New York State Common Core

English Language Arts Curriculum

GRADE 6 Module 2A
Unit 1
Student Workbook
During the Great Depression, more than 200,000 vagrant or orphaned children wandered the country as a result of the breakup of their families.
<table>
<thead>
<tr>
<th>Rule #</th>
<th>Bud’s “Rule to Live By” (in your own words)</th>
<th>Is this rule meant to help Bud survive or thrive? Provide evidence to support your thinking.</th>
<th>Where do you think this rule came from? What does it tell us about Bud?</th>
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<tr>
<td>What I know about Bud</td>
<td>How I know it (evidence)</td>
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<tr>
<td>Example of figurative language... (from the text)</td>
<td>What this means literally</td>
<td>What this example shows me about Bud (tone)</td>
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</table>
• Underline or circle key words or phrases when reading the questions.
• Closely read the text/passages, keeping the questions in mind.
• Eliminate any answers that easily don’t apply.
• Determine which of the remaining choices best answers the question.
• Reread the questions and passages to double-check your answer.
Read each question and choose the best answer from the answer choices. Remember, you may need to return to the text to read the section around the provided passage in order to choose the best answer.

1. On page 15, Mrs. Amos says, “But take a good look at me because I am one person who is totally fed up with you and your *ilk*.” In this context, what is the meaning of the word *ilk*?

   A. old suitcase  
   B. poor manners  
   C. kind of people  
   D. type of fun

What kind of tone does Mrs. Amos use when she says this?  
How does that affect the meaning of this excerpt?

2. On page 15, Mrs. Amos says, “I do not have time to put up with the foolishness of those members of *our race* who do not want to be uplifted.”

What does the use of the word *our* in “members of our race” show about Mrs. Amos?
3. On page 15, Mrs. Amos says, “I do know I shall not allow *vermin* to attack my poor baby in his own house.” What are *vermin*?

   A. disease-carrying animals
   B. orphaned children
   C. dishonest person
   D. man-eating beasts

Why does the author choose to use the word *vermin*?

   A. It shows that Mrs. Amos will not let animals attack Todd.
   B. It shows that Mrs. Amos considers Bud to be less than human.
   C. It shows Mrs. Amos thinks Bud will make Todd sick.
   D. It shows that Mrs. Amos does not want to put Bud in the shed
Read each excerpt from the novel. Think about what the figurative language literally means, and how it affects the tone (how it reveals Bud’s feelings).

<table>
<thead>
<tr>
<th>Example of figurative language (from the text)</th>
<th>What this means literally</th>
<th>How this language reveals Bud’s feelings? (tone)</th>
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<tbody>
<tr>
<td>“He started huffing and puffing with his eyes bucking out of his head and his chest going up and down so hard that it looked some kind of big animal was inside of him trying to bust out.” (p. 10)</td>
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<tr>
<td>“He started huffing and puffing with his eyes bucking out of his head and his chest going up and down so hard that it looked some kind of big animal was inside of him trying to bust out.” (p. 10)</td>
<td>Bud is describing how Todd looks when he has lost his temper—breathing hard, chest heaving, eyes wide, etc.</td>
<td>Even in an intimidating and scary situation, Bud’s tone remains humorous.</td>
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<tr>
<td>Word Choice/Text Details</td>
<td>Feeling/meaning</td>
<td>Tone</td>
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<tr>
<td>For each word or phrase, describe the emotion, feeling, or meaning that it conveys.</td>
<td>Based on the images, words, and phrases you have selected, describe the tone of the text with one word (examples: angry, violent, or harsh).</td>
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“There was a **gray** gas can in one corner next to a bunch of gray rakes and a pile of gray rags, and a gray tire next to some gray fishing poles” (p. 21-22).

**gray**

“When they were **digging** around in Bug’s ears with the tweezers you’d’ve thought they were pulling his legs off, not some cockroach’s” (p. 23).

**digging**

“I finally got a hole big enough to look out and **mashed** my eye up against the glass” (p. 25).

