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# Table of Contents

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Understanding the DPSCD Curriculum Guide
Using the DPSCD Curriculum Guide

**Curriculum Guide**

- A district curriculum is the central guide for teachers and all instructional personnel about what is essential to teach and how deeply to teach it throughout the district so that every child has access to rigorous academic experiences and instructional support to ensure that all students have the knowledge, skills and confidence they need to meet the academic standards. It also provides guidance for all instructional staff who support and supervise teaching and student learning.

- The purpose of this guide is to clearly translate the content, knowledge, conceptual understanding, and skills students are expected to learn. By providing instruction timeframes that include days for flexible schedule this curriculum guide clearly articulates what is required in every classroom, and where schools and teachers have autonomy.

- While the guide is not a textbook itself, it does identify and connect educators to resources the district requires and connects educators to valuable resources to support as they strive to empower and educate every child.

- This curriculum guide was developed by DPSCD educators and feedback from users through focus groups will be utilized in the revision and implementation.

**Materials**

- Over 100 teachers and leaders convened in the winter of 2018 to review and evaluate the instructional materials for ELA/Literacy and Mathematics with the goal of ultimately recommending to the superintendent and school board the most highly aligned curriculum that was determined to be the best fit for our teachers and students. Ultimately the committee recommended and the board approved EL Education as the district’s K-8 ELA/Literacy instructional materials.

- The things our children learn today must prepare them for a future of resilience, problem solving, collaboration, and innovation in skilled careers that may not even exist yet. The award winning EL Education K-8 Language Arts Curriculum uniquely prepares children for a future of high achievement in more ways than one way:
  - Mastery of knowledge and skills
  - High quality student work
  - Character
  - The 4 T’s: Topic, Task, Targets, and Text, provide a strong and approachable framework for planning ELA instruction.
    - Topic: The compelling topic that brings the content to life
    - Task: The culminating assignment - a product or performance task
    - Target: The learning targets derived from the literacy and content standards students are expected to meet
    - Text: The complex texts (books and articles) that students will read closely, and additional texts that ensure students experience a volume of reading at their independent reading level
This guide will serve as a guidance document for your 50 Minute ELA/Literacy Core Instruction and your 50 Minute ELA/Literacy Small Group Instruction Block. The framework for grade 6-8 literacy instruction is outlined on the Instructional Framework Document.

- **50 Minutes ELA/Literacy Core Instruction**
  - EL Education Module Lesson

- **50 Minutes Small Group Instruction Block**
  - Extended time in EL Education Module Lessons
  - Small Group Instruction using modEL-Detroit guidance and i-Ready Instructional Grouping Profile/Tools for Instruction

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**Symbols and Structures**

*Common write up on the symbols needs to written and placed here. It should explain how we’ll use the symbols throughout the document.*

- When you see this symbol, consider the data sources referenced as a means to differentiate when grouping students and implementing activities.

- When you see this symbol, it is time to check your pacing and ensure you are within a ten-lesson range of the identified lesson. For example, if the identified lesson is 10, you should be between lesson 5 and 15.

- When you see this symbol, the identified resource is only available online.

- When you see this symbol, it indicates a link to view an exemplar student work sample.
The Michigan K–12 English Language Arts Standards are the Common Core State Standards for ELA/Literacy. The Common Core State Standards for English Language Arts & Literacy represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they’ve read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

The ELA/Literacy Foundational Skills Standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

The standards referenced in this document offer a focus for instruction for this specific grade level and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Understanding the Shifts in ELA/Literacy

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

- Regular practice with complex texts and their academic language
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational
- Building knowledge through content-rich nonfiction
## Grade 6 ELA/Literacy – Year at a Glance

### Quarter 1
- **Duration**: September 4 – November 9
- **Instructional Days**: 48
- **EL Module Days**: 40
- **Flex Days**: 8
- *12 Flex Days can be shared between Q1 and Q2

### Quarter 2
- **Duration**: November 12 – January 25
- **Instructional Days**: 41
- **EL Module Days**: 38
- **Flex Days**: 4

### Quarter 3
- **Duration**: January 28 – April 11
- **Instructional Days**: 44
- **EL Module Days**: 39
- **Flex Days**: 5

### Quarter 4
- **Duration**: April 12 – June 20
- **Instructional Days**: 48
- **EL Module Days**: 38
- **Flex Days**: 10
- *15 Flex Days can be shared between Q3 and Q4

### Module 1
- **Title**: Myths: Not Just Long Ago

### Module 2
- **Title**: Rules to Live By

### Module 3
- **Title**: The Land of the Golden Mountain

### Module 4
- **Title**: Insecticides: Costs vs. Benefits

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*Note: The table continues with the corresponding standards for each unit and module.*
Module 2
Overview
Rules to Live By
Overview

• 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 ELA standards RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1 and L.6.2.

Cross Curricular Connections

• This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day.

Assessments

• There is a mid-unit and end of unit assessment in each unit. Unit 3’s assessments each have two parts.
Module 2

Unit 1 Overview
**Unit 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.

**Big ideas & Guiding Questions**

- 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.

