



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 NJSLs 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 New Jersey Student Learning Standards. Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NJSLs 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.

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



NJSLs: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> • RL.6.1. Cite textual evidence and make relevant connections 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 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, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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 at grade level text-complexity or above, scaffolding as needed. 	<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.



NJSLs: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> RI.6.1. Cite textual evidence and make relevant connections 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 at grade level text-complexity or above, with scaffolding as needed. 	<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.

NJSLs: 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/academic style, approach, and form. 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.



NJSLs: 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 text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, 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/academic style, approach, and form.. 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, voice, 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.



NJSLs: 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. <ol style="list-style-type: none"> 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”). 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, metacognition/self-correction, 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.



NJSLs: 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.



NJSLs: 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, 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, 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.



NJSLs: 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, auditory, 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, scrimping, economical, unwasteful, 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, part/whole, item/category</i>). c. I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, 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 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.
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.



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Assessments Overview



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Final Performance Task	<p><i>Essay to Inform: “My Rule to Live By”</i> 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 NJSLs. Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NJSLs 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><i>Figurative Language and Word Choice in Bud, Not Buddy</i> This assessment centers on NJSLs 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><i>Analyzing the Barack Obama Back-to-School Speech</i> This assessment centers on NJSLs 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>



<p>Mid-Unit 2 Assessment</p>	<p>Analyzing Poetry: Structure and Theme in Stanza 4 of “If” by Rudyard Kipling This assessment centers on standards NJSLS 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>
<p>End of Unit 2 Assessment</p>	<p>How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay This is a two-part writing assessment. Part 1 centers on standards NJSLS 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>
<p>Mid-Unit 3 Assessment</p>	<p>Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform This is a two-part assessment that centers on standards NJSLS 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>
<p>End of Unit 3 Assessment</p>	<p>Draft of Essay to Inform: “My Rule to Live By” This assessment centers on standards NJSLS 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>