b>Round 1 □ (19 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the last learning target with you:<ul style="list-style-type: none"><li>* “I can respectfully have productive discussions with peers who have a different perspective and background from me.”</li></ul></li><li>• Ask a volunteer:<ul style="list-style-type: none"><li>* “Who can remind us again how we have respectful conversations?”</li></ul></li><li>• Listen for and guide the student to explain that you have a nice tone of voice and you are trying to understand where someone else is coming from.<ul style="list-style-type: none"><li>* “How do we have productive conversations?”</li></ul></li><li>• Listen for and guide the student to share that being productive means acknowledging the other person’s point of view by paraphrasing, asking a question, and explaining why you agree or disagree politely.</li><li>• Explain that the focused discussion today is the start to the mid-unit oral assessment. During the discussion in this lesson and in the next lesson the students will be formally assessed on their ability to speak and listen to each other.</li><li>• Remind them of the speaking and listening target they have been working toward: “I can respectfully have productive discussions with peers who have a different perspective and background from me.”</li><li>• Display the <b>Whole Class Discussion Tracker</b> for students to see what you will be using to assess them with as you listen to conversations.</li><li>• Review the <b>Effective Discussion Language anchor chart</b> by reading it out loud. Encourage students to follow their norms and to use the sentence stems written on the anchor chart (from Lesson 1). Remind students that when people disagree in a conversation, it can be challenging. Being respectful and productive are keys to success in the conversation.</li><li>• Ask if students have any questions about this assessment and clarify as needed.</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <ul style="list-style-type: none"><li>• Direct students to get into their research teams. Tell students that while in previous lessons they have been doing smaller group discussions within their teams, now they are going to have a larger group discussion by working with another team. Pair up two teams and tell them where to circle up for their focused discussion.</li><li>• Once students are seated, display the <b>Mid-Unit 3 Assessment, Part 1: Discussion Prompt</b>.</li><li>• Tell students that this question is referring to their rules about bullying, the environment, and healthy habits. The question is asking if the rules the students wrote about should be laws, which people are forced to follow (e.g., laws about exercise and healthy food, laws about bullying, laws about recycling), or if these rules should be left to people's individual choices. Process this question with students to answer any questions they may have about its meaning, and to clarify any misconceptions.</li><li>• Circulate and listen to students. Use the Whole Class Discussion Tracker to assess students as you listen closely to students' conversations. Do not confer or provide feedback at this time, as it is an assessment for students. Feedback will come during debrief and post-assessment. Consider scripting or paraphrasing a short question or response from each student that you can use as evidence in your feedback to students.</li><li>• Once students are finished, direct students to return to their own seats for closing.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the Exit Ticket: My Stars and Steps for Focused Discussion.</li><li>• Invite students to review the criteria listed at the top and reflect on their own participation in today's discussion.</li><li>• Direct students to complete the Round 1 portion of the exit ticket.</li><li>• For example, you might write: "My star is paraphrasing what someone else said. My step is posing probing questions."</li><li>• Collect the exit tickets when students are done. They will need them in the next lesson. Consider writing feedback, one star and one step, to students based on your assessment of their discussions.</li></ul> | <ul style="list-style-type: none"><li>• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs                                                                                                                                                                                                                                                |
| <p>A. Continue your independent reading book at home. In the next lesson, be prepared to share a brief summary of your book so far.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                        |



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

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| Student Name and Date: | Criteria                                                  |  |
|------------------------|-----------------------------------------------------------|--|
|                        | Paraphrases ideas and questions                           |  |
|                        | Asks clarifying questions                                 |  |
|                        | Asks probing questions                                    |  |
| Notes/Comments         | Clearly explains own ideas                                |  |
|                        | Responds to questions with details                        |  |
|                        | Seeks out different peer perspectives and backgrounds     |  |
|                        | Acknowledges different peer perspectives and backgrounds  |  |
|                        | Respectfully compares own perspective with someone else's |  |



| Student Name and Date: | Criteria                                                  |  |
|------------------------|-----------------------------------------------------------|--|
|                        | Paraphrases ideas and questions                           |  |
|                        | Asks clarifying questions                                 |  |
|                        | Asks probing questions                                    |  |
| Notes/Comments         | Clearly explains own ideas                                |  |
|                        | Responds to questions with details                        |  |
|                        | Seeks out different peer perspectives and backgrounds     |  |
|                        | Acknowledges different peer perspectives and backgrounds  |  |
|                        | Respectfully compares own perspective with someone else's |  |



**For Part 1 of the Mid-Unit 3 Assessment, you will participate in a discussion on the question: "Should our "Rules to Live by" Be Personal Choice or Made Into a Law?"**

**You will have two opportunities to participate in this discussion: one in this lesson and one in the next lesson.**



.....  
**Name:**

.....  
**Date:**

**Speaking and Listening Criteria**

- Paraphrases ideas and questions
- Asks clarifying questions
- Asks probing questions
- Clearly explains own ideas
- Responds to questions with details
- Seeks out different peer perspectives and backgrounds
- Acknowledges different peer perspectives and backgrounds
- Respectfully compares own perspective with someone else's

**Round 1:** List two stars and two steps based on the criteria listed above from the Discussion Tracker.

| My Stars | My Steps |
|----------|----------|
| 1.       | 1.       |
| 2.       | 2.       |



**Round 2:**

Write one specific way you worked on one of your steps from Round 1. For example, you might paraphrase how you compared your own perspective to someone else or a specific question you asked.

List one star and one step from the criteria listed above for Round 2.

| My Stars | My Steps |
|----------|----------|
|          |          |



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# **Grade 6: Module 2A: Unit 3: Lesson 4**

## **Mid-Unit 3 Assessments, Part 2: Summarizing, Analyzing and Discussing Research**



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

- I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)
- I can express my own ideas clearly during discussions. (SL.6.1)
- I can build on other's ideas during discussions. (SL.6.1)

**Supporting Learning Targets**

- I can summarize an article on the importance of reading.
- I can explain how text evidence supports the claim about the importance of reading.
- I can respectfully have productive discussions with peers who have a different perspective and background from me.

**Ongoing Assessment**

- Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text
- Whole Class Discussion Tracker for focused discussion
- Exit Ticket: My Stars and Steps for Focused Discussion



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>1. Opening</p> <p>A. Unpacking the Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (25 minutes)</p> <p>B. Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into a Law? Round 2 (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</p> <p>4. Homework</p> <p>A. Continue your independent reading novel at home.</p> | <ul style="list-style-type: none"><li>• In this lesson, students complete the written and the oral Mid-Unit Assessment. The written assessment uses a new text about the importance of reading. Students will have to read, summarize, and analyze text evidence from the article in support of the teacher’s claim to read every day.</li><li>• The oral mid-unit assessment is Round 2 and continues the same discussion from Lesson 3. Use the Whole Class Discussion Tracker as you circulate among discussion groups. Focus on students who you were not able to assess in Lesson 3. Since this is an assessment, silently listen and observe the conversations, rather than provide feedback.</li><li>• Be prepared to return students’ Exit Tickets: My Stars and Steps for Focused Discussion that were collected at the end of Lesson 3. Be sure to have given students’ feedback (stars and steps; see Teaching Note at the end of Lesson 3). In closing, students will continue the self-assessment from Lesson 3.</li><li>• Assess student responses on the Mid-Unit Assessment using the Grade 6 2-Point Rubric—Short Response.</li><li>• Post: Learning targets; Effective Discussion Language anchor chart (from Unit 2, Lesson 15).</li><li>• In advance: Determine which students are priorities for you to assess during Round 2 of the focused discussion.</li></ul> |





| Lesson Vocabulary                       | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| National Endowment for the Arts, decade | <ul style="list-style-type: none"><li>• Assessment Text: “Unhappily Ever After?” (one per student)</li><li>• Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (one per student)</li><li>• Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (Answers; for Teacher Reference)</li><li>• Grade 6 2-Point Rubric: Short Response (from Unit 1, Lesson 5; for Teacher Reference for scoring student assessments)</li><li>• Exit Ticket: My Stars and Steps for Focused Discussion (from Lesson 3; with teacher feedback)</li><li>• Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li><li>• Whole Class Discussion Tracker (from Lesson 3; for teacher use to assess student discussion; see teaching note above)</li></ul> |

| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students’ Needs                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that the mid-unit assessment is broken into two parts: a written section and the focus discussion section that they began in Lesson 3.</li><li>• Invite students to read the first two learning targets with you:<ul style="list-style-type: none"><li>* “I can summarize an article on the importance of reading.”</li><li>* “I can explain how text evidence supports the claim about the importance of reading.”</li></ul></li><li>• Explain that these are the targets for the written section and that students have been doing all of this for their own topic in their Researcher’s Notebook for the past five lessons.</li><li>• Invite students to read the last learning target with you:<ul style="list-style-type: none"><li>* “I can respectfully have productive discussions with peers who have a different perspective and background from me.”</li></ul></li><li>• Explain that this is the same learning target from Lesson 3, when the class began the mid-assessment focus discussion.</li><li>• Ask if there are any questions about the learning targets and clarify as needed.</li></ul> | <ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs |
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| <p><b>A. Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that the first half of class is the written Mid-Unit 1 Assessment. In this lesson, students will read an article related to the teachers research topic: the importance of reading everyday. They will work independently to demonstrate their own ability to summarize and analyze a research article.</li><li>• Distribute and display <b>Assessment Text: “Unhappily Ever After?”</b> Invite students to read along with you as you read the text aloud.</li><li>• Distribute the <b>Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text</b>. Invite students to read the directions along with you as you read them out loud.</li><li>• Ask if there are any questions.</li><li>• Explain to students that the <i>National Endowment for the Arts</i> is a government organization that supports arts across our country.</li><li>• Call on a volunteer and ask:<ul style="list-style-type: none"><li>* “How long is a <i>decade</i>?”</li></ul></li><li>• Listen for students to say 10 years. Guide them to understand that the research is comparing information from two decades ago, which mean 20 years ago.</li><li>• Direct students to do their best to complete the tasks using evidence from the article.</li><li>• Circulate to assist students in reading the article where they need it.</li><li>• Collect the mid-unit assessments to assess against the <b>Grade 6-8 2-Point Rubric—Short Response</b>. See also <b>Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (Answers; for Teacher Reference)</b>.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students' Needs |
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| <p><b>B. Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into Laws? Round 2</b><br/>□ (15 minutes)</p> <ul style="list-style-type: none"><li>• Explain this is the second half of the mid-unit oral assessment. Students will have Round 2 of the focused discussion from Lesson 3, “Should our ‘rules to live by’ be personal choice or made into a law?”</li><li>• Redistribute students’ <b>Exit Ticket: My Stars and Steps for Focused Discussion</b> from the previous lesson. Direct students to review their own stars and steps. Encourage them to continue doing their stars.</li><li>• Tell them that their Round 2 self-assessment asks them to state a specific way they tried to improve one of their steps.</li><li>• Invite them to review the <b>Effective Discussion Criteria anchor chart</b> and pick language or sentence stems from the chart that will help them improve on their steps.</li><li>• Direct students to get into the same discussion groups from Lesson 3 (research teams of two).</li><li>• Once students are seated, prompt the discussion by saying:<ul style="list-style-type: none"><li>* “Should our ‘rules to live by’ be personal choice or made into laws?”</li></ul></li><li>• Circulate and listen, focusing on those students/research teams you were not able to assess in Lesson 3.</li><li>• Use the <b>Whole Class Discussion Tracker</b> as you listen closely to students’ conversations. Again, do not confer or provide feedback at this time, as it is an assessment for students. Feedback will come during debrief and post-assessment. Consider scripting or paraphrasing a short question or response from each student that you can use as evidence in your feedback to students.</li><li>• Once students are finished, direct them to return to their own seats.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs                                                                                                                                                                                                                                       |
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| <p><b>A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students again on their <b>Exit Ticket: My Stars and Steps for Focused Discussion</b>. Ask students to now complete the Round 2 portion of this exit ticket. Direct students to complete the Round 2 portion of the exit ticket.</li><li>• Collect the exit tickets when students are done. Consider providing feedback to students based on your assessment of their discussions.</li></ul> | <ul style="list-style-type: none"><li>• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs                                                                                                                                                                                                                                       |
| <p><b>A. Continue your independent reading book at home. In the next lesson be prepared to share a brief summary of your independent reading book so far.</b></p>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                               |



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A: Unit 3: Lesson 4

## Supporting Materials



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NEWS BRIEFS

# Unhappily Ever After?

**Americans are closing the book on reading for fun.**

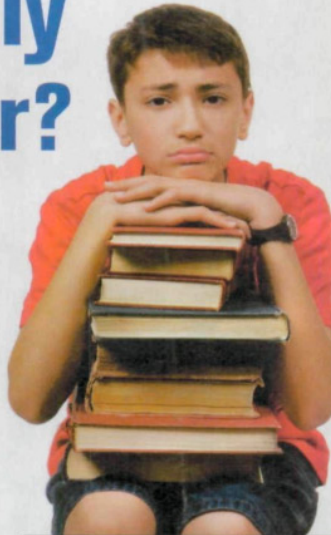
Harry Potter, Judy Moody, and Eragon need your help! A new report shows that U.S. kids and adults are reading less for pleasure than ever before.

Less than one-third of 13-year-olds read for fun daily, according to the National Endowment for the Arts (NEA). That's 5 percent less than two decades ago. More than one in 10 teens say they never or hardly ever read for fun.

Kids who do read often send instant messages, watch TV, play video games, and even surf the Web at the same time. Almost 60 percent of middle and high schoolers reported using other media while they read.

The findings are troubling, NEA officials say, because reading for pleasure is often linked with better reading and writing skills. For example, 9-year-olds who read for fun tend to score higher on reading tests than other kids their age.

That's not all. “Our report shows that readers are, in fact, more active and engaged in a number of ways,” says Sunil Iyengar, NEA's director of research and analysis. Readers are more likely to visit museums, volunteer, and play sports than nonreaders. In



addition, readers **typically**, or usually, end up with better-paying jobs as adults.

Those aren't the only reasons to flip open a good book, says Lois Lowry, author of *The Giver*. “Reading is like megavitamins for the imagination,” she told *WR News*. “To be able to enter different worlds and do it all while sitting in a chair! I can't imagine any better way to exercise your brain.”

## MAILBAG

In issue 4, we wrote about one student's quest to pass an antismoking bill in Connecticut. Here's what you had to say.



I know how it feels to be affected by secondhand smoke. My mom smoked for a long time and then found a way to quit. I hope that the law passes and encourages smokers to stop.

—Tayah T., Ohio

I want people to stop smoking because they are hurting other people's health and themselves. They should stop selling cigarettes all over the world.

—Claudia P., Arizona

Like Justin, I am also encouraging our leaders to ban smoking in confined places where there are children. I recently wrote to my state representative. Fifty-three percent of my class is exposed to secondhand smoke.

—Holly B., Michigan

I think I'll go see if there are any problems I can solve. Who knew that an 11-year-old kid could do so much? It's kids like Justin who make the world a better place.

—Jalyn W., Nevada

Send us your comments at [wnews@weeklyreader.com](mailto:wnews@weeklyreader.com).

Be sure to include your name, city, and state.

## PICTURE OF THE WEEK



Howdy, doody! International Rhino Foundation officials recently came up with an unusual fund-raiser. They're selling feces to save species! They auctioned off four pieces of rhino dung, each from an endangered rhino species. Together, the poop scooped up more than \$2,000 for rhino conservation efforts. Sounds like a job well dung.



.....  
**Name:**

.....  
**Date:**

### Speaking and Listening Criteria

I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)

I can summarize an informational text using only information from the text. (RI.6.2)

#### Directions:

Read the text then use information from the text to complete the tasks. First you will list bullet points of relevant information from the text and summarize the article in a format similar to your Researcher's Notebook. Second, you will list three pieces of evidence and explain in your own words how this evidence supports the teacher's claim about reading. Remember, the claim you are researching here is "It is important to read everyday."



1. Complete the chart below listing relevant information from the text and writing a summary using only information from the text.

| Article Information | This side is where you will gather relevant information and summarize your text. |
|---------------------|----------------------------------------------------------------------------------|
| Text Title:         | Relevant information from this text (bullet points):                             |
| Source:             |                                                                                  |
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2. Complete the chart below based on the article you read above, “Unhappily Ever After?” Choose evidence that is relevant to the claim and explain how it connects.

| Text evidence from the article<br>“Unhappily Ever After?” | Explanation: Why would this be a good supporting detail for the claim? |
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**Learning Targets:**

I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)

I can summarize an informational text using only information from the text. (RI.6.2)

**Directions:**

Read the text below. Then use information from the text to complete the tasks below. First you will list bullet points of relevant information from the text and summarize the article in a format similar to your Researcher's Notebook. Second, you will list three pieces of evidence and explain in your own words how this evidence supports the teacher's claim about reading.



1. Complete the chart below listing relevant information from the text and writing a summary using only information from the text.

| Article Information                                                                            | This side is where you will gather relevant information and summarize your text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Text Title:<br>“Unhappily Ever After?<br>Americans are closing the<br>book on reading for fun” | Relevant information from this text (bullet points):<br>Report from NEA finds fewer kids read for fun any more.<br>Many kids do other things while reading, such as texting.<br>Reading for fun helps you get higher test scores.<br>Readers visit museums, play sports, and volunteer more often than nonreaders.<br>Readers get higher-paying jobs.<br>Using your imagination when you read exercises your brain.                                                                                                                                                    |
| Source:<br><i>Weekly Reader</i>                                                                | <div>Summary of the text:</div> <p>This article is based on a study from the National Endowment for the Arts (NEA) on kids and reading. The study finds that fewer kids read for fun, and that many of the kids who do read are doing something else while they are reading. The study also finds that those kids who read for fun have a lot of benefits, like scoring higher on tests and getting higher-paid jobs. They are more likely to visit museums, play sports, and volunteer. Finally, reading makes you use your imagination and exercises your brain.</p> |



2. Complete the chart below based on the article you read above, “Unhappily Ever After?” Choose evidence that is relevant to the claim and explain how it connects.

| Text evidence from the article<br>“Unhappily Ever After?”                               | Explanation: Why would this be a good supporting detail for the claim?                                                                                                                                     |
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| “A nine-year-old who reads for fun scores higher on reading tests.”                     | Reading every day helps you score better on tests, which is important to your success in school. By getting higher scores on tests, you have more choices in school and you feel good about yourself, too. |
| “Readers are more likely to visit museums, volunteer, and play sports than nonreaders.” | When you read, you discover other things beyond your own neighborhood, city, etc., so you become more interested in doing other things, like going to museums or volunteering to help others.              |
| “In addition, readers typically, or usually, end up with better-paying jobs as adults.” | If you read every day, you learn so many words that help you do well in school and get into college. If you finish college, you can get a well-paying job.                                                 |



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 3: Lesson 5**

## **Analyzing the Structure and Content of an Essay to Inform**



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

- I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)
- I can use several sources in my research. (W.6.7)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)
- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

**Supporting Learning Targets**

- I can analyze the structure and content of a model essay about the importance of reading every day.
- I can outline “My Rule to Live By” essay to inform.