**Unit Assessments**

- Mid-Unit 1 Assessment: Figurative Language and Word Choice in *Bud, Not Buddy* (Chapter 5)
- End of Unit Assessment: Analyzing an Excerpt from Barack Obama’s Back to School Speech

**Content Connections**

College, Career, and Civic Life C3 Framework for Social Studies State Standards:

- 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.

**Vocabulary & Anchor Charts**

- Vocabulary: Numbers in parenthesis correlate with page numbers in student text
- Anchor Charts located under materials on lesson slides in bold
Long Term Targets
- I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

Supporting Targets
- I can use evidence from the text to make inferences about Bud.

ELA/Literacy Standards
- RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary
- inference, evidence, narrator, protagonist, vagrant, orphaned, Depression

Protocols
- Exit Ticket
- Think-Pair-Share

Materials
- Bud, Not Buddy (book; one per student)
- Photograph for the World of Bud, Not Buddy chart (see Teaching Note on p. 37)
- Word-catcher (one per student)
- Evidence flags (one per student)
- Tracking Bud's "Rules" Graphic Organizer (one per student)
- Exit Ticket: Who's Bud? (one per student)

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On November 12th, You should be between M1 U3 L3 and M2 U1 L5
# Module 2 Unit 1
## Rules to Live By

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

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

### ELA/Literacy Standards
- **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
- **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.
- **L.6.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

### Vocabulary
- figurative language, tone, meaning; slug, swat, tap, ilk, race, vermin, survive, thrive

### Protocols
- Exit Ticket
- Think-Pair-Share

### Materials
- *Bud, Not Buddy* (book, one per student)
- Word-catcher (from Lesson 1)
- Tracking Bud's "Rules" Graphic Organizer (from Lesson 1)
- Figurative language in *Bud, Not Buddy* Graphic Organizer (one per student)
- Strategies for Answering-Selected Response Questions Anchor Chart (new; co-created with students in Work Time B; see supporting materials)
- Selected-Response Questions: Word Choice in Chapter 2 (one per student)
- Exit Ticket: Interpreting Figurative Language in Chapter 2 of *Bud, Not Buddy* (one per student)
- Exit Ticket: Interpreting Figurative Language in Chapter 2 of *Bud, Not Buddy* (Teacher Reference)
Module 2 Unit 1
Rules to Live By

Teacher Guide Page 50

Unit 1 Lesson 3: Analyzing Figurative Language

1 Instructional Day

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

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

ELA/Literacy Standards
- 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
- 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.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary
- tone, figurative language, revenge, simmered (down)

Protocols
- Carousel Brainstorm

Materials
- Bud, Not Buddy (book, one per student)
- Document camera
- Tracking Bud's "Rules" Graphic Organizer (from Lesson 1)
- Figurative language in Bud, Not Buddy, Chapter 3 (one per student and one to display)
- Author's Word Choice, Meaning, and Tone Graphic Organizer; Bud, Not Buddy, Chapter 3 (Teacher Reference)
- Markers (a different color for each triad)
- Carousel of Quotes: Figurative Language in Chapter 3 of Bud, Not Buddy, Chapter 4 (one per student)
- Homework: Bud, Not Buddy (one per student)

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### Module 2 Unit 1
### Rules to Live By

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<th>1 Instructional Day</th>
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### Long Term Targets
- I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)
- I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

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

### ELA/Literacy Standards
- 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
- 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.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

### Vocabulary
- word choice, tone, meaning, figurative language, tortured

### Protocols
- Admit Ticket

### Materials
- *Bud, Not Buddy* (book, one per student)
- Entrance Ticket: What Would You Title Chapter 4? (one per student)
- Figurative Language in *Bud, Not Buddy* Graphic Organizer (from Lesson 2; students' copies and one for display)
- Figurative Language: *Bud, Not Buddy*, Chapter 4 (one per student)
- Strategies for Answering Selected-Response Questions Anchor Chart (from Lesson 2)
- Selected-Response Questions: *Bud, Not Buddy*, Chapter 4 (one per student)
- Selected Response Questions: *Bud, Not Buddy*, Chapter 4 (Teacher Reference)

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## Long Term Targets

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

## Supporting Targets

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

## ELA/Literacy Standards

- 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
- 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.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Social Studies Standards and Integration

- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

## Vocabulary

- Do not preteach vocabulary for this assessment.

## Protocols

- N/A

## Materials

- *Bud, Not Buddy* (book, one per student)
- Tracking Bud's "Rules" Graphic Organizer (started in Lesson 1)
- Mid-Unit Assessment: Figurative Language and Word Choice in *Bud, Not Buddy* (one per student)
- Mid-Unit Assessment: Figurative Language and Word Choice in *Bud, Not Buddy* (Teacher Reference)
- Grade 6 2-Point Rubric: Writing from Sources/Short Response (Teacher Reference)
Module 2 Unit 1
Rules to Live By

Long Term Targets
- 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 Targets
- 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.

