UNIT: STEVE JOBS

ANCHOR TEXT

Stanford Commencement Address (2005), Steve Jobs (informational)

RELATED TEXTS

Literary Texts

- "To Failure," Philip Larkin (poem)
- "Mother to Son," Langston Hughes (poem)
- "The Story of David and Goliath," 1 Samuel 17, the Bible
- "Casey at the Bat," Ernest Lawrence Thayer

Informational Texts

- "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" from the *Chicago Tribune*, Jody Michael
- "Mindset for Achievement" from *Mindset* (www.mindsetonline.com), Carol Dweck
- "What It Takes to Be Great" from *FORTUNE* Magazine, Geoffrey Colvin
- Paragraphs 18-22 of "The Fringe Benefits of Failure, and the Importance of Imagination," from *Harvard Magazine,* J.K. Rowling

UNIT FOCUS

Students will explore the role of failure in finding success. In this set, students learn that success takes hard work, deliberate practice, and the ability to learn from failures and persevere. Students explore how an author's word choice, use of evidence, and selected organization reflect a text's purpose, which they can use as a model for their own writing. Finally, students will explore the texts to consider for themselves what it takes to succeed.

Text Use: Determine the author's purpose, analyze how a central idea is developed, evaluate and compare effective arguments

Reading: RL.6.1, **RL.6.2**, **RL.6.3**, **RL.6.4**, **RL.6.5**, **RL.6.6**, **RL.6.9**, **RL.6.10**, **RI.6.1**, **RI.6.2**, **RI.6.3**, **RI.6.4**, **RI.6.5**, **RI.6.6**, **RI.6.7**, **RI.6.8**, **RI.6.9**, **RI.6.10**

Writing: W.6.1a, **b**, **c**, **d**; **W.6.2a-f**; **W.6.3a-e**; **W.6.4**; **W.6.5**; **W.6.6**; **W.6.7**; **W.6.8**; **W.6.9a-b**; **W.6.10**

Speaking and Listening: SL.6.1a-d, **SL.6.2**, **SL.6.3**, **SL.6.4**, **SL.6.5**, **SL.6.6**

Language: L.6.1a-d, **L.6.2a-b**, **L.6.3a-b**, **L.6.4a-d**, **L.6.5a-c**, **L.6.6**

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Steve Jobs Unit Overview

Unit Focus

- **Topic**: Finding success through failure and hard work
- **Themes**: Through various articles students consider what it takes to succeed and how authors effectively construct their arguments
- **Text Use**: Determine authors' purpose, analyze how a central idea is developed, evaluate and compare effective arguments

Summative Unit Assessments

A culminating writing task:

- Determine a central idea and how it is developed
- Compare and contrast how ideas are presented and developed

A cold-read assessment:

- Read and understand nonfiction texts
- Compare and contrast interpretations of finding success

An extension task:

- Conduct a short research project on the unit topic
- Read and gather information from multiple and varied sources

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: Stanford Commencement Address (2005) (sample tasks)
- Lesson 2: Stanford Commencement Address (2005), "To Failure," "Mother to Son" (sample tasks)
- Lesson 3: "Mindset for Achievement," "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success, " Stanford Commencement Address (2005) (sample tasks)
- Lesson 4: "What It Takes to Be Great"
- Lesson 5: "The Story of David and Goliath," "Casey at the Bat" (sample tasks)
- Lesson 6: Stanford Commencement Address (2005), "What It Takes to Be Great" (sample tasks)
- Lesson 7: Paragraphs 18-22 of "The Fringe Benefits of Failure, and the Importance of Imagination," Stanford Commencement Address (2005) (cold-read assessment and culminating writing task)
- Lesson 8: Various texts for research (extension task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[1]

Determine a central idea of Jobs's commencement address and explain how it is conveyed through particular details. (**RI.6.6**, **RI.6.10**) Determine a similar central idea of paragraphs 18-22 of "The Fringe Benefits of Failure, and the Importance of Imagination" by J.K. Rowling and explain how it is conveyed through particular details. (**RI.6.6**, **RI.6.10**) Write an essay that compares and contrasts how each central idea is introduced and elaborated in each speech, including examples and direct quotations. (**RI.6.1**, **RI.6.2**, **RI.6.3**, **RI.6.9**, **W.6.2a-b**, **W.6.9b**, **W.6.10**)