**Ongoing Assessment**

- “The Importance of Reading Every Day” model essay annotations and highlighting
- Outline for “My Rule to Live By” essay to inform
- Structure and Content of an Essay to Inform anchor chart



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Independent Reading Review (5 minutes)</li><li>B. Unpacking Learning Targets (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Studying the Model Essay: “The Importance of Reading Every Day” (8 minutes)</li><li>B. Backwards Planning: Examining the Model Essay for Structure and Content (12 minutes)</li><li>C. Writing: Drafting an Outline for the Body Paragraphs of “My Rule to Live By” Essay to Inform (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reflection: How Does an Outline Help You Plan for the Structure and the Content of Your Essay? (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete your outline and bring it to the next lesson to use for the end of unit assessment.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• This lesson launches the end of unit assessment and the performance task for the end of Module 2. Students will write an essay, which they have done in Module 1. The New York State Grade 6–8 Expository Writing Evaluation Rubric will be used to assess students for this essay.</li><li>• Students use an outline to scaffold the thinking and writing process. In this lesson, they examine how the model essay on reading would look in an outline format. Then they outline their own essay using their research information collected in their Researcher’s Notebook. In Lesson 6, students will use this outline to support Part 1 of the end of unit assessment, where they will draft their body paragraphs.</li><li>• In Work Time Part B, there are specific questions to ask students during the think-aloud to help students understand the connection between the Supporting Topic and the Supporting Evidence.</li><li>• In advance: Review “The Importance of Reading Every Day” model essay and the “Importance of Reading Every Day” Outline (For Teacher Reference) in order to understand how to guide students’ thinking during Work Time.</li></ul> |



| Lesson Vocabulary                                                           | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| structure, content, evidence-based essay; consequences, proportion, possess | <ul style="list-style-type: none"><li>• Model Essay: “The Importance of Reading Every Day” (one per student)</li><li>• “The Importance of Reading Every Day” Outline (one to display)</li><li>• Document camera</li><li>• “The Importance of Reading Every Day” Outline (for Teacher Reference; see teaching note)</li><li>• Structure and Content of an Informative Essay anchor chart (new; co-constructed with students during Work Time B)</li><li>• Equity sticks</li><li>• Outline for “My Rule to Live By” Essay (one per student)</li><li>• Steps for Outlining the Body Paragraphs (one to display)</li></ul> |





| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>A. Independent Reading Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they were asked to be ready to give a brief summary of their independent reading book so far. Remind students that a summary is an outline of the main points.</li> <li>Invite students to pair up. Give each student in the pair one minute to give a brief summary of their independent reading book. Tell students to listen carefully to each other because afterwards, they will be asked about the summary their partner gives.</li> <li>Circulate to listen to students and to get an idea of who is reading independently.</li> <li>Cold call students to ask them to paraphrase the summary their partner gave.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Independent reading reviews hold all students accountable for doing their independent reading homework.</li> <li>Asking students to repeat what their partner has told them encourages them to listen carefully.</li> </ul>                                                                                                                                                     |
| <p><b>B. Unpacking Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to read along with you while you read the learning targets out loud:             <ul style="list-style-type: none"> <li>* “I can analyze the structure and content of a model essay about the importance of reading every day.”</li> </ul> </li> <li>Ask students to turn and talk:             <ul style="list-style-type: none"> <li>* “What does the <i>structure</i> of an essay mean?”</li> </ul> </li> <li>Listen for and guide students to say something like: “The way it is held together, like the walls of a building.”</li> <li>Ask:             <ul style="list-style-type: none"> <li>* “What is the <i>content</i> of an essay?”</li> </ul> </li> <li>Listen for and guide students to say it is the ideas and the evidence of the essay.</li> <li>Invite students to read the next learning target with you:             <ul style="list-style-type: none"> <li>* “I can outline ‘My Rule to Live By’ essay to inform.”</li> </ul> </li> <li>Explain that an essay to inform is an <i>evidence-based essay</i> and that understanding what an evidence-based essay means is key to their success in the next several lessons.</li> <li>Explain to students that in this essay, they will make a claim like they have done many times in Modules 1 and 2, but this time, the claim is their “rule to live by.” Then they will use evidence from their research to support their rule.</li> <li>Tell students that in order to get ready to write their own essays, the lesson today will focus on studying the model essay and beginning to outline the evidence they are going to use for their own essay.</li> </ul> | <ul style="list-style-type: none"> <li>Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> </ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>A. Studying the Model Essay: “The Importance of Reading Every Day” (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute “<b>The Importance of Reading Every Day</b>” <b>model essay</b>.</li> <li>• Explain that you are going to read the essay out loud. Ask students to circle any unfamiliar words and underline the rule in this essay. Invite students to follow along as you read the essay aloud.</li> <li>• When you finish, ask a volunteer to tell the class what the rule is from the essay. Listen for them to say something like: “The rule is to read every day.”</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “Why has evidence been used to support the rule?”</li> </ul> </li> <li>• Listen for students to explain that other people wouldn’t trust the rule if evidence hadn’t been used because without knowing the author, they don’t know if the author has enough expertise in the subject.</li> <li>• Remind students that essays use formal language and it is important that everyone understand the language in this essay. Ask students to turn to a partner and discuss any of the unknown words in the essay that they circled.</li> <li>• After a few minutes, prompt students with these text-dependent questions to make sure they understand the meaning of certain words.</li> <li>• Ask a different volunteer to answer each of the following questions:             <ul style="list-style-type: none"> <li>* “What do I mean by both ‘negative and serious <i>consequences</i>’ in this essay?”</li> </ul> </li> <li>• Listen for students to say something like: “They are the bad things that happen to you if you can’t read.” Guide students to understand that a consequence is a result of an action. Negative means that it is a bad result.             <ul style="list-style-type: none"> <li>* “What does it mean that a ‘high <i>proportion</i>’ of prisoners, who are high school dropouts, can’t read?”</li> </ul> </li> <li>• Listen for students to explain that a high proportion means many or most.             <ul style="list-style-type: none"> <li>* “What does it mean to <i>possess</i> a strong vocabulary?”</li> </ul> </li> <li>• Listen for students to say that possess means to have a hold of something, and in this essay, it means to have a lot of words in your head.</li> <li>• Invite students to add any words they were unfamiliar with to their word chart.</li> </ul> | <ul style="list-style-type: none"> <li>• Allowing students to discuss their thinking with their peers before writing helps to scaffold student comprehension as well as assist in language acquisition for ELLs.</li> <li>• Consider placing students in homogeneous pairs and provide more specific, direct support to students who need it most.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs |
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| <p><b>B. Backwards Planning: Examining the Model Essay for Structure and Content (12 minutes)</b></p> <ul style="list-style-type: none"> <li>Using the <b>document camera</b>, display the “<b>Importance of Reading Every Day</b>” <b>Outline</b>. Ask students to raise their hands if they have ever used an outline to plan their writing before.</li> <li>Call on a student who raised his/her hand to explain why you use an outline. If no one raises a hand, you can explain that an outline helps you plan structure for an essay and helps you plan the content you are going to use.</li> <li>Ask students to turn and talk after you say: <ul style="list-style-type: none"> <li>* “Based on the outline, what is going to be the structure of our essay?”</li> </ul> </li> <li>Refocus whole class and cold call on a student to share the structure of the essay.</li> <li>Paraphrase student thinking and write on the new <b>Structure and Content of an Informative Essay anchor chart</b>: <ul style="list-style-type: none"> <li>* Five paragraphs</li> <li>* Three body paragraphs with one introduction and one conclusion</li> </ul> </li> <li>Explain that the first paragraph is the introduction and the last paragraph is the conclusion. Students will study these paragraphs in detail in Lesson 7. Today, the focus is on examining the body paragraphs.</li> <li>Invite students to see how an outline works by listening to your think-aloud.</li> <li>Read the second paragraph of the “Importance of Reading Every Day” essay. Think aloud about “Supporting Topic B.” Explain that the topic of this paragraph is the consequence of not reading and you wrote that in the line for Supporting Topic B. Tell students this came from one article in your research.</li> <li>Ask yourself out loud: <ul style="list-style-type: none"> <li>* “How does not reading lead to bad consequences?”</li> </ul> </li> <li>Explain that each line of the Supporting Evidence for Section B should answer that question. Read each line. Tell students again that this is information within the article you read during your research.</li> <li>Pause and ask students to turn and talk: <ul style="list-style-type: none"> <li>* “What did I just do to help myself figure out what supporting evidence from my research to use to explain my topic?”</li> </ul> </li> </ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Cold call a student to answer. Listen for and guide the student to say that you asked yourself how the topic supported the rule for reading (or not reading in this specific example).</li><li>• Thank the student for sharing. Ask them to pay close attention to the relationship between the Supporting Topic and the Supporting Evidence as they continue. Ask them to use a “how” question about the Supporting Topic to determine the Supporting Evidence. This will help them think about the content of the body paragraphs.</li><li>• Direct students to look at the displayed outline again and read aloud to the students Supporting Topic C: “Reading helps you achieve more.”</li><li>• Tell students to work with their elbow partner to find the three pieces of Supporting Evidence from the third paragraph of the essay. Invite students to number the different pieces of Supporting Evidence as they read.</li><li>• Circulate among students, listening and looking for students to number the evidence that is cited from the research. You can prompt students by asking: “How does reading help you achieve more?”</li><li>• Refocus whole class to look at the displayed outline again. Cold call on a student and ask:<ul style="list-style-type: none"><li>• “Based on the paragraph, how does reading help you achieve more?” Paraphrase the student response and list the bullets below on the outline:<ul style="list-style-type: none"><li>— You will gain a large vocabulary. <input type="checkbox"/></li><li>— You will be better at both reading and writing. <input type="checkbox"/></li><li>— You will do better at school and work.</li></ul></li></ul></li><li>• Ask for thumbs-up or thumbs-down from the other classmates if they have the same three details.</li><li>• Ask the class to give a show of hands in response to the question:<ul style="list-style-type: none"><li>* “How many of you asked yourself the question ‘How does reading help you achieve more?’”</li></ul></li><li>• Survey the students who do not raise their hands and circulate to those students in the next round.</li><li>• Explain that asking a “how” question will help them understand how the topic of each paragraph is developed.</li><li>• Invite a volunteer to tell you the big idea for the Supporting Topic in the fourth paragraph of the essay. Guide the student toward something like: “Reading gives you freedom.” Write this on the line for Supporting Topic D.</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Prompt students to work independently and find the Supporting Evidence for this topic by asking a “how” question: (<i>How</i> does reading give you freedom?)</li><li>• Circulate to the students who did not raise their hands earlier, and support them by asking what their “how” question will be about reading and freedom.</li><li>• Refocus whole class. Cold call on a student to list the three pieces of Supporting Evidence for Section D. □<ul style="list-style-type: none"><li>* Paraphrase the student response and list the bullets below on the outline: Teaches you to think critically□</li><li>* Helped slaves gain freedom□</li><li>* Allows you to get all different types of information on your own□</li><li>* Other people can't control your thinking if you can read information on your own</li></ul></li><li>• Write the following questions on the board:<ul style="list-style-type: none"><li>* “What is the Supporting Topic?”</li><li>* “What is the Supporting Evidence?”</li><li>* “How do the Supporting Evidence and the Supporting Topic work together?”</li></ul></li><li>• Refocus whole class and ask students to silently answer each question in their head. Use equity sticks to call on students to answer each question.</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>Listen for students to explain something like:<ul style="list-style-type: none"><li>Topic is the big idea that supports your rule.</li><li>Supporting Evidence is the details, data, and quotes you found in your research.</li><li>You use the evidence to explain more about the topic and how it supports your rule.</li></ul></li><li>Add this to the Structure and Content of an Informative Essay anchor chart.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         |
| <p><b>C. Writing: Drafting an Outline for the Body Paragraphs of “My Rule to Live By” Essay to Inform (15 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute to each student an Outline Form for “My Rule to Live By” Essay.</li><li>Tell students that they are each going to write an outline for their own essay. Invite them to work with one person from their research team. Explain that in the next lesson they will be able to use their outline to write their body paragraphs. Also, explain that in the next lesson, this will be Part 1 of the end of unit assessment.</li><li>Encourage students to use their resources from their Researcher’s Notebook to write the outline of just their three body paragraphs.</li><li>Display and review Steps for Outlining the Body Paragraphs:<ol style="list-style-type: none"><li>Begin by determining the three Supporting Topics in your Researcher’s Notebook that best support their rule.</li><li>Ask a “how” question to figure out the supporting evidence from your research you want to include in your topic paragraph.</li></ol></li><li>Circulate among students. Celebrate their focused work and use of the outline. Support students by asking them a few questions:<ul style="list-style-type: none"><li>“What are the three biggest reasons to live by your rule?”</li><li>“Now that you have identified your Supporting Topic, ask your ‘how’ question to determine the details you will include.”</li></ul></li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students' Needs |
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| <p><b>A. Reflection: How Does an Outline Help You Plan for the Structure and the Content of Your Essay? □ (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How does an outline help you write the structure and the content of your essay?”</li></ul></li><li>• Explain that the next lesson is Part 1 of the end of unit assessment where they will independently draft their body paragraphs. They will be able to use their outline as a tool to help them write.</li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• Complete your outline and bring it to the next lesson to use for the end of unit assessment.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |                         |