ELA/Literacy Standards
- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary
- gist, university commencement address, dorm, deposits, Hare Krishna, intuition, typography, typefaces, proportionally

Protocols
- Admit and Exit Tickets
- Think-Pair-Share

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**Long Term Targets**
- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can effectively engage in discussions with diverse partners about sixth-grade topics, texts and issues. (SL.6.1)

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

**ELA/Literacy Standards**
- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.

**Social Studies Standards and Integration**
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

**Vocabulary**
- claim

**Protocols**
- N/A

**Materials**
- Steve Jobs, "Stanford University Commencement Address" (from Lesson 6)
- Text-Dependent Questions: Steve Jobs Speech, Paragraphs 6-8 (one per student)
- Close Reading Guide: Steve Jobs Speech, Paragraphs 6-8 (Teacher Reference)
- Forming Evidence-Based Claims Graphic Organizer (one per student and one to display)
- Document camera
- Connecting Events in the Steve Jobs Speech to Those in *Bud, Not Buddy* Graphic Organizer (one per student)
- Connections between Steve Jobs and Bud Anchor Chart (new; co-created with students in Closing A)
### Long Term Targets
- 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 Targets
- I can get the gist of paragraphs 12-14 of the Steve Jobs speech.
- I can identify the meaning of unfamiliar vocabulary from context.

### ELA/Literacy Standards
- **RI.6.1**: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

### Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

### Vocabulary
- gist, heaviness, animated, feature film, studio, heart, renaissance, convinced, settle

### Protocols
- N/A

### Click to Access modEL Detroit
Long Term Targets

- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can analyze how a particular sentence, paragraph, chapter or section fits in and contributes to the development of ideas in a text. (RI.6.5)

Supporting Targets

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

ELA/Literacy Standards

- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- RI6.5: 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.

Social Studies Standards and Integration

- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

- claim, evidence

Protocols

- Think-Pair-Share

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Module 2 Unit 1
Rules to Live By

Long Term Targets
- 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 Targets
- I can get the gist of paragraphs 20-22 of the Steve Jobs speech.
- I can identify the meaning of unfamiliar vocabulary from the context.

ELA/Literacy Standards
- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary
- gist, decades, intellectual concept, destination, invention, agent, gradually, dogma, noise, intuition

Protocols
- Exit Ticket
- Give One-Get One-Move On

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On November 29th, You should be between M2 U1 L6 and M2 U2 L3
Module 2 Unit 1
Rules to Live By

Teacher Guide Page 95 | Unit 1 Lesson 11: Text-Dependent Questions and Making a Claim | 1 Instructional Day

**Long Term Targets**
- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can analyze how a particular sentence, paragraph, chapter or section fits in and contributes to the development of ideas in a text. (RI.6.5)

**Supporting Targets**
- 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*.

**ELA/Literacy Standards**
- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- 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.

**Social Studies Standards and Integration**
- Select modules to complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

**Vocabulary**
- claim

**Protocols**
- N/A

**Materials**
- Steve Jobs, "Stanford University Commencement Address" (from Lesson 6)
- Text-Dependent Questions: Steve Jobs Speech, Paragraphs 20-22 (one per student)
- Close Reading Guide: Steve Jobs Speech, Paragraphs 20-22 (Teacher Reference)
- Forming Evidence-based Claims Graphic Organizer (one per student)
- Forming Evidence-Based Claims Task Card (one per student)
- Connections between Steve Jobs and Bud Anchor Chart (from Lesson 7)

**Click to Access modEL Detroit**
## Module 2 Unit 1
### Rules to Live By

#### Long Term Targets
- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can analyze how a particular sentence, paragraph, chapter or section fits in and contributes to the development of ideas in a text. (RI.6.5)

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

#### ELA/Literacy Standards
- **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.
- **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.

#### Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

#### Vocabulary
- excerpt

#### Protocols
- N/A

#### Materials
- End-of-Unit Assessment: Analyzing President Obama's 2009 Back-to-School Speech (one per student)
- End-of-Unit Assessment: Analyzing President Obama's 2009 Back-to-School Speech (Teacher Reference)
- Forming Evidence-Based Claims Graphic Organizer (one per student)
- Forming Evidence-Based Claims Graphic Organizer: Focusing Question for President Obama's Back-to-School Speech (one per student and one to display)
- Video of [President Obama's 2009 Back-to-School speech](#)
- Technology to display video of President Obama's Back-to-School Speech
- Document camera

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Module 2
Unit 2 Overview
Unit Overview

• In the first half of this second unit, students continue to explore the topic of “rules to live by” as they closely read the poem “If” by Rudyard Kipling. Students determine themes of the poem, consider what “rules to live by” Rudyard Kipling is communicating, and analyze how individual stanzas contribute to the poem’s overall meaning. They compare the experience of reading the poem and listening to it read aloud, noticing the importance of pacing and intonation. Finally, students compare and contrast approaches to theme between the poem and the novel.

• In the mid-unit assessment, students will read a new excerpt of “If,” analyze how that stanza contributes to the overall meaning of the poem, determine a theme communicated in that stanza, and compare and contrast how that theme is communicated in Bud, Not Buddy. In the second half of Unit 2, students return to a close reading of the novel as they prepare to write a literary argument essay about the nature of “Bud’s Rules.” Throughout the unit, as students read Bud, Not Buddy, they continue to pay close attention and keep track of how the plot unfolds as Bud responds to each new experience and person he encounters on his journey. Specifically, they continue to think, talk, and write about the nature of his rules.

