



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](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"><li>• <i>Bud, Not Buddy</i> (book; one per student)</li><li>• Tracking Bud's Rules graphic organizer (started in Lesson 1)</li><li>• Mid-Unit 1 Assessment: Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (one per student)</li><li>• Mid-Unit 1 Assessment: Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (Answers, for Teacher Reference)</li><li>• Grade 6 2-Point Rubric: Short Response (for Teacher Reference)</li></ul>



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



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



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



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## 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?

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

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

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

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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.*



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