***Teacher Note**: Students should use appropriate transitions and precise language that clarify the relationships between the various ideas and provide a related conclusion. (**W.6.2c**, **d**, **f**; **L.6.6**) The writing should demonstrate command of proper grammar and usage, punctuation, spelling, and a variety of sentence patterns for meaning, interest, and maintaining a consistent style. (**W.6.2e**; **L.6.1a**, **c**, **d**; **L.6.2a**, **b**; **L.6.3a**, **b**) Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing (e.g., using appropriate organization and style or correct grammar and punctuation). (**W.6.4**, **W.6.5**)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Finding success through failure and hard work • **Themes**: Through various articles students consider what it takes to succeed and how authors effectively construct their arguments • **Text Use**: Determine authors' purpose, analyze how a central idea is developed, evaluate and compare effective arguments	This task assesses: • Determining a central idea and how it is developed • Comparing and contrasting how ideas are presented and developed	**Read and understand text:** • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) **Express understanding of text:** • Lesson 6 (sample tasks) • Lesson 7 (use this task)

[1] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ ASSESSMENT[2]

Read paragraphs 18-22 of "The Fringe Benefits of Failure, and the Importance of Imagination" by J.K. Rowling independently and then **answer** a combination of multiple-choice and constructed-response questions[3] about the text and in comparison to Jobs's commencement address, using evidence for all answers.

Sample questions:

- What is the purpose of this sentence in paragraph 18: "I had no idea then how far the tunnel extended, and for a long time, any light at the end of it was a hope rather than a reality"? How does another sentence within the passage serve a similar purpose? (**RI.6.1**, **RI.6.5**)
- Read these quotes from Jobs's commencement address and "The Fringe Benefits of Failure, and the Importance of Imagination" and then compare the two images developed by each. Answer the questions that follow.

  > "It turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of success was replaced by the lightness of being a beginner again…" (Jobs)
  >
  > "I was set free, because my greatest fear had been realised, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter and a big idea. And so rock bottom became the solid foundation on which I rebuilt my life." (Rowling)

  How do the speakers explain failure? (**RI.6.3**) What additional evidence from either speech supports these statements? (**RI.6.8**) What viewpoint or purpose do these quotations convey? (**RI.6.6**) How do these ideas contribute to the development of the central idea of each text? (**RI.6.2**, **RI.6.5**)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Finding success through failure and hard work • **Themes**: Through various articles students consider what it takes to succeed and how authors effectively construct their arguments • **Text Use**: Determine authors' purpose, analyze how a central idea is developed, evaluate and compare effective arguments	This task focuses on: • Reading and understanding nonfiction texts • Comparing and contrasting interpretations of finding success	**Read and understand text:** • Lesson 2 (sample tasks) • Lesson 3 (sample tasks) • Lesson 4 • Lesson 5 **Express understanding of text:** • Lesson 7 (use this task)

[2] Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments.

[3] Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK[4]

Read excerpts from *The Secret of Success Is Not a Secret: Stories of Famous People Who Persevered*, Darcy Andries; "7 Entrepreneurs Whose Perseverance Will Inspire You," Tom Zeleznock; and/or watch "Famous Failures."

All of the figures addressed within these excerpts overcame a failure as Steve Jobs did. Choose one of the people listed and gather relevant information from several sources. Include first- and secondhand accounts and find information presented in different formats through library or Internet research, assessing the credibility of each source. (**W.6.2b**, **W.6.7**, **W.6.8**)

> ***Possible texts for investigating:*** ***"****No. 523: Edison's Big Failure" (text and audio); "The Master's Mistakes: Einstein Was Often Wrong, But Even His Errors Led to Deep Truths," from* DiscoverMagazine.com, *Karen Wright; "Einstein's 23 Biggest Mistakes" from* DISCOVER Magazine*; "How Failure Taught Edison to Repeatedly Innovate" from* Forbes*, Nathan Furr; "Thomas Alva Edison—The Failed Inventions"; "Lincoln's 'Failures'?"* Abraham Lincoln Online

Create a two-part written report.