**mashed**
“I eyed where the bat was sleeping and **revved** the rake like I was going to hit a four-hundred-foot home run” (p. 26).

revved
Read Chapter 4 and answer this question:

1. What did Bud do to Todd? Why did he do this?
Directions:
Last night, you read Chapter 4. You might have noticed that there were no rules in this chapter. You also might have noticed that none of the chapters have a title. Today you are going to write a title for Chapter 4 and then discuss it with a partner. Write your answers below.

My title for Chapter 4 is

_________________________________________________________________

I chose this title because ... (use evidence from the text to support your answer)
<table>
<thead>
<tr>
<th>Example 1: Page 31</th>
<th>They hadn’t locked the kitchen window. It slid open with just a couple of squeaks, then I was inside the Amos house crouched down like a cat burglar. Quick as a rabbit I look under the table to see if they’d moved my suitcase. It was still there.</th>
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<tr>
<td>Example 2: Page 34</td>
<td>He was deep asleep and his hands were crossed on his chest like he was ready for the graveyard.</td>
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</table>
Learning Target: I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)

Read the passage below and the questions. Circle the best answer for each question.

I can’t all the way blame Todd for giving me trouble, though. If I had a regular home with a mother and father I wouldn’t be too happy about other kids living in my house either.

Being unhappy about it is one thing, but torturing the kids who are there even though they don’t want to be is another. It was my job to make sure other kids who didn’t know where their mothers and fathers were didn’t have to put up with Todd.

1. In the passage above, what does torturing mean?
   A. Causing pain and suffering
   B. Teasing and making fun of
   C. Punching and beating up
   D. Lying and cheating

2. What does Bud mean by a “regular home”?
   A. A home with two parents
   B. A home with hot running water
   C. A home with a shotgun in the kitchen
   D. A home with a two boys
3. What does it show the reader about Bud when he says it is his “job” to prevent other kids from having the experience he had?

A. Bud does not want to become a bully like Todd.
B. Bud feels a sense of responsibility to other foster kids.
C. Bud expects to have to pay for the trouble he caused.
D. Bud does not know where his mother and father are.

4. Bud uses “.. woop, zoop, sloop ...” to show that something is

A. Falling over a railing
B. Sailing on the ocean
C. Shouting long and loud
D. Happening quickly and easily

5. What does this passage teach the reader about Bud’s feelings toward foster homes? Use evidence from the passage to support your answer.
**Directions:** The following questions about figurative language, word choice, meaning, and tone are from an excerpt of *Bud, Not Buddy*, pages 41–43. Begin this assessment by rereading those pages. Then answer the questions. Be sure to use evidence from the text when necessary.

1. On page 41, Bud describes his mother by saying: “Everything moved very, very fast when Momma was near, she was like a tornado, never resting, always looking around us, never standing still.”

<table>
<thead>
<tr>
<th>What is the figurative language used in this passage?</th>
<th>What is the literal meaning of this figurative language?</th>
<th>What does this figurative language show the reader about how Bud feels about his mother? (tone)</th>
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2. On page 42, Bud’s mom says to him: “A bud is a flower-to-be. A flower-in-waiting. Waiting for just the right warmth and care to open up. It’s a little fist of love waiting to unfold and be seen by the world. And that’s you.”

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

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

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

The features of a 2 point response are:

- Valid inferences and/or claims from the text where required by the prompt
- Evidence of analysis of the text where required by the prompt
- Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt
- Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt
- Complete sentences where errors do not impact readability.

### 1 point Response

The features of a 1 point response are:

- A mostly literal recounting of events or details from the text as required by the prompt.
- Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.
- Incomplete sentences or bullets

### 0 point Response

The features of a 0 point response are:

- A response that does not address any of the requirements of the prompt or is totally inaccurate.
- No response (blank answer)
- A response that is not written in English
- A response that is unintelligible or indecipherable.
My title for Chapter 6 is

I chose this title because (use evidence from the text to support your answer)
I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

5 The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high
school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents’ savings were being spent on my college tuition. After six months, I couldn’t see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn’t interest me, and begin dropping in on the ones that looked interesting.