• For the end of unit assessment, students write a literary argument essay in which they establish a claim about how Bud uses his rules: to survive or to thrive. Students substantiate their claim using specific text-based evidence. The formal start of Unit 3 is contained in two lessons of this unit in order to give teachers time to read and provide feedback on the end of unit assessment. This unit also launches an independent reading routine. The series of lessons for launching independent reading can be found as a stand-alone document. Teachers should consider launching this once students have completed reading Bud, Not Buddy after the mid-unit assessment.

Big ideas & Guiding Questions

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

- Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of "If"
- End of Unit Assessment: Final Draft of Literary Argument Essay

## Content Connections

College, Career, and Civic Life C3 Framework for Social Studies State Standards:
- This module is designed to address English Language Arts standards as students read literature and informational text about “rules to live by.” However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections to this compelling content.

## Vocabulary & Anchor Charts

- Vocabulary: Numbers in parenthesis correlate with page numbers in student text
- Anchor Charts located under materials on lesson slides in bold
## Module 2 Unit 2
### Rules to Live By

#### Long Term Targets
- I can determine a theme based on details in a literary text and how it is conveyed through details in the text. (RL 6.2)
- I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)

#### Supporting Targets
- I can select text evidence to support themes from *Bud, Not Buddy*.
- I can analyze the writing techniques the author uses to convey themes in *Bud, Not Buddy*.

#### ELA/Literacy Standards
- 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.
- RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

#### Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

#### Vocabulary
- inference, evidence, narrator, protagonist, vagrant, orphaned, Depression

#### Protocols
- Exit Ticket
- Gallery Walk
- Think-Pair-Share

#### Materials
- Tracking Bud's "Rules" Graphic Organizer (from Unit 1, Lesson 1)
- Word-catcher (from Unit 1, Lesson 1)
- Conveying theme in *Bud, Not Buddy* Charts (new; created by students in small groups; see supporting materials)
- *Bud, Not Buddy* (book; one per student)
- Conveying Theme in *Bud, Not Buddy* Charts (Teacher Reference) (new; five total; teacher-generated; see supporting materials for example)
- Conveying Theme Anchor Chart (new; co-created with students in Work Time A)
- Markers (one per student)
- Exit Ticket: How Does the Author Convey Theme? (one per student)

[Click to Access modEL Detroit]
Module 2 Unit 2 Rules to Live By

Long Term Targets
- 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)

Supporting Targets
- I can describe the structure of the poem "If."
- I can identify the meaning of unfamiliar vocabulary from the context.

ELA/Literacy Standards
- 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.

Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary
- stanza, make allowance

Protocols
- Exit Ticket
- Think Pair Share

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Materials
- "If" by Rudyard Kipling, Excluding the Fourth Stanza Handout (one per student and one per display)
- "If" audio recording (several versions can be found at the Internet Archive site)
- Technology to play audio recording
- Document camera
- Equity sticks
- Analyzing "If" Graphic Organizer (one per student and one to display)
- Word-catcher (from Unit 1, Lesson 1)
- Exit Ticket: What Does Bud Mean? (one per ticket)
Module 2 Unit 2
Rules to Live By

Long Term Targets

- I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)
- I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting Targets

- I can describe the literal meaning of figurative language in the poem "If."
- I can paraphrase the first stanza of Rudyard Kipling's poem "If."
- I can identify rules to live by communicated in the first stanza of the poem "If."

ELA/Literacy Standards

- 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.
- RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

Social Studies Standards and Integration

- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

- figurative language, paraphrase

Protocols

- Exit Ticket

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Long Term Targets

- I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)
- I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)

Supporting Targets

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

ELA/Literacy Standards

- 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
- 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.

Social Studies Standards and Integration

- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

- master, triumph, disaster, imposters, bear, knaves

Protocols

- N/A

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### Long Term Targets
- I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)
- I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

### Supporting Targets
- I can describe the literal meaning of figurative language in the poem "If."
- I can paraphrase the second stanza of Rudyard Kipling’s poem "If."
- I can identify rules to live by communicated in the second stanza of the poem "If."

### ELA/Literacy Standards
- 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.
- RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar genres and topics.
- L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

### Vocabulary
- figurative language, paraphrase

### Protocols
- Inner Circle/Outer Circle (Concentric Circles)

### Materials
- "If" (from Lesson 2)
- Interpreting Text to Making Meaning Not-Catcher: "If" by Rudyard Kipling, Stanza 2 (one per student)
- Close Reading Guide: "If" by Rudyard Kipling, Stanza 2 (Teacher Reference)
- Analyzing "If" Graphic Organizer (from Lesson 2)
- Equity sticks
- Rules to Live By in 'If" Anchor Chart (from Lesson 3)
- Conveying Theme in Bud, Not Buddy Charts (five charts total; from Lesson 1)

### Click to Access modEL Detroit
Long Term Targets

• I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)
• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)
• I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. (RL.6.7)

Supporting Targets

• I can describe the structure of the poem "If."
• I can identify the meaning of unfamiliar vocabulary from the context.
• I can compare the experience of listening to an audio version of the poem to reading the poem.

