Lesson 1

Read

Read the chart below and Steve Jobs's "Stanford University Commencement Address."

Understand

The following chart includes people who became famous and the challenges that they overcame in life. Review the chart to answer the questions below.

Name	Description of Challenges	What they are famous for
Winston Churchill	He was called a boy of low intelligence, his parents ignored him, he did poorly at school, he stuttered and spoke with a lisp.	He became the British Prime Minister (1940-1945, 1951-1955).
Steven Spielberg	He was rejected from the USA Film School three times.	He is a legendary director and winner of three Academy Awards.
Elvis Presley	He was told, "You ain't going nowhere, son. You ought to go back to driving a truck," after his first performance.	He became the "The King of Rock 'N Roll"
Dr. Seuss	He was turned down by 27 publishers.	He was a world famous children's author.
Ludwig van Beethoven	His music teacher said, "As a composer, he is hopeless."	He was a classical composer.
Oprah Winfrey	She was demoted from her job as a news anchor, because she "wasn't fit for television."	She later became a famous talk show host.
Walt Disney	He was fired from a newspaper because he "lacked imagination" and had "no original ideas."	He was the co-founder of the Walt Disney Company and winner of 22 Academy Awards.
Thomas Edison	His teacher told him he was "too stupid to learn anything."	He was the inventor of the light bulb.
Michael Jordan	After being cut from his high school basketball team, he went home, locked himself in his room and cried.	He became a world famous basketball player
Albert Einstein	He wasn't able to speak until he was four, and he couldn't read until he was seven.	He was a legendary physicist.

1. **Circle** the **two** people from the chart on the previous page that you are the most familiar with.
2. How did these two individuals overcome challenges to become successful?

A **commencement address** is a speech given to graduating students during a ceremony where they receive their diplomas. Steve Jobs's commencement address is a speech that he gave for the graduates of Stanford University. As you read, pay close attention to the message that Jobs is delivering to the graduates.

3. Describe one event from Jobs's speech where failure led to success.

Express Understanding

You have read about people who struggled and failed before they became successful. Write a paragraph answering the following question: How does failure lead to success? Be sure to reference Jobs's speech.

Lesson 2

Read

Reread Jobs's "Stanford University Commencement Address," story one.

- Start at: "I am honored to be with you. . ."
- Stop at: "This approach has never. . ."

Understand

Vocabulary

- **Tone: Tone** is the author's attitude toward the subject of a text. An author will signal tone using **positive** or **negative** words.

1. As you read, write down words and phrases from this text that signal failure.

_____

_____

2. As you read, write down words and phrases from this text that signal success.

_____

_____

3. What is Jobs's attitude toward college? What words signal his attitude?

_____

_____

"And much of what I **stumbled** into by following my **curiosity** and **intuition** turned out to be priceless later on."

4. Is the word **stumbled** positive or negative? How do you know? What is the tone?

_____

_____

5. Are the words **curiosity** and **intuition** positive or negative? How do you know? What is the tone?

_____

_____

Express Understanding

How does Jobs's tone shift in his first story? How does the author's word choice and tone help you understand his experiences? Use specific examples to support your claim.

Lesson 3

Read

Reread Jobs's "Stanford University Commencement Address," story one.

- Start at: "I am honored to be with you. . ."
- Stop at: "This approach has never. . ."

Understand

Vocabulary

- **Central Idea:** A **central idea** is the main point the author is trying to make to the reader about the article's topic.
- **Summary:** a brief statement or restatement of main points for a shorter version of a longer text

1. How did Jobs feel that the calligraphy class he took in college was important to the development of the first Macintosh computer?

_____

_____

2. What did Jobs mean by "connecting the dots"?

_____

_____

_____

_____

How to Write a Summary:

1. Read the text and identify the **central ideas**.
2. Start your **summary** by introducing your ideas.
3. Take your **central ideas** and turn them into sentences.
4. Include evidence from the text in your central idea sentences.
5. Use transition words to connect your sentences.
6. Proofread your **summary** before sharing it.

Express Understanding

Complete the Central Idea and Details chart below to help you write a summary for the first story of Steve Jobs's "Stanford University Commencement Address." The chart has been started for you.

Steve Jobs's "Stanford University Commencement Address"

Story One	
Central Idea	Details
• Connecting the dots • It was really important to his birth parents that _____ _____ • Steve Jobs went to college, but _____ _____ • Jobs decided to _____ _____	• Steve Jobs was adopted. • • • •
Summary	

Lesson 4

Read

Read paragraphs 10-14 of Jobs's "Stanford University Commencement Address," story two.

- Start at "The second story is about. . ."
- Stop at "Don't settle."

Understand

> "The **heaviness** of being successful was replaced by the **lightness** of being a beginner again, less sure about everything."