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A: Unit 3: Lesson 5

## Supporting Materials



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**“The ability to read well gives a person access to all of the knowledge already discovered by others.”  
—Abraham Lincoln**

One of the best ways to learn to read well is to read every day, and there are many lifelong benefits that come with reading every day. Reading keeps you out of trouble, contributes to high achievement in life, and provides freedom. Reading every day is a rule we should all live by, and it is essential for a life that thrives.

There are many negative consequences that result when a person does not read well. Students who do not read at grade level by third grade are four times more likely to leave school without a diploma when compared to students who read well (The Annie E. Casey Foundation). In addition, the Coalition for Juvenile Justice (2001) reported that 82% of prisoners are high school dropouts, and a very high proportion of them cannot read. To avoid these serious consequences, it is important that all students learn to read and read every day.

Reading helps you achieve more through a larger vocabulary. Students who read often and who read a wide variety of topics are higher achievers in school and at work than those who do not (Scholastic: Classroom Libraries Work!). Reading introduces you to words that we might not hear or use in our daily lives. It also helps you to write well. Possessing a strong vocabulary allows you to use the perfect word to express what you are thinking and feeling. When you develop a larger vocabulary from reading every day, you will achieve more in school and work.

And last, but not least, one of the most significant benefits to reading every day is that reading gives you freedom of mind. To read is to think critically. Critical thinking is a powerful tool. Slaves who learned to read used their reading skills to escape and find freedom (The Power of Reading: Reading and Freedom). People who learn to read freely read what they want. They check facts, learn how to fix things, understand their community better, and discover new ideas. They are not dependent on people who might control their lives by controlling their information. Readers have the freedom to seek information and make their own decisions.

In life, we all have rules that we live by. These rules express our values and guide our words and actions. Reading every day is a rule to help you thrive in life, as it helps you stay out of trouble, achieve more, and be free. So I am challenging each of you to go home, kick up your feet, and open a book tonight. You may find that reading every day becomes a rule to live your life by.



Introduction A. Hook: Quote from Abraham Lincoln about reading.

Rule: Read every day.

1. Reading every day helps us thrive.
2. Keeps you out of trouble, increases your achievement, provides freedom.

Supporting Topic B. There are consequences for not reading.

Supporting Evidence

1. If you don't read, you're likely to drop out of high school.
2. 82% of prisoners are high school dropouts.
3. Many of these prisoners can't read.

Supporting Topic C. Reading helps you achieve more.

Supporting Evidence

|    |
|----|
| 1. |
| 2. |
| 3. |

Supporting Topic D.

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Supporting Evidence

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|----|
| 1. |
| 2. |
| 3. |



**Conclusion E.**

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| 1. |
| 2. |
| 3. |



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

\_\_\_\_\_  
**Date:**

**Introduction A. Hook: Quote from Abraham Lincoln about reading.**

**Rule: Read every day.**

1. Reading every day helps us thrive.
2. Keeps you out of trouble, increases your achievement, provides freedom.

**Supporting Topic B. There are consequences for not reading.**

**Supporting Evidence**

1. If you don't read, you're likely to drop out of high school.
2. 82% of prisoners are high school dropouts.
3. Many of these prisoners can't read.

**Supporting Topic C. Reading helps you achieve more.**

**Supporting Evidence**

1. You will gain a large vocabulary.
2. You will be better at both reading and writing.
3. You will do better at school and work.

**Supporting Topic D.**

**Supporting Evidence**

1. Teaches you to think critically.
2. Helped slaves gain freedom.
3. Allows you to get all different types of information on your own.
4. Other people can't control your thinking if you can read information on your own.



**Conclusion E.**

1. Reading every day helps you thrive.
2. Reading keeps you out of trouble, increases achievement, sets you free.
3. Everyone try it!



**Introduction A.**

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|----|
| 1. |
| 2. |
| 3. |

**Supporting Topic B.**

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**Supporting Evidence**

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|----|
| 1. |
| 2. |
| 3. |

**Supporting Topic C.**

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**Supporting Evidence**

|    |
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| 1. |
| 2. |
| 3. |



Supporting Topic D.

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Supporting Evidence

|    |
|----|
| 1. |
| 2. |
| 3. |

Conclusion E.

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|----|
| 4. |
| 5. |
| 6. |

1. Begin by determining the three Supporting Topics in your Researcher's Notebook that best support their rule.
2. Ask a "how" question to figure out the Supporting Evidence from your research you want to include in your topic paragraph.



EXPEDITIONARY  
LEARNING

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

## **End of Unit Assessment, Part 1:**

### **Drafting Body Paragraphs of an Essay to Inform**



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

I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)

I can summarize an informational text using only information from the text. (RI.6.2)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

**Supporting Learning Targets**

- I can analyze how a topic is developed in each body paragraph of the model essay.
- I can draft the body paragraphs of my essay to inform.