ELA/Literacy Standards

• 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
• 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.
• 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.

Social Studies Standards and Integration

• Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

• heaps, winnings, pitch-and-toss, sinew, serve your turn, will

Protocols

• Exit Ticker

Materials

• Bud, Not Buddy (book; one per student)
• "If" (from Lesson 2)
• “If” audio recording (several versions can be found at the Internet Archive site)
• Technology to play audio recording
• Document camera
• Equity sticks
• Analyzing "If" Graphic Organizer (from Lesson 2)
• Word Replacement Note-Catcher (one per student and one to display)
• Word-catcher (from Unit 1, Lesson 1)
• Exit Ticket: Venn Diagram Comparing Reading and Listening to "If" (one per student)
Long Term Targets

• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)
• I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)
• I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting Targets

• I can describe the literal meaning of figurative language in the poem "If."
• I can paraphrase the third stanza of Rudyard Kipling’s poem "If."
• I can identify rules to live by communicated in the third stanza of the poem "If."

ELA/Literacy Standards

• 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.
• RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
• L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Social Studies Standards and Integration

• Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

• figurative language, paraphrase

Protocols

• N/A

Materials

• Tracking Bud's "Rules" Graphic Organizer (from Lesson 1)
• "If" (from Lesson 2)
• Interpreting Text to Make Meaning Note-Catcher: "If" by Rudyard Kipling, Stanza 3 (one per student)
• Close Reading Guide: "If" by Rudyard Kipling, Stanza 3 (Teacher Reference)
• Analyzing "If" Graphic Organizer (from Lesson 2)
• Equity sticks
• Rules to Live By in "If" Anchor Chart (from Lesson 3)
• Conveying Theme in Bud, Not Buddy (from Lesson 1)
Module 2 Unit 2
Rules to Live By

Teacher Guide Page 163
Unit 2 Lesson 8: Mid-Unit Assessment

Long Term Targets
- I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)
- I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. (RL.6.7)
- I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting Targets
- I can describe the literal meaning of figurative language in the poem "If."
- I can compare how similar themes are communicated in Bud, Not Buddy.
- I can compare the experience of listening to an audio version of the poem to reading the poem.

ELA/Literacy Standards
Occasionally standards are hyperlinked to conserve space for the lesson guide. Click on the standard number to see the full standard.
- RL.6.5, RL.6.7, RL.6.9
- L.6.5

Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary
- figurative language, paraphrase

Protocols
- N/A

Materials
- Bud, Not Buddy (book; one per student)
- Assessment Text: "If" by Rudyard Kipling, including stanza 4 (one per student)
- "If" audio recording (from Lesson 2)
- Technology to play audio recording
- Word-catcher (from Unit 1, Lesson 1)
- Conveying Theme in Bud, Not Buddy Charts (from Lesson 1)

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On December 13th, You should be between M2 U2 L4 and M2 U2 L13
Long Term Targets

• I can cite text-based evidence to support an analysis of literary work (RL.6.1)
• I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)
• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting Targets

• I can describe the qualities of a literary argument essay about Bud’s rules.
• I can analyze how evidence from the text supports a claim in the Steve Jobs model essay.

ELA/Literacy Standards

• RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
• W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Social Studies Standards and Integration

• Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

• literary argument, qualities

Protocols

• Think-Pair-Share

Materials

• End-of-Unit Assessment Prompt: How Does Bud Use His Rules: To Survive or to Thrive? Literary Argument Essay (one per student and one to display)
• Document camera
• Qualities of a Strong Literary Argument Essay Anchor Chart (new, co-created with students during Work Time A; see supporting materials)
• Model Literary Argument Essay: ‘Steve Job’s Rules to Live By” (one per student and one to display)
• Analyzing Evidence-Based Claims Graphic Organizer: Steve Jobs Speech (one to display)
Long Term Targets
- I can cite text-based evidence to support an analysis of literary work (RL.6.1)
- I can write arguments to support claims with clear reasons and supporting evidence. (W.6.1)
- I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)
- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting Targets
- I can analyze how Bud used his rules to survive and thrive.
- I can argue a claim using text evidence from the novel.

ELA/Literacy Standards
- RL.6.1
- W.6.1, W.6.4, W.6.5

Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary
- argue

Protocols
- Think-Pair-Share
- Gallery Walk
- Mix and Mingle
- Triad

Materials
- Tracking Bud's "Rules" Graphic Organizer (from Lesson 1)
- Document camera
- End-of-Unit Assessment Prompt: How Does Bud Use His Rules: To Survive or Thrive? Literary Argument Essay (from Lesson 9)
- How Did Bud Use His Rules? Model Chart (Teacher Reference)
- Bud, Not Buddy (book; one per student)
- Chart paper (one per group)
- Markers (one per group)
- Task Card or How Did Bud Use His Rule? Charts (one per group)
- Bud's Rule Strips (one per group)
- Bud, Not Buddy Forming Evidence-Based Claims Graphic Organizer (one per student)
Long Term Targets
• I can cite text-based evidence to support an analysis of literary work (RL.6.1)
• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting Targets
• I can argue my claim about Bud's rules using text evidence from the novel.
• I can determine the best evidence to support my claim about Bud.