1. What does this quote from the text mean?

_____

_____

_____

_____

2. How did Jobs use the words **heaviness** and **lightness** in this sentence?

_____

_____

_____

_____

Express Understanding

Complete the Central Idea and Details chart below to help you write a summary for the second story of Steve Jobs's "Stanford University Commencement Address." The chart has been started for you.

Steve Jobs's "Stanford University Commencement Address"

Story Two	
Central Idea	Details
• Love and loss •	• • • •
Summary	

Lesson 5

Read

Read paragraphs 15-26 of Jobs's "Stanford University Commencement Address*,*" story three.

- Start at: "The third story is about. . ."
- Stop at: "Thank you all very much."

Understand

Complete the Central Idea and Details chart below to help you write a summary for the third story of Steve Jobs's "Stanford University Commencement Address." The chart has been started for you.

Steve Jobs's "Stanford University Commencement Address"

Story Three	
Central Idea	Details
• Always follow your heart. •	• • • •
Summary	

Express Understanding

Summarize what you have read this week. Put together the three summary paragraphs from your tables here. Make sure to add transition words or phrases.

Lesson 1

Read

Reread Story One in Jobs's "Stanford University Commencement Address."

Understand

Vocabulary

- **Evidence-Based Claim:** An **evidence-based claim** is a conclusion that you have drawn and that you want others to think about after reading the text. All parts of the claim are supported by specific evidence you can point to in the text.

  An **evidence-based claim** includes:
  1. evidence from the text that supports that claim, and
  2. a conclusion that you have made after reading the section.

Review the evidence provided below to support the following **evidence-based claim:** "...you can't connect the dots looking forward; you can only connect them looking backward."

Evidence (quotation or paraphrase)
Jobs dropped in on a calligraphy class. He learned about "serif and sans serif typefaces, about varying the amount of space between each letter combinations, about what makes great typography great." Ten years later he put it into the design of the Mac.

Things to think about when writing your conclusion of how this evidence supports your claim:

- Why did Jobs decide to take the calligraphy course?
- What does it mean that you can only connect the dots looking backward?
- When did Jobs realize that the calligraphy course was an important part of his life?
- How did Jobs realize that the calligraphy course held meaning for him?

How does this evidence support or oppose your claim?

Express Understanding

Find two more examples of evidence to support the claim, "...you can't connect the dots looking forward; you can only connect them looking backward." Then explain why the evidence that you selected supports or opposes the given claim.

Story One Claim: "...you can't connect the dots looking forward; you can only connect them looking backward."

Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?

Lesson 2

Read

Reread Story Two and Story Three in Jobs's "Stanford University Commencement Address."

Understand

Remember an **evidence-based claim** includes:

1. evidence from the text that supports that claim, and
2. a conclusion that you have made after reading the section.

Express Understanding

Find three examples of evidence to support the claims for Jobs's Story Two and Story Three. Then explain why the evidence that you selected supports or opposes the given claim.

Story Two Claim: "We often have to feel the loss of something before we can get back to understanding what we truly love."

Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?

Story Three Claim: “Life is short, so don’t spend it doing anything other than what is perfect for you.”

Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?

Lesson 3

Read

Reread Jobs's "Stanford University Commencement Address."

Understand

Vocabulary

- **Central Idea:** A **central idea** is the main point the author is trying to make to the reader about the article's topic.

Complete the chart below with details from the text to support the **central idea** of Jobs's "Stanford University Commencement Address":

Jobs believed that to lead a successful life, it is important to love what you do and have the courage to follow your intuition, trusting that everything will have meaning in the future.

	Details from the text	How do these details convey the central idea?
1. What details in the text convey the idea that Jobs believed that it is important to love what you do?		

2. What details in the text convey the idea that Jobs believed that it is important to follow your intuition?		

	Details from the text	How do these details convey the central idea?
3. What details in the text convey the idea that Jobs believed that it is important to trust that everything will have meaning in the future?		

Express Understanding

How is the central idea in Jobs's address conveyed through specific details?

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

- Complete the first question in "Understand" before you read the poem.
- Read "To Failure" by Philip Larkin in your unit reader.

Understand

Vocabulary

- **Analyze:** to examine in detail the structure of something for purposes of explanation and interpretation.
- **Paraphrase:** a rewording of something written or spoken by someone else
- **Connotation: Connotation** is the idea/feeling that a word evokes, or suggests, in addition to its literal, or dictionary meaning (**denotation**). Words can mean the same things, but convey different feelings.
- **Theme:** The **theme** in stories is what the text has to say about the main topic or idea of the text.

A **theme** is the meaning of the text—it is why we read the text and it is often why the author writes a text. It is meant to teach us about life and the way the world operates around us. A single text can have multiple themes.

When **analyzing** poetry it is often important to **paraphrase** an author's words to better understand what they are stating. It is also important to pay attention to the **connotation** of word choice used by the author.

Title: Before reading the poem, make a prediction about what the poem is about based on the title.
Paraphrase Stanza 1: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.