It wasn’t all romantic. I didn’t have a dorm room, so I slept on the floor in friends’ rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example: Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn’t have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can’t capture, and I found it fascinating.
None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it’s likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can’t connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a $2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of
Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

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

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

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

I’m pretty sure none of this would have happened if I hadn’t been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits
you in the head with a brick. Don’t lose faith. I’m convinced that the only thing that kept me going was that I loved what I did. You’ve got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle. As with all matters of the heart, you’ll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don’t settle.

My third story is about death.

When I was 17, I read a quote that went something like: “If you live each day as if it was your last, someday you’ll most certainly be right.” It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: “If today were the last day of my life, would I want to do what I am about to do today?” And whenever the answer has been “No” for too many days in a row, I know I need to change something.

Remembering that I’ll be dead soon is the most important tool I’ve ever encountered to help me make the big choices in life. Because almost everything—all external expectations, all pride, all fear of embarrassment or failure—these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.
About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn’t even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor’s code for prepare to die. It means to try to tell your kids everything you thought you’d have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I’m fine now.

This was the closest I’ve been to facing death, and I hope it’s the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don’t want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life’s change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.
Your time is limited, so don’t waste it living someone else’s life. Don’t be trapped by dogma — which is living with the results of other people’s thinking. Don’t let the noise of others’ opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960’s, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and Polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along; it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: “Stay Hungry. Stay Foolish.” It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.
### Reading Closely: Guiding Questions

#### Approaching Texts

Reading closely begins by considering my specific purposes for reading and important information about a text.

I am aware of my purposes for reading:
- Why am I reading this text?
- In my reading, should I focus on:
  - The content and information about the topic?
  - The structure and language of the text?
  - The author’s view?

I take note of information about the text:
- Who is the author?
- What is the title?
- What type of text is it?
- Who published the text?
- When was the text published?

#### Questioning Texts

Reading closely involves:
1) Initially questioning a text to focus my attention on its structure, ideas, language, and perspective.
2) Questioning further as I read to sharpen my focus on the specific details in the text.

I begin my reading with questions to help me understand the text and pose new questions while reading that help me deepen my understanding:

- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?
- What is this text mainly about?
- What information or ideas does the text present?

**Structure:**
- How is the text organized?
- How has the author structured the sentences and paragraphs?
- How do the text’s structure and features influence my reading?

**Topic, Information, and Ideas:**
- What information/ideas are presented at the beginning of the text?
- What information/ideas are described in detail?
- What stands out to me as I first examine this text?

**Language:**
- What words or phrases stand out to me as I read?
- What words and phrases are powerful or unique?
- What do the author’s words cause me to see or feel?

- What words do I need to define to better understand the text?
- What words or phrases are critical for my understanding of the text?
- What words and phrases are repeated?

**Perspective:**
- Who is the intended audience of the text?
- What is the author saying about the topic or theme?
- What is the author’s relationship to the topic or themes?
- How does the author’s language show his/her perspective?

#### Analyzing Details

Reading closely involves:
1) Thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) Analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.

I analyze the details I find through my questioning:

**Patterns across the text:**
- What does the repetition of words or phrases in the text suggest?
- How do details, information, or ideas change across the text?

**Meaning of Language:**
- How do specific words or phrases impact the meaning of the text?

**Importance:**
- Which details are most important to the overall meaning of the text?
- Which sections are most challenging and require closer reading?

**Relationships among details:**
- How are details in the text related in a way that develops themes or ideas?
- What does the text leave uncertain or unstated? Why?
Learning Target: I can identify the meaning of unfamiliar vocabulary from the context.

- Focus students on the bolded words and the accompanying glossary at the end of the page.
- Read from the sentence around the word to help students understand the meaning from the context.
- Read words from the sentences or paragraphs around the word that might provide context clues.
- Invite other students to help you explain what the word means.
- If the strategies above fail, tell students what the word means.
Why do people have rules to live by?
### Directions and Questions

In Paragraph 6 he says: “It wasn’t all romantic. I didn’t have a dorm room, so I slept on the floor in friends’ rooms, I returned Coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple.”