ELA/Literacy Standards
• RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
• 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.

Social Studies Standards and Integration
• Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary
• pitch (an idea)

Protocols
• Exit Ticket
• Take a Stand

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Long Term Targets

- I can cite text-based evidence to support an analysis of literary work (RL.6.1)
- I can determine a theme based on details in a literary text and how it is conveyed through details in the text. (RL 6.2)
- I can write arguments to support claims with clear reasons and supporting evidence. (W.6.1)
- I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)
- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting Targets

- I can explain how my evidence supports my claim in a logical way.
- I can skillfully select the best evidence to support my claim about Bud.

ELA/Literacy Standards

- RL.6.1, RL.6.2
- W.6.1
- W.6.4, W.6.5

Social Studies Standards and Integration

- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

- logically, skillfully

Protocols

- N/A

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Long Term Targets

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

Supporting Targets

- I can draft the body paragraphs of my literary argument essay.
- I can use precise and domain-specific language to formally argue my claim about how Bud uses his rules.

ELA/Literacy Standards

- RL.6.1, RL.6.2
- W.6.1, W.6.4, W.6.5
- L.6.6

Social Studies Standards and Integration

Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

- precise, domain-specific, synonym

Protocols

- N/A

Materials

- Word-catcher (from Unit 1, Lesson 1)
- Rule Sandwich Guide: Bud, Not Buddy (three guides; from Lesson 12)
- Writing with a Formal Style Recording Form (one per student)
- Thesauruses (available for student use as needed)
- Guided Mini Lesson on Formal Style (Teacher Reference)

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Long Term Targets

• I can write arguments to support claims with clear reasons and supporting evidence. (W.6.1)
• I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)
• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Targets

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

ELA/Literacy Standards

• W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
• W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies Standards and Integration

• Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

• introduction, conclusion

Protocols

• Think-Pair-Share

Click to Access modEL Detroit
Long Term Targets

• I can conduct short research projects to answer a question. (W.6.7)
• I can pose questions that help me clarify what is being discussed. (SL.6.1c)
• I can pose questions that elaborate on the topic being discussed. (SL.6.1c)
• I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)
• After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.61d)

Supporting Targets

• I can ask speakers questions to encourage them to clarify their ideas and elaborate on what they are saying.
• I can paraphrase what a speaker says to check my understanding.
• I can respond to questions by clarifying a point I am trying to make and by elaborating on my ideas.
• I can identify a topic I a particularly interested in researching.

ELA/Literacy Standards

• W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
• SL.6.1c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
• SL.6.1d: Establish and maintain a formal style.

Social Studies Standards and Integration

• Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

• clarify, elaborate

Protocols

• Exit Ticket
• Think-Pair-Share

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Module 2 Unit 2
Rules to Live By

Long Term Targets
- I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can use several sources in my research. (W.6.7)
- I can conduct short research projects to answer a question. (W.6.7)

Supporting Targets
- I can identify norms to make group discussion more successful.
- I can determine the difference between a relevant and an irrelevant research question.
- I can write a research question for my topic.

ELA/Literacy Standards
- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary
- norms, irrelevant

Protocols
- Chalk Talk

Materials
- Articles for Research Folders (Teacher Reference: See Teaching Notes)
- Lined paper (three pieces per student)
- Chart paper (one per team)
- Markers (one per student)
- Research folders (one per team according to the topic the team has chosen—see supporting materials)
- Discussion Tracker (from Lesson 15: Teacher Reference)
- Criteria for Research Questions Anchor Chart (new; co-created with students during Work Time C)
- Researcher’s Notebook (from Lesson 15)

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Module 2 Unit 2
Rules to Live By

Long Term Targets

- I can use correct grammar and usage when writing or speaking. (L.6.1)
- I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)
- With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.6.5)

Supporting Targets

- I can use the Literary Argument Essay Rubric to provide kind, specific, and helpful feedback to my peers.
- I can use teacher feedback to revise my literary argument essay to further meet the expectations of the Literary Argument Essay Rubric.

ELA/Literacy Standards

- L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- W.6.5: 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.

Social Studies Standards and Integration

- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

- peer critique

Protocols

- Think-Pair-Share
- Pair Critique
- Inner Circle/Outer Circle (Concentric Circles)

Materials

- Bud, Not Buddy (book, one per student)
- End-of-Unit Assessment Prompt: How Does Bud Use His Rules: To Survive or Thrive? Literary Argument Essay (from Lesson 9; included again in this lesson for Teacher Reference; one per student and on to display)
- Literary Argument Essay Rubric (from Lesson 12)
- Peer Critique Guidelines (one to display)
- Star and Steps Recording Form (one per student)
- Student' draft literary argument essays (collected in Lesson 14; with teacher feedback and a specific leading question/suggestion)
- Self-Assessment: Rows 1 and 3 of Literary Argument Essay Rubric (collected in Lesson 14; students' self-assessments reviewed by the teacher)
- Materials for student writing (computers or lined paper)