> ***For part 1***, write a research-based explanation of how the person you researched overcame failure to achieve success. Quote or paraphrase the conclusions of others while avoiding plagiarism and provide basic bibliographic information for sources. (**RI.6.1**, **W.6.2a-f**, **W.6.8**, **W.6.9b**, **W.6.10**, **SL.6.2**)
>
> ***For part 2***, emulate Jobs's commencement address using various narrative techniques, such as dialogue, pacing, and description, to write an essay that explains how, in your own life, you have overcome a failure and turned it into a success. (**W.6.3b**) First, identify the primary message of your essay. Second, identify the strategies you will use to convey that central idea (using strategies similar to Jobs and Rowling). Third, write your essay, using relevant descriptive details. Establish a context, order events logically, and use appropriate transitions and precise words to convey ideas. (**RI.6.1**; **W.6.3a**, **b**, **c**, **d**, **e**; **W.6.4**)

Watch Jobs's speech as a class and use a rubric to score Jobs's performance and develop a list of characteristics of an effective speaker. (**SL.6.2**)

Create a speech from your written report, following the list of characteristics of an effective speaker developed as a class. (**SL.6.4**, **SL.6.6**) Include multimedia components (e.g., graphics, images, music, sound) and visual displays to enhance the presentation. (**SL.6.5**)

Teacher Note: *The writing should use grade-appropriate words and phrases and demonstrate command of proper grammar, usage, punctuation, and spelling, including using pronouns correctly and a variety of sentence patterns for meaning, interest, and maintaining a consistent style. (**W.6.4; W.6.5; L.6.1a, b, c, d; L.6.3a, b; L.6.6)** Have students present their report and narrative essay to the class, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. (**SL.6.4**, **SL.6.6**)*

[4] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**What tasks help students learn it?**
• **Topic**: Finding success through failure and hard work • **Themes**: Through various articles students consider what it takes to succeed and how authors effectively construct their arguments • **Text Use**: Determine authors' purpose, analyze how a central idea is developed, evaluate and compare effective arguments	This task focuses on: • Conducting a short research project on the unit topic • Reading and gathering information from multiple and varied sources	**Read and understand the text:** • Lesson 2 (sample tasks) • Lesson 3 (sample tasks) **Express understanding of text:** • Lesson 6 (sample tasks) • Lesson 8 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[5] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level; and
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[5] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[6] Stanford Commencement Address (2005), Steve Jobs	**TEXT DESCRIPTION:** Jobs's commencement address has a clear beginning, middle, and end, like a story, but he makes a coherent argument through the order of his anecdotes. He clearly communicates a positive life focus while detailing less than successful events from his life in a style that connects specifically with his audience. **TEXT FOCUS:** Since this text will be read multiple times throughout the unit, focus each reading on a different purpose. Focus this first reading on summarizing the speech and then tracing the various hardships Jobs faced on his journey to success. Identify the way he introduces and elaborates upon each idea. (**RL.6.2**, **RL.6.3**) **MODEL TASK** **SAMPLE TASK:** Access a series of lessons[7] that use Jobs's speech as the central text and engage students in creating and supporting evidence-based claims.
LESSON 2: Stanford Commencement Address (2005), Steve Jobs "To Failure," Philip Larkin "Mother to Son," Langston Hughes	**TEXT DESCRIPTION:** "To Failure" by Philip Larkin uses imagery and a negative tone to communicate the strong feelings of suffering due to failure. "Mother to Son" by Langston Hughes reiterates the concept of perseverance, as does Jobs's speech. The poem conveys the reality of life—failure is a part of success. **TEXT FOCUS:** Both poems ("To Failure" and "Mother to Son") provide descriptions of setbacks and hardships, which Jobs describes as something he learned to overcome. (**RL.6.9**) Focusing on the lessons Jobs learned as he faced hardships on his journey to success, compare these poems to the anchor text and discuss how the three different texts explain what it takes to be successful. (**RL.6.2**, **RL.6.6**, **RI.6.2**, **RI.6.5**) **MODEL TASKS** **LESSON OVERVIEW:** Students read "To Failure" and Jobs's commencement address independently. As a class, read aloud "Mother to Son." Students identify and define key vocabulary of each text. Students identify each key moment in Jobs's story and discuss the impact. Students analyze "To Failure" and "Mother to Son." Students end with a discussion and a written reflection comparing the lessons of each text. **READ THE TEXT:** • Have students read "To Failure" and reread Jobs's "second story" about love and loss independently. Then read aloud "Mother to Son" as students follow along.