1. What does he mean when he says, “It wasn’t all romantic?”

At the end of Paragraph 7, he says: “Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.”

1. What are the “dots” that Steve Jobs connected between his post-college experiences and his designing of the first Mac computer?
<table>
<thead>
<tr>
<th>Directions and Questions</th>
<th>Notes</th>
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<tr>
<td>At the beginning of Paragraph 8, he says, “Again, you can’t connect the dots looking forward; you can only connect them looking backwards.”</td>
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<td>1. What do you think he means by this?</td>
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<td>In the previous lesson, you determined that at the end of Paragraph 8, he gives us a rule to live by: “You have to trust in something—your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.”</td>
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<tr>
<td>1. After reading Paragraphs 6–8, where do you think this rule came from? How did the experiences he described show that this rule didn’t let him down in this part of his life?</td>
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FORMING EVIDENCE-BASED CLAIMS

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**FOCUSING QUESTION**

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**MY THINKING ABOUT THIS DETAIL**

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Adapted from Odell Education’s “Forming EBC Worksheet” and developed in partnership with Expeditionary Learning
<table>
<thead>
<tr>
<th>Steve Jobs</th>
<th>Bud from Bud, Not Buddy</th>
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<tbody>
<tr>
<td>Put up for adoption by his biological mother.</td>
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<tr>
<td>Left school to pursue his dreams.</td>
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</table>
“How are Steve Jobs’ and Bud’s experiences of love and loss similar, and how are they different?”
Read Chapter 9 of *Bud, Not Buddy*. In this chapter, Bud says: “It’s funny how ideas are, in a lot of ways they’re just like seeds. Both of them start real small and then ... woop, zoop, sloop ... before you can say Jack Robinson they’ve gone and grown a lot bigger than you ever thought they could” (pages 91 and 92).

Use the text to answer these questions. Support your answers with evidence from the text:

• What is the idea Bud is talking about?

• How did it grow?

• Does this remind you of anything else in the book?
**Directions and Questions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes</th>
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<tbody>
<tr>
<td>In Paragraph 12, Steve Jobs says, “I didn’t see it then, but it turned out</td>
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<tr>
<td>that getting fired from Apple was the best thing that could have ever</td>
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<td>happened to me.”</td>
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<tr>
<td>1. Why does he make that claim? What evidence does he present in</td>
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<tr>
<td>Paragraphs 12–14 to support this claim?</td>
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<td>At the beginning of Paragraph 13, Steve Jobs says, “During the next</td>
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<td>five years, I started a company named NeXT, another company named</td>
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<td>Pixar, and fell in love with an amazing woman who would become my wife.”</td>
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<tr>
<td>1. Why does Steve Jobs talk about his wife, Laurene, in this sentence?</td>
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<tr>
<td>How does this story add to the meaning of this section about love and</td>
<td></td>
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<td>loss?</td>
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<td>In Paragraph 14, Steve Jobs says, “Sometimes life hits you in the head</td>
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<td>with a brick.”</td>
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<tr>
<td>1. What does he mean here? Does he mean life literally hits you in the</td>
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<tr>
<td>head with a brick?</td>
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FORMING EVIDENCE-BASED CLAIMS

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<th>Name</th>
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**FOCUSING QUESTION**

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**MY THINKING ABOUT THIS DETAIL**

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**HOW I CONNECT THESE DETAILS**

**CLAIM**

Adapted from Odell Education’s “Forming EBC Worksheet” and developed in partnership with Expeditionary Learning
1. Reread Paragraphs 12–14 with the question in mind.

2. Record three details in the first boxes on your Forming Evidence-Based Claims organizer. You do not have to record the same details as your partner.