On January 10th, You should be between M2 U2 L 14 and M2 U3 L 5

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Module 2
Unit 3 Overview
Module 2 Unit 3 Overview
Culminating Project: "My Rule to Live By"

Unit Overview

• Building on the background students learned in Unit 1 through reading *Bud, Not Buddy* and the Steve Jobs speech, as well as the study of “If” in Unit 2, students will write informative essays based on one of their personal “rules to live by.” At the start of the unit, students will be presented with three relevant real-world topics (bullying, healthy habits, and environmental stewardship) with which they likely have significant personal experience. Based initially on this personal experience, students will discuss how those issues might translate into “rules to live by.” Then students will consider what it will take to truly inform others about their potential rules, given that personal experience is rarely sufficient to be a true expert on a topic. Ultimately, their “rules” will need to be informed by evidence.

• This emphasis on evidence will serve as the launch of a short research project. Students will be organized into “research teams” around one of the three real-world topics that most interests them. In these research teams, students read about their topic, gathering relevant information to support their possible rule. Across multiple lessons, they use a Researcher’s Notebook to add information they gather and then answer focusing questions. The research skills taught in this unit are modeled through a class research project (about the importance of reading every day). This unit also has a heavy emphasis on speaking and listening skills.

• At the start of the unit, the teacher will model good habits of discussion. Throughout the unit, students will participate in a series of discussion groups as they research their topic. Each discussion revolves around a focusing question; the teacher tracks students’ mastery of speaking and listening skills using a Discussion Tracker. As a part of the mid-unit assessment, over the course of two lessons, the teacher will use the same tracker to assess students’ speaking and listening skills.

Big Ideas & Guiding Questions

• What are rules to live by?
• How do people formulate and use “rules” to lead better lives?
• How can a “rule to live by” be supported with research-based evidence?
• Individuals develop their own “rules to live by” based on their experiences.
• “Rules to live by” can be supported through research and evidence.
• Researchers discuss their findings with one another to build their knowledge and understanding.
## Module 2 Unit 3 Overview

### Culminating Project: "My Rule to Live By"

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<th>9 Instructional Days</th>
<th>9 Lessons</th>
<th>November 12 – January 25</th>
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### Unit Assessments
- Mid-Unit 3 Assessment, Part 1: Summarizing, Analyzing and Discussing Research
- Mid-Unit 3 Assessment, Part 2: Summarizing, Analyzing and Discussing Research
- End of Unit 3 Assessment, Part 1: Drafting Body Paragraphs of an Essay to Inform
- End of Unit 3 Assessment, Part 2: Drafting Introduction and Conclusion of an Evidence-Based Essay

### Content Connections

**College, Career, and Civic Life C3 Framework for Social Studies State Standards:**
- This module is designed to address English Language Arts standards as students read literature and informational text about rules to live by and the Great Depression. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections to this compelling content.

### Vocabulary & Anchor Charts
- Vocabulary: Numbers in parenthesis correlate with page numbers in student text
- Anchor Charts located under materials on lesson slides in bold
Lesson Guides
Module 2
Unit 3
### Long Term Targets
- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can pose questions that help me clarify what is being discussed. (SL.6.1c)
- I can pose questions that elaborate on the topic being discussed. (SL.6.1c)
- I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)
- After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)

### Supporting Targets
- I can find the gist of informational texts.
- I can identify the main points in an informational text.
- I can identify details relevant to my research question in an informational text.
- I can respectfully have productive discussions with peers who have a different perspective and background from me.

### ELA/Literacy Standards
- RI.6.1, RI.6.2
- SL.6.1c, SL.6.1d

### Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

### Vocabulary
- gist, respectfully, productive, see the glossary in each research folder for vocabulary for each of the informational texts

### Protocols
- Think-Pair-Share

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### Materials
- List of research teams (new; teacher-created based on teams formed in Unit 2, Lesson 10)
- Researcher's Notebook (from Unit 2, Lesson 15)
- Research Task Card (one per student)
- "Make Your Move" (from "Healthy Habits" research folder from Unit 2, Lesson 16; one to display)
- Research folders (from Unit 2, Lesson 16)
- Document camera
- Colored pencils (one per student)

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**Long Term Targets**
- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can pose questions that help me clarify what is being discussed. (SL.6.1c)
- I can pose questions that elaborate on the topic being discussed. (SL.6.1c)
- I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)
- After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)

**Supporting Targets**
- I can find the gist of informational texts.
- I can identify the main points in an informational text.
- I can identify details relevant to my research question in an informational text.
- I can respectfully have productive discussions with peers who have a different perspective and background

**ELA/Literacy Standards**
- RI.6.1, RI.6.2
- SL.6.1d, SL.6.1c

**Social Studies Standards and Integration**
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

**Vocabulary**
- gist, respectfully productive, see the glossary in each research folder for vocabulary for each of the informational texts

**Protocols**
- Admit Ticket

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Long Term Targets

• I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
• I can summarize an informational text using only information from the text. (RI.6.2)
• I can refocus or refine my question when appropriate. (W.6.7)
• I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)
• I can express my own ideas clearly during discussions. (SL.6.1)
• I can build on others' ideas during discussions. (SL.6.1)

Supporting Targets

• I can find the gist of informational texts.
• I can identify details relevant to my research question in an informational text.
• I can refocus or refine a research question when appropriate.
• I can respectfully have productive discussions with peers who have a different perspective and background from me.