[6] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[7] http://www.engageny.org/sites/default/files/resource/attachments/making-ebc-unit-grade-6.zip

TEXT SEQUENCE	TEXT USE
	• Select three or four words from Jobs's commencement speech, such as *naively, intuition, incurable, dogma*. Have students define the words in context and verify the meanings with a partner. (**RI.6.4**; **L.6.4a**, **d**) Then analyze the words through **semantic mapping**[8] (i.e., verify their part of speech, identify how Greek or Latin affixes and roots provide clues to the word' meaning, and recognize the relationship between the words and their associations). (**L.6.4b**, **c**; **L.6.5b**, **c**) Continue this throughout the unit to support students in acquiring vocabulary through texts to use in their writing. (**L.6.6**) Have students keep their vocabulary words, definitions, and semantic maps in one location (e.g., vocabulary journal) so that they can refer back to it throughout the unit. **UNDERSTAND THE TEXT:** • Have students work with a partner to **annotate**[9] the section of Jobs's speech about love and loss by numbering the significant events Jobs discusses in this section. Transfer the events to a graphic organizer. Column 1 includes each event. Column 2 includes a description of Jobs's reaction and feelings to each event. Column 3 includes a description of the end result of each event. Determine where evidence is sufficient and where more information is needed. (**RI.6.1**, **RI.6.8**) • In pairs, have students discuss the following questions: o In paragraph 10 we learn that between age 20 and 30, Jobs experienced great success and great failure. What does the text tell us were his successes, and how did his failure occur? o Why does Jobs claim that "getting fired from Apple was the best thing that could have ever happened to [him]"? o What does Jobs mean when he says, "Sometimes life hits you in the head with a brick"? He then tells his audience two things not to do, beginning his sentences with the word *Don't*. What does paragraph 14 suggest he is trying to tell the Stanford graduates? • Conduct a whole-class analysis of "To Failure" using **TP-CASTT**.[10] Ask students to refer to specific evidence from the poem to demonstrate understanding of the questions. (**RI.6.1**; **SL.6.1a**, **c**, **d**) Sample discussion questions/prompts: o What do the title and the speaker's point of view indicate?[11] (**RL.6.6**, **L.6.5a**) o In the first stanza, how does the speaker indicate that a new idea is being introduced? What ideas does the

[8] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[9] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[11] Possible answer: The poem is written to failure directly. This poem comes across like an ode to failure, illustrating the speaker's extensive experience with failure. This structure contributes to the serious tone and somber mood.

