EXPEDITIONARY LEARNING

Grade 6: Module 2A Unit 1:
Overview

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.

GRADE 6: MODULE 2A: UNIT 1: OVERVIEW

**Analyzing Figurative Language,
Word Choice, Structure and Meaning:**
Bud, Not Buddy **and Steve Jobs' Commencement Address**

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 found at http://news.stanford.edu/news/2005/june15/jobs-061505.html

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	*Bud, Not Buddy*: Launching the Novel and Understanding Its Context (Chapter 1)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1)	• I can use evidence from the text to make inferences about Bud.	• Exit ticket: Who's Bud?	
Lesson 2	Figurative Language and Word Choice: A Closer Look at *Bud, Not Buddy* (Chapter 2)	• 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)	• 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.	• 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*	• 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)	• 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)	• 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*.	• Chapter 3 of *Bud, Not Buddy*: Author's Word Choice and Tone graphic organizer	• Carousel of Quotes protocol • Back-to-Back and Face-to-Face protocol
Lesson 4	Interpreting Figurative Language and Answering Selected Response Questions (Chapter 4)	• 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)	• 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*.	• 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	• 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 *Bud, Not Buddy* (Chapter 5)	• 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)	• 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*.	• Mid-Unit 1 Assessment: Figurative Language and Word Choice in *Bud, Not Buddy*	
Lesson 6	Getting the Gist: Steve Jobs Commencement Address (Focus on Paragraphs 6-8, and connecting to Chapter 6)	• 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)	• 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.	• Entrance ticket • Annotated Steve Jobs speech • Exit ticket	• 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)	• 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)	• 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*.	• Forming Evidence-Based Claims graphic organizer • Connecting Events in the Steve Jobs Speech to Those in *Bud, Not Buddy* graphic organizer	• 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)	• 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)	• 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.	• Annotated Steve Jobs speech • Venn Diagram	• 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)	• 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)	• 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*.	• Forming Evidence-Based Claims graphic organizer	• 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)	• 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)	• 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.	• Annotated Steve Jobs speech • Exit ticket	• 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)	• 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)	• I can read Paragraphs 20–22 of the Steve Jobs speech closely in order to answer text-dependent questions. • I can make a claim using details from Paragraphs 20–22 of the Steve Jobs speech. • I can connect the events described by Steve Jobs in Paragraphs 15–22 of his speech to those experienced by Bud in the novel *Bud, Not Buddy*.	• Forming Evidence-Based Claims graphic organizer	
Lesson 12	End of Unit 1 Assessment: Analyzing an Excerpt from Barack Obama's Back-to-School Speech	• 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)	• 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.	• 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	• 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	• Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 4	4	• 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	• Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 6	6	• 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	• Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 8	8	• 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	• 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: 　* "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	• Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 11	11	• Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 1, Lesson 12	12	• 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	• 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	• Read Chapter 14 of *Bud, Not Buddy*. You will not have to add to your chart for Bud's rules because there are no rules in this chapter. Instead, use evidence flags as you read to identify three moments in Chapter 14 that show that Bud's life is changing from surviving to thriving.
Unit 2, Lesson 3	15	• Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 2, Lesson 4	16	• 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?"
Unit 2, Lesson 5	17	• 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	• 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	• Complete your Tracking Bud's Rules for any rules in this chapter.
Unit 2, Lesson 8	Afterward	• Use evidence flags to identify three facts in the afterward that find especially interesting.