



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>	



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

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

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

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

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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- 105 About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, 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 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
- 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 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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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>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?