TEXT SEQUENCE	TEXT USE
	speaker introduce?[12] Explain how each idea helps you understand what failure is according to the speaker. (**RL.6.5**) o Reread the second stanza. Underline the words that describe both the setting and the characteristics of failure.[13] Explain how those words relate. What feelings and ideas do you associate with those words? What idea is the speaker conveying about failure? (**RL.6.4**; **L.6.5b**, **c**; **L.6.6**) o How does the statement "You have been here some time" reveal a theme? Explain how the structure of the poem and the ideas explored throughout the poem develop and support this idea. (**RL.6.2**, **RL.6.5**) o What is the speaker's attitude toward failure? What phrases or ideas reveal his attitude? (**RL.6.1**, **RL.6.4**, **RL.6.6**) • Have students individually analyze "Mother to Son" using TP-CASTT.[14] Record the analysis through annotations and/or using a graphic organizer. Have them discuss and compare their individual analysis with a partner to refine their analysis and evaluate their evidence. As necessary, encourage pairs to support each other in locating better evidence to support their thinking. (**W.6.5**) • Conduct a fishbowl discussion[15] based on these questions: How are the ideas presented in all three texts similar? How does each text distinguish itself in terms of presentation, purpose or point of view, and message? (**RL.6.9**, **RI.6.9**) Form two circles. Provide each pair eight minutes to devise an answer to the discussion questions and locate specific evidence, using their class notes as a starting point. Then have the inner circle discuss their answers to the questions for five minutes. (**SL.6.1a**, **b**, **c**) While the inner circle discusses, students in the outer circle will note the claims made during the discussion, locate evidence that supports or contradicts those claims, and develop additional points. (**SL.6.3**) After the five-minute discussion, have the pairs consult each other to revise and refine their claims and evidence. Then have the inner circle continue the discussion for five more minutes. **EXPRESS UNDERSTANDING:** • Conclude the lesson by having students review and reflect on the ideas expressed during the fishbowl discussion. In pairs, have students provide a written response to the following question: Select one of the texts read in class. How does the author's choice of words or structure contribute to the development of a theme or central idea in the

[12] Possible answer: The speaker indicates a new idea is being introduced by using a semicolon and repeating "nor." The speaker introduces three different non-examples for failure: failure does not come with dragons, failure is not a warning, failure is not a fleeting ghost.
[13] Possible answer: *sunless, bore, silence, quicker, staler*
[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	text? Cite evidence from the text to support your response. (**RL.6.1**, **RL.6.2**, **RL.6.4**, **RI.6.2**, **RI.6.4**, **W.6.9a**, **W.6.10**, **SL.6.1d**) Provide students with an answer frame[16] to support their writing.
LESSON 3: "Mindset for Achievement" from *Mindset* (www.mindsetonline.com), Carol Dweck "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" from the *Chicago Tribune*, Jody Michael Stanford Commencement Address (2005), Steve Jobs	**TEXT DESCRIPTION:** "Mindset for Achievement" reflects research into what makes people successful. The article attributes success to being a *learner* with a "growth mindset" rather than a *nonlearner* with a "fixed mindset." "Overcoming Obstacles" argues that failure is critical in achieving success and goes further to suggest that what inhibits success can often be attributed to the fear of failure. **TEXT FOCUS:** These texts correlate to Jobs's speech because he explains how it took courage for him to fail in order to become successful. (**RI.6.1**, **RI.6.2**, **RI.6.6**) **MODEL TASKS** **LESSON OVERVIEW:** Students read "Mindset for Achievement" independently. Read aloud "Overcoming Obstacles" as a class. Students compare and contrast *learners* and *nonlearners* presented in "Mindset for Achievement." Students work in groups to summarize a section of "Overcoming Obstacles" and then as a class summarize the text. Students compare both new texts to Jobs's commencement speech to identify places of agreement and contradiction. **READ AND UNDERSTAND THE TEXT:** • Have students read "Mindset for Achievement" independently and summarize the text. (**RI.6.2**) Have students share their summaries with a partner, and adjust them based on feedback. • Ask students review "Mindset for Achievement" and answer the following question in their notes: According to the article, what are the differences between *learners* and *nonlearners*? How does the author introduce, illustrate, and elaborate on this idea? (**RI.6.3**, **RI.6.4**, **RI.6.5**, **L.6.5b**, **L.6.6**) Encourage students to create a graphic organizer to compare and contrast the points made about *learners* and *nonlearners*. • Read aloud "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" as students follow along. • Select three or four words from "Overcoming Obstacles," such as *inherent, ironic, imperative,* or *insight*. Have students define the words in context and verify the meanings with a partner. (**RI.6.4**; **L.6.4a**, **d**) Then analyze the words through semantic mapping[17] (i.e., verify their part of speech, identify how Greek or Latin affixes and roots provide clues to the words' meaning, and recognize the relationship between the words and their associations). (**L.6.4b**, **c**; **L.6.5b**, **c**) • Then divide students into collaborative groups and provide each group with a different section of "Overcoming