3. Discuss with your partner your thinking about those details and how they answer the question.

4. Record your thinking about those details in the second row of boxes on your Forming Evidence-Based Claims organizer.

5. Discuss how those details are connected in answering the question with your partner.

6. Record how those details are connected on your Forming Evidence-Based Claims organizer.

7. Use the details and the connections between the details to make a claim to answer the question.
### Bud’s Character Traits:

<table>
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<th>Bud’s Character Traits:</th>
<th>Steve Jobs’ Character Traits:</th>
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### Traits they have in common

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What is the most important character trait shared by Bud and Steve Jobs? Why?
In Paragraph 20, Steve Jobs says: “This was the closest I’ve been to facing death, and I hope it’s the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept.”

How does this paragraph set up and prepare us for what he says in Paragraphs 21 and 22?

What impact does it have on the reader?

In Paragraph 22, Steve Jobs says, “Your time is limited, so don’t waste it living someone else’s life.”

Having read the paragraphs before, how does he come to that rule?

What are the rules for life that Steve Jobs gives us in Paragraph 23?

Are they rules to help us survive or thrive? Why?
# FORMING EVIDENCE-BASED CLAIMS

**FOCUSING QUESTION**

**DETAIL FROM NOVEL**

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**HOW I CONNECT THESE DETAILS**

**CLAIM**

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Adapted from Odell Education’s “Forming EBC Worksheet” and developed in partnership with Expeditionary Learning
1. Reread Paragraphs 20–22 with the question in mind.

2. Record three details in the first boxes on your Forming Evidence-Based Claims organizer. You do not have to record the same details as your partner.

3. Discuss with your partner your thinking about those details and how they answer the question.

4. Record your thinking about those details in the second row of boxes on your Forming Evidence-Based Claims organizer.

5. Discuss how those details are connected in answering the question with your partner.

6. Record how those details are connected on your Forming Evidence-Based Claims organizer.

7. Use the details and the connections between the details to make a claim to answer the question.
No one’s born being good at all things. You become good at things through hard work. You’re not a varsity athlete the first time you play a new sport. You don’t hit every note the first time you sing a song. You’ve got to practice. The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it’s good enough to hand in.

Don’t be afraid to ask questions. Don’t be afraid to ask for help when you need it. I do that every day. Asking for help isn’t a sign of weakness, it’s a sign of strength because it shows you have the courage to admit when you don’t know something, and that then allows you to learn something new. So find an adult that you trust—a parent, a grandparent or teacher, a coach or a counselor—and ask them to help you stay on track to meet your goals. And even when you’re struggling, even when you’re discouraged, and you feel like other people have given up on you, don’t ever give up on yourself, because when you give up on yourself, you give up on your country.

The story of America isn’t about people who quit when things got tough. It’s about people who kept going, who tried harder, who loved their country too much to do anything less than their best.

It’s the story of students who sat where you sit 250 years ago, and went on to wage a revolution and they founded this nation. Young people. Students who sat where you sit 75 years ago who overcame a Depression and won a world war; who fought for civil rights and put a man on the moon. Students who sat where you sit 20 years ago who founded Google and Twitter and Facebook and changed the way we communicate with each other.

So today, I want to ask all of you, what’s your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a president who comes here in 20 or 50 or 100 years say about what all of you did for this country?
Now, your families, your teachers, and I are doing everything we can to make sure you have the education you need to answer these questions. I’m working hard to fix up your classrooms and get you the books and the equipment and the computers you need to learn. But you’ve got to do your part, too. So I expect all of you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you.
1. In Paragraph 1, President Obama says: “You’re not a varsity athlete the first time you play a new sport. You don’t hit every note the first time you sing a song.” Why does he include these examples? How do they contribute to the meaning of that paragraph? Use evidence from the text.

   [Blank lines]

2. In Paragraph 4, President Obama repeats the phrase “Students who sat where you sit ...” Why does he include this phrase? How does it add to the meaning of this excerpt? Use evidence from the text.

   [Blank lines]

3. What do you notice about the structure of Paragraph 5? How does it add to the meaning of this excerpt from the speech? Use evidence from the text.

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# FORMING EVIDENCE-BASED CLAIMS

**FOCUSING QUESTION**

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**HOW I CONNECT THESE DETAILS**

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Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.