**Ongoing Assessment**

- Draft of essay to inform
- Self-assessment against Rows 1 and 2 of NYS Expository Writing Evaluation Rubric



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing the Rubric (5 minutes)</li><li>B. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Studying the Model Essay: Analyzing the Development of Ideas in a Body Paragraph (10 minutes)</li><li>B. Independent Writing: Drafting the Body Paragraphs (23 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. If needed, complete your body paragraphs at home.</li></ol></li></ol> | <ul style="list-style-type: none"><li>• In this lesson, students draft the body paragraphs for their End of Unit Assessment “My Rule to Live By” essay to inform. They revisit the model and the rule sandwich used in Unit 2 to get a firm grounding in how to explain the evidence.</li><li>• By the end of this lesson, students should have finished their body paragraphs of their draft essay to inform for their end of unit assessment.</li><li>• Those students who have not finished their draft by the end of this lesson will benefit from taking it home to finish it for homework. In Lesson 7, students will draft their introduction and conclusion paragraphs.</li><li>• Be prepared to provide students with feedback in Lesson 9 using Row 2 of the NYS Expository Writing Evaluation Rubric. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for each student to revise (step).</li><li>• If possible, provide access to computers for students to write their draft of their body paragraphs.</li><li>• Post: Learning targets; Structure and Content of an Essay to Inform anchor chart (from Lesson 5).</li><li>• In advance: Determine what technology you will use to display the Analysis of the Body Paragraph form. In Work Time Part A, students tell you what color to use to highlight some of the sentences in the second paragraph on that form.</li><li>• Determine whether you need to acquire yellow and green markers, highlighters, or dry erase pens.</li><li>• On the Analysis of the Body Paragraph for display, before showing it to the students, highlight the text according to the colors in parentheses in front of each sentence.</li></ul> |



| Lesson Vocabulary | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| None              | <ul style="list-style-type: none"><li>• NYS Expository Writing Evaluation Rubric (one per student)</li><li>• Structure and Content of an Informative Essay anchor chart (new; co-constructed with students during Work Time B)</li><li>• Document Camera</li><li>• End of Unit 3 Assessment Prompt: Draft of Essay to Inform: “My Rules to Live By” (based on Performance Task Prompt distributed in Unit 2, Lesson 15; one per student)</li><li>• Analysis of the Body Paragraph (one for display)</li><li>• Outline for “My Rule to Live By” Essay (from Lesson 5)</li><li>• Self-Assessment: NYS Writing Rubric (Rows 1 and 2) (one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>A. Reviewing the Rubric (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>NYS Expository Writing Evaluation Rubric</b> and display it using a <b>document camera</b>.</li> <li>• Direct students to silently read the rubric.</li> <li>• Ask them to put a question mark next to any section they don't fully understand in Row 1 and Row 2. Explain that this is the same rubric that was used in Module 1 and is very similar to the argument rubric used in Unit 2.</li> <li>• Explain that you are going to only discuss Rows 1 and 2 for the opening today.</li> <li>• Ask a volunteer:             <ul style="list-style-type: none"> <li>* "Where will you write about your analysis of the research texts in your essay (Row 1)?"</li> </ul> </li> <li>• Listen for a student to say in the body paragraphs.</li> <li>• Ask a volunteer:             <ul style="list-style-type: none"> <li>* "Where will you develop the ideas of your essay (Row 2)?"</li> </ul> </li> <li>• Listen for a student to say in the body paragraphs.</li> <li>• Ask students to keep their rubric, as they will need it for a self-assessment during closing.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask a student to read the learning targets aloud while the other students follow along:             <ul style="list-style-type: none"> <li>* "I can analyze how a topic is developed in each body paragraph of the model essay."</li> <li>* "I can draft the body paragraphs of my essay to inform."</li> </ul> </li> <li>• Invite students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* "How is a topic developed in the body paragraphs? Refer to the work we did in the previous lesson about your topic and supporting evidence."</li> </ul> </li> <li>• Refocus whole class and call on a volunteer. Listen for them to say something like: "You use the evidence to explain more about the topic and how it supports your rule."</li> <li>• Direct students' attention to the fact that this is the last bullet on the <b>Structure and Content of an Essay to Inform anchor chart</b>. Reassure students that this will be the focus of Work Time Part A.</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• Posting learning targets and anchor charts allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs                                                                                                                    |
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| <p><b>A. Studying the Model Essay: Analyzing the Development of Ideas in a Body Paragraph (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Analysis of the Body Paragraph</b>. Tell students you highlighted different parts of a body paragraph from your essay on the importance of reading.</li><li>• Explain that each color is a different way of developing the ideas of the essay.</li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “Describe how each color helps develop the ideas of the essay. Use language from the outline to help you describe this.”</li></ul></li><li>• Refocus whole class. Cold call on a pair to share how the yellow highlighting develops the ideas of the essay.</li><li>• Listen for and guide students to say: “This is where the rule of reading is connected to the topic of higher achievement.”</li><li>• Write: “Rule connected to the topic” on the line next to the yellow box.</li><li>• Next, cold call on a pair of students to share how the blue highlighting develops the ideas of the essay.</li><li>• Listen for and guide students to say: “This is where evidence is shared to support the topic of higher achievement.”</li><li>• Write: “Evidence to support the topic” on the line next to the blue box.</li><li>• Next, cold call on a pair to share how the green highlighting develops the ideas of the essay.</li><li>• Listen for and guide students to say: “This is where you explain the evidence and the topic in your words.”</li><li>• Write: “Explain the evidence and the topic in your words” on the line next to the green box.</li><li>• Direct students’ attention to the sentence that includes “(Scholastic: Classroom Libraries Work!).” Explain that this is the article where the evidence for the topic came from. Tell students you should include at least one source for each new piece of information used.</li><li>• Direct students to the display of the Analysis of the Body Paragraph again. Explain that the next paragraph is already highlighted in blue because that is the data used from the research articles.</li><li>• Cold call on a student and ask:<ul style="list-style-type: none"><li>* “What source is cited in this paragraph?”</li></ul></li><li>• Listen for: “The Power of Reading: Reading and Freedom.”</li></ul> | <ul style="list-style-type: none"><li>• Providing models of expected work supports all learners, especially challenged learners.</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Add to the Structure and Content of an Informative Essay anchor chart:<ul style="list-style-type: none"><li>• Cite a source for each new piece of information you use.</li></ul></li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “Determine which lines you would highlight yellow and green in this paragraph. Be prepared to explain why.”</li></ul></li><li>• Circulate and support students by suggesting they look for a similar pattern to the other paragraph.</li><li>• Refocus whole class. Cold call on a pair of students to share what sentences they would highlight in yellow. Either highlight or circle the sentences in yellow, which should be: □ And last, but not least, one of the most significant benefits to reading every day is that reading gives you freedom of mind.</li><li>• Check for understanding by asking the rest of the class for thumbs-up or thumbs-down if they agree. Address any students who have thumbs-down. Refer back to the yellow box statement where the rule is connected to the topic.</li><li>• Cold call on a different pair of students to share what sentences they would highlight in green. Either highlight or circle the sentences in green, which should be: □ They check facts, learn how to fix things, understand their community better, and discover new ideas. □ Readers have the freedom to seek information and make their own decisions.</li><li>• Again, check for understanding by asking the rest of the class for thumbs-up or thumbs-down if they agree. Address any students who have thumbs-down. Refer back to the green box statement that says: “Explain the evidence and the topic in your words.”</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Meeting Students' Needs |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>B. Independent Writing: Drafting the Body Paragraphs (23 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>End of Unit 3 Assessment Prompt: Draft of Essay to Inform: “My Rules to Live By”</b>. Point out to students that this assessment prompt is almost identical to the performance task prompt they looked at together in Unit 2 (Lesson 15). Explain that today, they will write their best independent draft as a check point on the way toward that final performance task.</li><li>• Direct students to retrieve their own completed <b>Outline Form for “My Rule to Live By” Essay</b> from Lesson 5 to use for writing their body paragraphs.</li><li>• Remind students of the expectations for quiet writing time. Explain that talking is a great way to learn, and so is quiet, focused writing. They have had several lessons to talk with each other about their rules and their research; today’s focus is to work independently.</li><li>• Explain that students will write the introduction and conclusion in Lesson 7. Tell students to use their outline and the anchor chart as they draft all three body paragraphs. This is their end of unit assessment.</li><li>• Circulate to assist students in drafting their body paragraphs. Ask:<ul style="list-style-type: none"><li>* “How is your rule connected to your topic?”</li><li>* “How does your evidence explain your topic?”</li><li>* “What are you explaining in your own words?”</li><li>* “What specific evidence are you going to cite in the paragraph?”</li></ul></li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to retrieve their copy of the NYS Expository Evaluation Writing Rubric. Tell students that they are going to score the body paragraphs of the draft essay against the rubric—Row 1 of the rubric is about their analysis of their research texts, and Row 2 is about the development of ideas in each 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.</li><li>• Focus students on the <b>Self-Assessment: NYS Expository Evaluation Writing Rubric (rows 1 and 2)</b>. Remind students to be honest when self-assessing because identifying where there are problems with their work will help them improve.</li><li>• Circulate to ask questions to encourage students to think carefully about their scoring choices:<ul style="list-style-type: none"><li>* “You have underlined this part of your rubric. Why? Where is the evidence in your essay to support this?”</li></ul></li><li>• Students who finish quickly can begin revising their draft essays based on their scoring against the rubric.</li><li>• Collect the first drafts and the self-assessments.</li><li>• Students who have not finished will benefit from being able to take their essay home to finish the first draft.</li></ul> | <ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs                                                                                                                                                     |
| <ul style="list-style-type: none"><li>• If needed, complete your body paragraphs at home.</li></ul> <p><i>Teaching Note: Be prepared to provide students with feedback in Lesson 9 using Row 2 of the NYS Expository Writing Evaluation Rubric about the use of evidence. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for each student to revise (step).</i></p> <p><i>Students will need their draft essays for peer critique in Lesson 8, but these should be collected again at the end of that lesson to continue assessing.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                             |