[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	Obstacles" (e.g., beginning, middle, or end, divided by the quotation callouts). Have each group summarize the section and determine the main claim of the section. Each group should trace and evaluate the argument of the section by considering the following questions: o What is the claim? What examples and evidence support the claim? o What ideas are undeveloped or unsupported? (**RI.6.8**) o How does the author introduce, illustrate, and elaborate on the main claims in the article? (**RI.6.3**) o What is the author's point of view and purpose in writing this article? o How do the details, words, and phrases that the author chose to include reveal and develop her point of view and purpose? (**RI.6.6**) o How does the central idea reflect the author's point of view and purpose? Record ideas in a graphic organizer, journals, or notes. (**RI.6.2**, **W.6.9b**, **W.6.10**) • Have each group share their analysis. Allow other groups the opportunity to review the ideas expressed, distinguish where the presenting group's claims are not supported, and pose specific questions to clarify or challenge the group's ideas. (**SL.6.1a**, **c**, **d**; **SL.6.3**) • At the end of the discussion, have students individually summarize the information provided by each group to establish a complete understanding of the central idea and author's purpose in "Overcoming Obstacles." (**SL.6.2**) **EXPRESS UNDERSTANDING:** • Break students in to small groups of three or four. Provide each group a quotation from "Mindset for Achievement" or "Overcoming Obstacles" that provides information about the central claim of either text. Write the quotation at the top of a blank colored piece of paper—a different color for each quotation. Use the quotation callouts in each text or additional statements such as: o "The mere fear of failure can stop people from taking risks that might lead to success and triumph in overcoming obstacles." ("Overcoming Obstacles") o "The primary difference between successful people and unsuccessful people is that the successful people fail more." ("Overcoming Obstacles") o "If what you're doing is costing you too much time and energy, the process isn't what you thought it would be, or it's not bringing you joy, you need to get out and get a new goal." ("Overcoming Obstacles") o "What could put an end to this exuberant learning? The fixed mindset…" ("Mindset for Achievement") • Ask each group to locate an idea or quotation from Jobs's commencement address that supports or contradicts the quotation. Underneath each quotation, have students record the statement from Jobs's speech. Next to each quote

TEXT SEQUENCE	TEXT USE
	from Jobs's speech, they should note if it supports or contradicts the claim and why they think that. (**RI.6.1**, **RI.6.5**, **RI.6.7**, **SL.6.2**) Allow groups to work on this for about five to eight minutes and then rotate the quotations amongst the various groups. • Repeat the process, asking groups to evaluate both the original quotation and the evidence from Jobs's speech, and then locate additional information in response to both quotations. (**RI.6.8**) • Repeat the process a third time. • Return the quotations to the original groups. Have each group present the original quotation and a summary of the quotes from Jobs's speech that supported, contradicted, or offered a different perspective on the quotations. (**RI.6.1**, **RI.6.2**) In their presentation, each group should also explain how the various quotations provide information that reveals each author's perspective regarding failure and/or purpose for writing and how those ideas are similar and/or different. (**RI.6.6**, **RI.6.9**, **SL.6.1a**, **SL.6.4**, **SL.6.6**)
LESSON 4: "What It Takes to Be Great" from *FORTUNE* Magazine, Geoffrey Colvin	**TEXT DESCRIPTION:** "What It Takes to Be Great" emphasizes how "greatness" depends on hard work, not just talent. **TEXT FOCUS:** This article parallels the anchor text because both emphasize that it takes hard work to be successful. Students should continue to analyze and evaluate the argument presented by the author to determine the central idea and author's purpose, including a summary of how each section of the text develops the central idea. (**RI.6.1**, **RI.6.2**, **RI.6.3**, **RI.6.6**, **RI.6.8**) This text is recommended for reading in pairs. Students can then independently reread and focus their analysis on particular sections to build understanding of the entire text over the course of multiple readings. (**RI.6.10**)
LESSON 5: "The Story of David and Goliath," 1 Samuel 17, the Bible "Casey at the Bat," Ernest Lawrence Thayer	**TEXT DESCRIPTION:** "Casey at the Bat" presents the dangers of arrogance and assuming one is immune to failure. "The Story of David and Goliath" is about an underdog overcoming odds against someone who he assumed was infallible. **TEXT FOCUS:** "Casey at the Bat" sets the reader up to anticipate one outcome and then delivers the opposite outcome. Students should consider how Casey's point of view as the events unfold in the poem contribute to the narrative. (**RL.6.3**, **RL.6.6**) This poem also helps students consider the consequences of arrogance as they continue to explore what it takes to be successful. Similarly, Goliath assumes he is the greatest until he is beaten by David. (**RL.6.2**, **RL.6.3**, **RL.6.4**, **L.6.5a**) Both texts engage readers in examining their own preconceived notions about success and failure. (**RL.6.9**) Both texts should be read independently prior to engaging in discussion or collaborative group work. (**RL.6.10**) **MODEL TASKS** • **Notes for Small-Group Reading:** Teachers may choose to engage struggling readers with additional readings of the whole-class texts either before or after reading the texts as a whole class. This will provide extra time for students