ELA/Literacy Standards

• RI.6.1, RI.6.2
• SL.6.1, SL.6.1c, SL.6.1d
• W.6.7

Social Studies Standards and Integration

• Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

• respectful, productive

Protocols

• Exit Ticket

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Long Term Targets

- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)
- I can express my own ideas clearly during discussions. (SL.6.1)
- I can build on others' ideas during discussions. (SL.6.1)

Supporting Targets

- I can summarize an article on the importance of reading.
- I can explain how text evidence supports the claim about the importance of reading.
- I can respectfully have productive discussions with peers who have a different perspective and background from me.

ELA/Literacy Standards

- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- 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.

Social Studies Standards and Integration

- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

- National Endowment for the Arts, decade

Protocols

- Exit Ticket

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Module 2 Unit 3
Rules to Live By

Long Term Targets

- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can refocus or refine my question when appropriate. (W.6.7)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)
- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting Targets

- I can analyze the structure and content of a model essay about the importance of reading every day.
- I can outline "My Rule to Live By" essay to inform.

ELA/Literacy Standards

- RI.6.1
- W.6.4, W.6.5, W.6.7, W.6.9

Social Studies Standards and Integration

- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

- structure, content, evidence-based essay, consequences, proportion, possess

Protocols

- Think-Pair-Share

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### Long Term Targets
- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)
- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

### Supporting Targets
- I can analyze how a topic is developed in each body paragraph of the model essay.
- I can draft the body paragraphs of my essay to inform.

### ELA/Literacy Standards
- RI.6.1, RI.6.2
- W.6.2, W.6.4, W.6.9

### Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

### Vocabulary
- N/A

### Protocols
- Think-Pair-Share

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### Materials
- Grades 6-8 Expository Writing Evaluation Rubric (one per student)
- Structure and Content of an Informative Essay Anchor Chart (begun in Lesson 5; constructed with students during Work Time A)
- Document camera
Module 2 Unit 3
Rules to Live By

Long Term Targets

• I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)
• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Targets

• I can draft the introduction and conclusion of my evidence-based essay.

ELA/Literacy Standards

• RI.6.1
• W.6.2, W.6.4, W.6.9

Social Studies Standards and Integration

• Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

• introduction, conclusion

Protocols

• Think-Pair-Share

Materials

• Model Essay: 'The Importance of Reading Every Day' (from Lesson 5)
• Equity Sticks
• Chart Paper (one piece; see Work Time A and B)
• Grades 6-8 Expository Writing Evaluation Rubric (Rows 1 and 3) (one per student)
• Self-Assessment: Grades 6-8 Expository Writing Evaluation Rubric (Rows 1 and 3) (one per student)

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On January 25th, You should be between M2 U3 L6 and M3 U1 L3
**Module 2 Unit 3**  
**Rules to Live By**

### Long Term Targets
- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)
- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)
- I can use correct grammar and usage when editing or speaking. (L.6.1)
- I can use correct capitalization, punctuation and spelling to send a clear message to my reader. (L.6.2)

### Supporting Targets
- I can use the Grades 6-8 Expository Writing Evaluation Rubric to provide kind, specific, and helpful feedback to my peers.
- I can use teacher feedback to revise my essay to further meet the expectations of the Grades 6-8 Expository Writing Evaluation Rubric.

### ELA/Literacy Standards
- W.6.2, W.6.5, W.6.9
- L.6.1, L.6.2

### Social Studies Standards and Integration
- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

### Vocabulary
- peer critique

### Protocols
- Exit Ticket
- Think-Pair-Share
- Peer Critique

### Materials
- Document camera
- Students' draft essays (collected in Lesson 7 for spot-checking)
- Peer Critique Guidelines (one to display) (From Unit 2, Lesson 17)
- Grades 6-8 Expository Writing Evaluation Rubric (one per student)
- Stars and Steps Recording Form (one per student)
- Exit Ticker: How Is Your Essay Better after Applying Peer Feedback to Revise? (one per student; builds on similar document from Module 1)
Long Term Targets

- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)
- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)
- I can use correct grammar and usage when editing or speaking. (L.6.1)
- I can use correct capitalization, punctuation and spelling to send a clear message to my reader. (L.6.2)

Supporting Targets

- I can use my draft to write a final, best version of an evidence-based essay about my rule to live by.
- I can choose a quote from my essay that captures the spirit of my rule to live by.

ELA/Literacy Standards

- W.6.2, W.6.5, W.6.9
- L.6.1, L.6.2

Social Studies Standards and Integration

- Select modules complement Social Studies concepts that will be addressed in-depth in Social Studies courses.

Vocabulary

- spirit

Protocols

- Think-Pair-Share
- Popcorn Read

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Appendix
# Appendix - Table of Contents

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