EXPEDITIONARY  
LEARNING

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

## Supporting Materials



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

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

| CRITERIA                                                                                                                                                                             | 4<br>Essays at this level:                                                                                                                                 | 3<br>Essays at this level:                                                                                                            | 2<br>Essays at this level:                                                                                                           | 1<br>Essays at this level:                                                                                                                | 0<br>Essays at this level:                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts | clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose<br>demonstrate insightful analysis of the text(s) | clearly introduce a topic in a manner that follows from the task and purpose<br>demonstrate grade-appropriate analysis of the text(s) | introduce a topic in a manner that follows generally from the task and purpose<br>demonstrate a literal comprehension of the text(s) | introduce a topic in a manner that does not logically follow from the task and purpose<br>demonstrate little understanding of the text(s) | demonstrate a lack of comprehension of the text(s) or task |



| CRITERIA                                                                                                                               | 4<br>Essays at this level:                                                                                                                                                                            | 3<br>Essays at this level:                                                                                                                                                                         | 2<br>Essays at this level:                                                                                                                                  | 1<br>Essays at this level:                                                                                                                | 0<br>Essays at this level:                                            |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection | develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)<br><br>sustain the use of varied, relevant evidence | develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)<br><br>sustain the use of relevant evidence, with some lack of variety | partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant<br><br>use relevant evidence inconsistently | demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant | provide no evidence or provide evidence that is completely irrelevant |



| CRITERIA                                                                                                                                                                         | 4<br>Essays at this level:                                                                                                                                                                                                                                                                                                                                                                                                                             | 3<br>Essays at this level:                                                                                                                                                                                                                                                                                     | 2<br>Essays at this level:                                                                                                                                                                                                                                                                                                | 1<br>Essays at this level:                                                                                                                                                                                                                                                                                                      | 0<br>Essays at this level:                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>COHERENCE, ORGANIZATION, AND STYLE:</b><br>the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | <p>exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</p> <p>provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</p> | <p>exhibit clear organization, with the use of appropriate transitions to create a unified whole</p> <p>establish and maintain a formal style using precise language and domain-specific vocabulary</p> <p>provide a concluding statement or section that follows from the topic and information presented</p> | <p>exhibit some attempt at organization, with inconsistent use of transitions</p> <p>establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</p> <p>provide a concluding statement or section that follows generally from the topic and information presented</p> | <p>exhibit little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</p> <p>provide a concluding statement or section that is illogical or unrelated to the topic and information presented</p> | <p>exhibit no evidence of organization</p> <p>use language that is predominantly incoherent or copied directly from the text(s)</p> <p>do not provide a concluding statement or section</p> |



| CRITERIA                                                                                                                                                                              | 4<br>Essays at this level:                                            | 3<br>Essays at this level:                                                                                    | 2<br>Essays at this level:                                                                  | 1<br>Essays at this level:                                                                   | 0<br>Essays at this level:                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>CONTROL OF CONVENTIONS:</b><br>the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | demonstrate grade-appropriate command of conventions, with few errors | demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | demonstrate emerging command of conventions, with some errors that may hinder comprehension | demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | are minimal, making assessment of conventions unreliable |



**(Yellow)** Reading helps you achieve more through a larger vocabulary. **(Blue)** Students who read often and who read a wide variety of topics are higher achievers in school and at work than those who do not (Scholastic: Classroom Libraries Work!). Reading introduces you to words that we might not hear or use in our daily lives. It also helps you to write well. **(Green)** Possessing a strong vocabulary allows you to use the perfect word to express what you are thinking and feeling. **(Yellow)** When you develop a larger vocabulary from reading every day, you will achieve more in school and work.

**(Yellow)**

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**(Blue)**

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**(Green)**

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And last, but not least, one of the most significant benefits to reading every day is that reading gives you freedom of mind. To read is to think critically. Critical thinking is a powerful tool. Slaves who learned to read used their reading skills to escape and find freedom (The Power of Reading: Reading and Freedom). People who learn to read freely read what they want. They check facts, learn how to fix things, understand their community better, and discover new ideas. They are not dependent on people who might control their lives by controlling their information. Readers have the freedom to seek information and make their own decisions.



After researching a topic important to you and people in your age group, write an evidence-based essay to inform readers of one “rule to live by” that can be shared with others who can learn from our experience and research. Be sure to cite evidence from your research texts in your essay.





**Row 1:**

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**Row 2:**

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EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 3: Lesson 7**

## **End of Unit Assessment, Part 2: Drafting Introduction and Conclusion of an Essay to Inform**



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                   |
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| <p>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</p> <p>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</p> <p>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</p> |                                                                                                                                                                   |
| Supporting Learning Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Ongoing Assessment                                                                                                                                                |
| <ul style="list-style-type: none"><li>I can draft the introduction and conclusion of my informative essay.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>Draft of essay to inform</li><li>Self-assessment against Rows 1 and 3 of NYS Expository Writing Evaluation Rubric</li></ul> |



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Opening <ol style="list-style-type: none"> <li>A. Unpacking Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time <ol style="list-style-type: none"> <li>A. Studying the Model and Drafting an Introductory Paragraph (18 minutes)</li> <li>B. Studying the Model and Drafting a Concluding Paragraph (18 minutes)</li> </ol> </li> <li>3. Closing and Assessment <ol style="list-style-type: none"> <li>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</li> </ol> </li> <li>4. Homework <ol style="list-style-type: none"> <li>A. Continue independent reading. Select five words that grabbed your attention and describe what it is about those words that caught your eye.</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• In this lesson, students draft the introductory and concluding paragraphs for their end of unit assessment “My Rule to Live By” evidence-based essay. They revisit the model to get a firm grounding in what their introduction and conclusion should look like.</li> <li>• By the end of this lesson, students should have finished their draft evidence-based essay for their end of unit assessment. Those students who have not finished their draft by the end of this lesson will benefit from taking it home to finish it for homework.</li> <li>• Be prepared to provide students with feedback in Lesson 9 using Row 2 of the NYS Expository Writing Evaluation Rubric. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for each student to revise (step).</li> <li>• Students will need their draft essays for peer critique in the next lesson, but these should be collected again at the end of □Lesson 8 to continue assessing.</li> <li>• If students used computers in Lesson 6 to write their first draft, allow them to use computers to revise.</li> <li>• Post: Learning targets.</li> </ul> |

| Lesson Vocabulary        | Materials                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| introduction, conclusion | <ul style="list-style-type: none"> <li>• Model Essay: “The Importance of Reading Every Day” (from Lesson 5)</li> <li>• Equity sticks</li> <li>• Chart paper (one piece; see Work Time A and B)</li> <li>• NYS Expository Writing Evaluation Rubric (Rows 1 and 3) (one per student)</li> <li>• Self-Assessment: NYS Expository Evaluation Writing Rubric (Rows 1 and 3) (one per student)</li> </ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can draft the introduction and conclusion of my informative essay.”</li></ul></li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How are introductions and conclusions similar types of writing?”</li></ul></li><li>• 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 and are not about details.”</li><li>• Again, invite students Think-Pair-Share:<ul style="list-style-type: none"><li>* “How are introductions and conclusions different?”</li></ul></li><li>• 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.”</li></ul> | <ul style="list-style-type: none"><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>A. Drafting an Introductory Paragraph (18 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display <b>“The Importance of Reading Every Day” model essay</b>. Tell students that now that they have written a first draft of the body paragraphs of their argument essay, they are going to finish their end of unit assessment by completing the first draft of their informative essay by drafting introductory and concluding paragraphs.</li> <li>• Invite students to read along silently as you read the introduction of “The Importance of Reading Every Day” model essay.</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What does the author tell us in the introductory paragraph?”</li> </ul> </li> <li>• Use <b>equity sticks</b> to select students to share their responses. Record student responses on <b>chart paper</b> for students to refer to throughout the lesson. Ensure the following are included:             <ul style="list-style-type: none"> <li>• An introductory paragraph:</li> <li>• Begins with a quote to hook readers’ attention</li> <li>• Introduces the idea of rules to live by</li> <li>• Presents a rule</li> <li>• Explains where the evidence came from</li> </ul> </li> <li>• Invite students to pair up to verbally rehearse their introductory paragraphs. Remind students to refer to the notes on the chart paper.</li> <li>• Circulate to assist students in verbally rehearsing their introductory paragraphs. Ask:             <ul style="list-style-type: none"> <li>* “How can you begin the paragraph?”</li> <li>* “How did the author begin the model argument essay?” Did you find any quotes about your rule to live by that will capture a reader’s attention?”</li> <li>* “What is important for the reader to know right at the beginning? Why?”</li> <li>* “What is your rule to live by?”</li> </ul> </li> <li>• Invite students to draft their introductory paragraph using their verbal rehearsal and the notes on the chart paper. Students may need access to their research materials in order to locate a quote to use in their introduction.</li> </ul> | <ul style="list-style-type: none"> <li>• Providing models of expected work supports all learners, especially challenged learners.</li> <li>• Allowing students to discuss their thinking with peers before writing helps to scaffold student comprehension as well as assist in language acquisition for ELLs.</li> <li>• Consider placing students in homogeneous pairs and provide more specific, direct support to students who need it most.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Again circulate to assist students in drafting their introductory paragraphs. Ask:<ul style="list-style-type: none"><li>* “How can you begin the paragraph?”</li><li>* “How did the author begin the model argument essay?” * “What is important for the reader to know right at the beginning? Why?”</li><li>* “What is your rule to live by?”</li></ul></li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs |
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| <p><b>B. Drafting a Concluding Paragraph (18 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to Think-Pair-Share the question from earlier in the lesson:<ul style="list-style-type: none"><li>* “In this type of an essay, how are introductions and conclusions similar?”</li></ul></li><li>• 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 and are not about details.”</li><li>• Again, invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How are introductions and conclusions different?”</li></ul></li><li>• 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.”</li><li>• Invite students to read along silently as you read the concluding paragraph of “The Importance of Reading Every Day” model essay.</li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What does the author tell us in the concluding paragraph?”</li></ul></li><li>• Use equity sticks to select students to share their responses. Record student 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:</li><li>• A concluding paragraph:<ul style="list-style-type: none"><li>• Summarizes the main ideas</li><li>• Closes the paragraph by giving us something to think about at the very end</li></ul></li><li>• 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.</li><li>• Circulate to assist students in verbally rehearsing their concluding paragraphs. Ask:<ul style="list-style-type: none"><li>* “How can you summarize the main ideas?”</li><li>* “How did the author conclude the model argument essay?”</li><li>* “What are you going to give the reader to think about at the end?”</li></ul></li></ul> |                         |





| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Invite students to draft their concluding paragraph using their verbal rehearsal and the notes on the chart paper.</li><li>• Again circulate to assist students in drafting their concluding paragraphs. Ask:<ul style="list-style-type: none"><li>* “How can you summarize the main ideas?”</li><li>* “How did the author conclude the model argument essay?”</li><li>* “What are you going to give the reader to think about at the end?”</li></ul></li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs                                                                                                                                                     |
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| <p><b>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>NYS Expository Writing Evaluation Rubric (Rows 1 and 3)</b>. Tell students that they have already seen the whole rubric and these are the two rows that apply to the introductory and concluding paragraphs.</li><li>• Invite students to read the Criteria column and Column 3 with you.</li><li>• Distribute the new <b>Self-Assessment: NYS Expository Writing Evaluation Rubric (Rows 1 and 3)</b>. Tell students that 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.</li><li>• Remind students to be honest when self-assessing because identifying where there are problems with their work will help them to improve.</li><li>• Circulate to ask questions and encourage students to think carefully about their scoring choices:<ul style="list-style-type: none"><li>* “You have underlined this part of your rubric. Why? Where is the evidence in your essay to support this?”</li></ul></li><li>• Students who finish quickly can begin to revise their draft essays based on their scoring against the rubric.</li><li>• Tell students that now that they have finished the introductory and concluding paragraphs of their essays, they have now completed the first draft of their essay for their end of unit assessment. Make it clear that they will revise their essay once they have received feedback for their final performance task of the module.</li><li>• Collect the first drafts and the self-assessments.</li><li>• Students who have not finished will benefit from being able to take their essay home to finish the first draft.</li></ul> | <ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul> |



| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Meeting Students' Needs |
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| <p>A. Continue independent reading. Select five words that grabbed your attention and describe what it is about each of those words that caught your eye. □</p> <p><i>Note: Be prepared to provide students with feedback in Lesson 9 using Row 2 of the NYS Expository Writing Evaluation Rubric about use of evidence. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for each student to revise (step).</i></p> <p><i>Students will need their draft essays for peer critique in Lesson 8, but these drafts should be collected again at the end of that lesson to continue assessing.</i></p> |                         |



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# Grade 6: Module 2A: Unit 3: Lesson 7

## Supporting Materials



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

| CRITERIA                                                                                                                                                                             | 4<br>Essays at this level:                                                                                                                                 | 3<br>Essays at this level:                                                                                                            | 2<br>Essays at this level:                                                                                                           | 1<br>Essays at this level:                                                                                                                | 0<br>Essays at this level:                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts | clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose<br>demonstrate insightful analysis of the text(s) | clearly introduce a topic in a manner that follows from the task and purpose<br>demonstrate grade-appropriate analysis of the text(s) | introduce a topic in a manner that follows generally from the task and purpose<br>demonstrate a literal comprehension of the text(s) | introduce a topic in a manner that does not logically follow from the task and purpose<br>demonstrate little understanding of the text(s) | demonstrate a lack of comprehension of the text(s) or task |



| CRITERIA                                                                                                                                                                         | 4<br>Essays at this level:                                                                                                                                                                                                                                                                                                                                                                                                              | 3<br>Essays at this level:                                                                                                                                                                                                                                                                      | 2<br>Essays at this level:                                                                                                                                                                                                                                                                                 | 1<br>Essays at this level:                                                                                                                                                                                                                                                                                       | 0<br>Essays at this level:                                                                                                                                                   |
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| <b>COHERENCE, ORGANIZATION, AND STYLE:</b><br>the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning<br>establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice<br>provide a concluding statement or section that is compelling and follows clearly from the topic and information presented | exhibit clear organization, with the use of appropriate transitions to create a unified whole<br>establish and maintain a formal style using precise language and domain-specific vocabulary<br>provide a concluding statement or section that follows from the topic and information presented | exhibit some attempt at organization, with inconsistent use of transitions<br>establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary<br>provide a concluding statement or section that follows generally from the topic and information presented | exhibit little attempt at organization, or attempts to organize are irrelevant to the task<br>lack a formal style, using language that is imprecise or inappropriate for the text(s) and task<br>provide a concluding statement or section that is illogical or unrelated to the topic and information presented | exhibit no evidence of organization<br>use language that is predominantly incoherent or copied directly from the text(s)<br>do not provide a concluding statement or section |



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EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 3: Lesson 8**

## **Performance Task Preparation: Peer Critique and Mini-Lesson Addressing Common Errors: Revising Draft Essay to Inform**



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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

I can use correct grammar and usage when writing or speaking. (L.6.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)

**Supporting Learning Targets**

- I can use the NYS Expository Writing Evaluation Rubric to provide kind, specific, and helpful feedback to my peers.
- I can use teacher feedback to revise my essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric.

**Ongoing Assessment**

- Revised draft of informative essay
- Exit ticket: How Is Your Essay Better after Applying Peer Feedback to Revise?



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Independent Reading: Five Vocabulary Words (5 minutes)</li><li>Unpacking Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Mini Lesson: Addressing Common Errors (5 minutes)</li><li>Peer Critique: Draft Essay (13 minutes)</li><li>Revising Draft Essay (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Exit Ticket: How Is Your Essay Better after Applying Peer Feedback to Revise? (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Continue independent reading. Consider this question: What was the author's purpose or purposes in writing this book?</li></ol></li></ol> | <ul style="list-style-type: none"><li>This lesson is an opportunity for students to review and revise their essays to meet the expectations of the NYS Expository Writing Evaluation Rubric.</li><li>This lesson includes 5 minutes to address common mistakes you may have noticed while reviewing some of the student essays. A sample structure is provided here. Focus the lesson on one specific common convention error you noticed as you assessed students' drafts.</li><li>Some students may need more help with revising than others. There is space for this during the revision time.</li><li>If students used computers in Lessons 6 and 7 to write their first draft, allow them to use computers to revise.</li><li>In advance: Prepare a chart with the Peer Critique Guidelines, or a copy of the guidelines for students to keep in their folders (see supporting materials).</li><li>Post: Learning targets; end of unit assessment prompt.</li></ul> |



| Lesson Vocabulary | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| peer critique     | <ul style="list-style-type: none"><li>• Document camera</li><li>• Students' draft essays (collected in Lesson 7 for spot-checking)</li><li>• Peer Critique Guidelines (one to display) (From Unit 2, Lesson 16)</li><li>• NYS Expository Writing Evaluation Rubric (from Lesson 6; one for display and one per student)</li><li>• Stars and Steps recording form (one per student)</li><li>• Exit ticket: How Is Your Module 2A Essay Better after Applying Peer Feedback to Revise? (one per student; builds on similar document from Module 1)</li></ul> |

| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs |
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| <p><b>A. Independent Reading: Five Vocabulary Words (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to pair up to share the five words that grabbed their attention in their independent reading and to explain why those words grabbed their attention.</li><li>• Circulate to listen and get an idea of who has been completing the independent reading homework.</li><li>• Invite students to choose the word that grabbed their attention the most from the five their partner listed.</li><li>• Invite students to pair up with someone else to share the one word they selected from the lists of their previous partners.</li></ul> |                         |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students whole group. Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* "I can use the NYS Expository Writing Evaluation Rubric to provide kind, specific, and helpful feedback to my peers."</li><li>* "I can use teacher feedback to revise my essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric."</li></ul></li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* "What does <i>peer critique</i> mean?"</li><li>* "Why is peer critiquing useful?"</li></ul></li><li>• Listen for: "Peer critique means to look at someone else's work and give them feedback that will help them to improve their writing." Clarify as needed.<ul style="list-style-type: none"><li>* "Now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?"</li></ul></li><li>• Listen for: "Reading other essays and providing feedback and improving my essay."</li></ul> | <ul style="list-style-type: none"><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students' Needs |
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| <p><b>A. Mini Lesson: Addressing Common Errors (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that in the assessments you have looked at so far, you have noticed a common error in their essays (for instance, inconsistent capitalization).</li><li>• Using a <b>document camera</b>, display a teacher made example of the error, not actual student work. Explain why it is incorrect.</li><li>• Model how to revise and correct the error.</li><li>• Check for understanding. Ask students to give you a thumbs-up if they understand the error and how to fix it when revising, or a thumbs-down if they don't understand fully.</li><li>• If many students give a thumbs-down, show another example of the error. Ask students to think about how to fix it.</li><li>• Cold call a student to suggest how to correct it. If the answer is incorrect, clarify. Again ask students to give you a thumbs-up or a thumbs-down. If some students are still struggling, consider checking in with them individually.</li><li>• Return <b>students' draft essays</b>. Tell students that they won't have feedback from you on their individual work until the next lesson because you need more time to assess them.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>B. Peer Critique: Draft Essay (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that peer critiquing must be done very carefully because we want to be helpful to our peers so they can use our suggestions to improve their work. We don't want to make them feel bad. Post the <b>Peer Critique Guidelines</b>:             <ol style="list-style-type: none"> <li>Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.</li> <li>Be specific: Focus on particular strengths and weaknesses rather than making general comments like "It's good" or "I like it." Provide insight into <i>why</i> it is good or what, specifically, you like about it.</li> <li>Be helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.</li> <li>Participate: Peer critique is a process to support each other, and your feedback is valued!</li> </ol> </li> <li>Display the <b>NYS Expository Writing Evaluation Rubric</b> and ask students to refer to their own copies.</li> <li>Focus students on Row 2, Command of Evidence. In Column 3, highlight/underline this section: "Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)."</li> <li>Focus students on Row 3, Coherence, Organization, and Style. In Column 3, highlight/underline this section: "Exhibit clear organization, with the use of appropriate transitions to create a unified whole."</li> <li>Invite students to read each of these sections of the rubric aloud with you. Tell them that during the peer critique time they will be focusing on these two specific elements of the evidence-based essay.</li> <li>Emphasize that their job is to make sure that their peers' use of evidence and organization is strong. Distinguish peer critique from proofreading. It is fine if they catch errors in each other's work, but the goal is to make the thinking in the writing as strong as possible.</li> <li>Tell students that they will present feedback in the form of stars and steps. Remind them that they have already done this in both Modules 1 and 2. Today, they will give two "stars" (one related to Row 2 of the NYS rubric, one related to Row 3), and two "steps" (one related to Row 2, and one related to Row 3).</li> <li>Briefly model how to give two "kind, specific, helpful" stars. Be sure to connect your comments directly to each row of the rubric. For example: "You have used details from research texts to support your claims, and you used the word 'Finally' to begin your conclusion, which is a good transitional word."</li> </ul> | <ul style="list-style-type: none"> <li>Set up peer critiquing very carefully to ensure students feel safe giving and receiving feedback. Students must be given a set of clear guidelines for behavior, and they need to see the teacher model how to do it successfully. Asking students to provide feedback to their peers based on explicit criteria benefits both parties in clarifying what a strong piece of writing should look like. Students can learn from both the strengths and weaknesses that they notice in the work of peers.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Repeat, briefly modeling how to give two “kind, specific, helpful” steps. For example: “Can you find a detail from an informational text to support that claim? Can you add a transition word at the beginning of this paragraph to make the paragraphs flow smoothly into each other?”</li><li>• Emphasize that it is especially important to be kind when giving steps. Asking a question of the writer is often a good way to do this. “I wonder if ...?” “Have you thought about ...?”</li><li>• Distribute the <b>Stars and Steps recording form</b>. Explain that today, students will record the stars and steps for their partner on this sheet so that their partner can remember the feedback he or she receives. They are to write the name of their partner at the top of their paper.</li><li>• Pair up students. Invite pairs to swap essays and to spend 3 minutes reading them in silence.</li><li>• Ask students to record stars and steps for their partner on the recording form. This form is designed to help them remember the feedback they want to give to their partner from the peer critique. Circulate to assist students who may struggle with recording their feedback.</li><li>• Ask students to return the essay and Stars and Steps recording form to their partner and to explain the stars and steps they recorded for their partner. Invite students to question their partner where they don’t understand the stars and steps they have been given.</li></ul> |                         |
| <p><b>C. Revising Draft Essay (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to begin revising their draft essays based on the mini lesson and the stars and steps from the peer critique.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs                                                                                                                                                                                                                                       |
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| <b>A. Exit Ticket: How Is Your Essay Better after Applying Feedback to Revise? (5 minutes)</b> <ul style="list-style-type: none"><li>• Distribute the exit ticket: How Is Your Essay Better after Applying Peer Feedback to Revise?</li><li>• Give students a couple of minutes to consider the question.</li><li>• Invite students to record their answers on the exit ticket.</li></ul> | <ul style="list-style-type: none"><li>• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>• Continue independent reading. Consider this question: What was the author's purpose or purposes in writing this book?</li></ul>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                               |





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# Grade 6: Module 2A: Unit 3: Lesson 8

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**“Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s).”**

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**“Exhibit clear organization, with the use of appropriate transitions to create a unified whole.”**

**Star:**

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EXPEDITIONARY  
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# **Grade 6: Module 2A: Unit 3: Lesson 9**

## **Final Performance Task: Final Draft of Essay to Inform**



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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

I can use correct grammar and usage when writing or speaking. (L.6.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)

**Supporting Learning Targets**

- I can use my draft to write a final, best version of an informative essay about my rule to live by.
- I can choose a quote from my essay that captures the spirit of my rule to live by.

**Ongoing Assessment**

- Final informative essay about a rule to live by.



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Independent Reading Review (5 minutes)</li><li>Unpacking Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Final Revisions Based on Teacher Feedback (10 minutes)</li><li>Writing a Final Draft of an Informative Essay (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Popcorn Read (13 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Look over all of Bud's rules again. Which one do you think proves to be the most useful to him? Why?</li></ol></li></ol> | <ul style="list-style-type: none"><li>In previous lessons, students have drafted and revised an evidence-based essay. In this lesson, students write their final, best version of their draft and they conclude this unit by sharing a quote that captures the spirit of their rule to live by.</li><li>If students used computers in Lessons 6, 7, and 8 to write and revise their first draft, allow them to use computers to revise.</li><li>Review Popcorn Read protocol (Appendix)</li><li>Post: Learning targets.</li></ul> |

| Lesson Vocabulary | Materials                                                                                                                                                                                |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| spirit            | <ul style="list-style-type: none"><li>Students' draft essays (From Lessons 7 and 8, assessed with teacher feedback)</li><li>Homework: Bud's Most Useful Rule (one per student)</li></ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>A. Independent Reading Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students that for homework they were to continue independent reading and to answer this question:<ul style="list-style-type: none"><li>“What was the author’s purpose or purposes in writing this book? How do you know?”</li></ul></li><li>Invite students to get into research teams to share their answers to these questions.</li><li>Circulate to assess which students are doing their independent reading homework.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>Independent reading reviews hold all students accountable for doing their independent reading homework.</li></ul>                                                                                                                                                                                                                                                             |
| <p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>“I can use my draft to write a final, best version of an informative essay about my rule to live by.”</li><li>“I can choose a quote from my essay that captures the spirit of my rule to live by.”</li></ul></li><li>Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>“What does ‘the spirit of your rule to live by’ mean? What are you going to be looking for in your quote?”</li></ul></li><li>Listen for students to explain that a quote that shows the <i>spirit</i> of their rule to live by is a quote that really captures and explains why it is important. They are going to be looking for a small part of their essay that they think is key in explaining the importance of their rule.<ul style="list-style-type: none"><li>“Now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?”</li></ul></li><li>Listen for: “Writing a final, best version of our informative essays and sharing a key part of my essay.”</li></ul> | <ul style="list-style-type: none"><li>Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul> |





| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs |
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| <p><b>A. Final Revisions Based on Teacher Feedback (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Hand back <b>students' draft essays</b> with feedback. Ask them to look over the comments and make sure they understand them. Invite students to raise their hands to ask questions if they have them. Alternatively, create a "Help List" on the board and invite students to add their names to it if they need questions answered.</li><li>• Invite students to revise essays in line with the feedback.</li></ul> |                         |
| <p><b>B. Writing a Final Draft of an Evidence-Based Essay (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now they are at the end of the writing process and are going to write a final, best version of their informative based essay.</li><li>• Remind students that because this is an assessment, they will write their final draft version of their informative based essay independently. Ask them to begin. Circulate to observe.</li></ul>                                                    |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Meeting Students' Needs |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>A. Popcorn Read (13 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students of the learning target:<ul style="list-style-type: none"><li>* "I can choose a quote from my essay that captures the spirit of my rule to live by."</li></ul></li><li>Remind students that choosing a quote to capture the spirit means to find a small part of the essay, no more than three sentences, which outlines the importance of their rule to live by.</li><li>Give students a couple of minutes to locate that quote in their essay and to underline it.</li><li>Invite students to share their quotes with their research teams and to explain why they have chosen that quote.</li><li>If there is time, students could share their quotes with the whole group.</li><li>Distribute <b>homework: Bud's Most Useful Rule</b>.</li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>Look over all of Bud's rules again. Which one do you think proves to be the most useful to him? Why?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                         |



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# Grade 6: Module 2A: Unit 3: Lesson 9

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## Homework: Bud's Most Useful Rule

Rule Number: \_\_\_\_\_