TEXT SEQUENCE	TEXT USE
	to process the information and receive additional support through basic comprehension questions. Access sample small-group lessons[18] for "Casey at the Bat" through LearnZillion. • The structure and rhythm of "Casey at the Bat" make the poem useful for working with struggling readers on fluency during small-group reading time. A rubric for assessing reading fluency is available here.[19] Techniques for how to address fluency can be found with the ELA Instructional Framework.[20]
LESSON 6: Stanford Commencement Address (2005), Steve Jobs "What It Takes to Be Great" from *FORTUNE* Magazine, Geoffrey Colvin	**TEXT FOCUS:** These are previously read texts. Rereading them here allows students to compare and contrast the two depictions of success. Have students evaluate whether Jobs's advice reflects "what it takes to be great." **MODEL TASKS** **LESSON OVERVIEW:** Students reread the texts independently. Students analyze the language of the texts to understand the way each author builds his argument. Students conclude by writing a response to a key lesson Jobs conveys through his speech, and then present their analysis to the class. **READ THE TEXTS:** • Have students reread these texts independently. (**RI.6.10**) • Select three or four words from "What It Takes to Be Great," such as *zenith, deliberate, intangibles, prodigies, deciphering,* and *sporadically,* and have students define the words in context and verify the meanings with a partner. (**RI.6.4**; **L.6.4a**, **d**) Then analyze the words through semantic mapping[21] (i.e., verify their part of speech, identify how Greek or Latin affixes and roots provide clues to the words' meaning, and recognize the relationship between the words and their associations). (**L.6.4b**, **c**; **L.6.5b**, **c**) • Prompt students to reread specific sentences or paragraphs and take note of what appeals to their interest. Work with students to categorize those stylistic features to consider using them in their own writing. (**L.6.3a**, **b**) Possible examples: o **Variety in sentence lengths and types (fluency):** "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

[18] http://learnzillion.com/lessonsets/245-reading-literature-casey-at-the-bat-poetry
[19] http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading
[21] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	be priceless later on." (Steve Jobs) o **Repetition:** "If I had never dropped in on that single course in college, [...] If I had never dropped out, I would have never dropped in on this calligraphy class…" (Steve Jobs) o **Asking questions:** "What makes Tiger Woods great? What made Berkshire Hathaway Chairman Warren Buffett the world's premier investor?" (Geoffrey Colvin) o **Exaggeration:** "It's a one-in-a-million thing." (Geoffrey Colvin) o **Addressing the audience (point of view and asides):** "You've got it—or you don't. Well, folks, it's not so simple. For one thing, you do not possess a natural gift for a certain job, because targeted natural gifts don't exist. (Sorry, Warren.) You are not a born CEO or investor or chess grandmaster. You will achieve greatness only through an enormous amount of hard work over many years…" (Geoffrey Colvin) **UNDERSTAND THE TEXTS:** • Have students reflect on what they read in "What It Takes to Be Great" by teaming with a partner to complete a graphic organizer (e.g., nonfiction pyramid,[22] super six,[23]). Pair with another pair (to form a group of four) and compare graphic organizers. Each pair takes a turn presenting their organizer as the other pair reviews their own organizer, adding relevant details and removing any irrelevant or inaccurate information. Students should draw evidence from each text and create notes for the questioning and writing assignments that follow. (**W.6.5, W.6.9a-b, SL.6.1a-b**) • Take a deeper look at both "What It Takes to Be Great" and Jobs's Stanford commencement address. Focus students on a specific section of both texts and have them provide questions about that section. (**SL.6.1c**) For example: In the first section of the text, why does Jobs say, "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." Why does Jobs tell three stories? What does Jobs mean when he says, "Death is very likely the single best invention of life," or "What is an idea that each article shares"? ***Note:*** *If students are asking questions only focused on recall, have a few questions already prepared as models.* Do not answer the questions and do not allow students to answer the questions—only *ask* questions. If students attempt to offer answers or make statements, prompt students to turn them into questions. (**SL.6.1b**) Record all the questions for the class to see. After gathering 15-20 questions, review the questions as a class, develop categories, and sort the questions according to their characteristics. Divide the class into collaborative groups and have each group take a category and use the texts to answer the questions. **EXPRESS UNDERSTANDING:**

[22] http://www.readwritethink.org/files/resources/printouts/nonfiction-pyramid.pdf
[23] http://www.teacherfiles.com/downloads/graphic_organizers/Super%20Six.pdf

TEXT SEQUENCE	TEXT USE
	• Conclude the lesson by having students write a short response to the following question: Jobs's closing advice is "Stay hungry. Stay foolish." How does he convey that advice throughout the speech? Support your analysis with clear reasons and relevant evidence from the text. (**RI.6.1**; **RI.6.3; RI.6.5**; **W.6.1a**, **b**; **W.6.9b**; **W.6.10**) • Provide students with an answer frame[24] to support their writing. Students must demonstrate command of the conventions of standard English grammar and usage by using pronouns effectively. (**L.6.1a**, **L.6.1b**, **L.6.1c**, **L.6.1d**) To improve student writing, use mentor texts and student models[25] as a whole class and in small-group writing focused around areas of student writing weakness. Present a model that is strong in the targeted area and discuss its strengths based on a writing rubric.[26] Then present a model that is weak in the targeted area and have students suggest revisions based on the writing rubric. For example, if students are struggling using words, phrases, and clauses to clarify the relationships among claims, use excerpts from Jobs's commencement address and "What It Takes to be Great" as mentor texts. Analyze how each author transitions between ideas, connects sentences and paragraphs, and develops sentence fluency.[27] (**W.6.1c**, **W.6.1d**, **W.6.4**, **W.6.5**, **L.6.3a**, **L.6.6**)
LESSON 7: Paragraphs 18-22 of "The Fringe Benefits of Failure, and the Importance of Imagination," from *Harvard Magazine,* J.K. Rowling Stanford Commencement Address (2005), Steve Jobs	**TEXT DESCRIPTION:** Paragraphs 18-22 of "The Fringe Benefits of Failure, and the Importance of Imagination" provide an alternate presentation of the benefits of failure that is similar to Jobs's discussion of failure in his commencement address. Although the messages are similar, Jobs and Rowling display different styles as writers. **MODEL TASKS** **SAMPLE SUMMATIVE TASK:** Cold-Read Assessment and Culminating Writing Task
LESSON 8: Various texts for research	**MODEL TASKS** **SAMPLE SUMMATIVE TASK:** Sample Extension Task

[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[25] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-writing
[26] http://www.parcconline.org/sites/parcc/files/Grade6-11-ELACondensedRubricFORANALYTICANDNARRATIVEWRITING.pdf
[27] For example, conduct a mini-lesson in which students learn about and then highlight the different types of sentences in each text to visually see the variety in sentence patterns. Or work with students to show them how to imitate the sentences from the texts to develop proficiency in using a variety of sentence patterns for meaning, reader interest, and style similar to the texts provided.