Stanza 1 Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
Paraphrase Stanza 2: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.
Stanza 2 Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
Attitude/Tone: Notice the speaker's attitude toward the subject of the poem. What is the author's tone?

Title: Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?

Express Understanding

What is the theme of this poem? State what the poem is about (subject) and what the poet is trying to say about subject (theme).

Lesson 2

Read

- Complete the first question in “Understand” before you read the poem.
- Read the poem “Mother to Son” by Langston Hughes.

Understand

Title: Before reading the poem, make a prediction about what the poem is about based on the title.
Paraphrase: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.

Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
Attitude/Tone: Notice the speaker's attitude toward the subject of the poem. What is the author's tone?
Title: Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?

Express Understanding

What is the message from mother to son? Use specific evidence from the poem to explain your thoughts.

_____

_____

_____

_____

_____

_____

_____

Lesson 3

Read

Review the texts of Jobs's "Stanford University Commencement Address" and the poems "To Failure" by Philip Larkin and "Mother to Son" by Langston Hughes.

Understand

1. Use the chart below to answer the following question: How are the ideas presented in Steve Jobs's commencement address, "To Failure" and "Mother to Son" similar?
    - Determine the central message in each text and write it down under "Central Idea/Theme."
    - Jot down any thoughts/reasons/explanations you have about this idea.
    - Gather evidence from each of the texts you read.
    - How does each text distinguish itself from the other texts in terms of the author's central message?

Text	Central Idea/Theme	Thoughts/Reasons	Supporting Evidence
Jobs's "Stanford University Commencement Address"			
"To Failure"			

"Mother to Son"			

Express Understanding

How are the ideas presented in all three texts similar? Use evidence to support your answer.

Lesson 4

Read

Read "Letters of Wilbur Wright."

- As you read, find evidence to answer the following question: "What made the Wright Brothers succeed?"

About this Text:
The Wright Brothers, Orville (1871-1948) and Wilbur (1867-1912), were two American brothers, inventors, and aviation pioneers who are credited with inventing and building the world's first successful airplane. They made the first successful sustained flight on December 17, 1903. The brothers were self-taught engineers who experimented for years in the midst of skepticism and criticism from the engineering community.

Letters of Wilbur Wright
Wilbur Wright

Letter 1. Wilbur Wright to the Smithsonian Institution (May 30, 1899):
Dear Sirs:
I have been interested in the problem of mechanical and human flights ever since as a boy I constructed a number of bats of various sizes after the story of Cayley's and Penaud's machines. My observations since have only convinced me more firmly that human flight is possible and practicable. It is only a question of knowledge and skill just as in all acrobatic feats. Birds are the most perfectly trained gymnasts in the world and are specially well fitted for their work, and it may be that man will never equal them, but no one who has watched a bird chasing an insect or another bird can doubt the feats are performed which require three or four times the effort required in ordinary flight. I believe that simple flight at least is possible to man and that the experiments and investigations of a large number of independent workers will result in the accumulation of information and knowledge and skill which will finally lead to accomplished flight.

Letter 2. Wilbur Wright to His Father (September 3, 1900):
I have my machine nearly finished. It is not to have a motor and is not expected to fly any true sense of the word. My idea is merely to experiment and practice with a view to solving the problem of equilibrium. I have plans which I hope to find much in advance of the methods tried by previous experimenters. When once a machine is under proper control under all conditions, the motor problem will be quickly solved. A failure of motor will then simply mean a slow descent and safe landing instead of a disastrous fall. In my experiments I do not expect to rise many feet from the ground, and in case I am upset there is nothing but soft sand to strike on. I do not intend to take dangerous chances, both because I have no wish to get hurt and because a fall would stop my experimenting, which I would not like at all. The man who wishes to keep at the problem long enough to really learn anything positively cannot take dangerous risks. Carelessness and overconfidence are usually more dangerous than deliberately accepted risks. I am constructing my machine to sustain about five times my weight and am testing every piece. I think there is no possible chance of its breaking while in the air. If it is broken it will be by awkward landing.

Letter 3. Wilbur Wright to His Father (October 4, 1903):
We have increased our time and length of flight [with glider] to 43 seconds, which is one and two thirds over last year's record and about three times the best of any one else. We will soon have it up to more than a minute as we are now

able to remain practically stationary when a suitable wind blows up a good slope. This is something former experimenters were entirely unable to accomplish.

Letter 4. Wilbur Wright to His Family (December 14, 1903):
[Discussing his plan with an engine]

We gave machine first trial today with only partial success. The wind was only about five miles an hour, so we anticipated difficulty in getting speed enough on our short track (60 ft.) to lift. We took to the hill and after tossing for first whack, which I won, got ready for the start. The wind was a little to one side and the track was not exactly straight down hill, which caused the start to be more difficult than it would otherwise have been. However, the real trouble was an error in judgment in turning up too suddenly after leaving the track, and as the machine had barely enough speed enough for support already, this slowed it down so much that before I could correct the error, the machine began to come down, though turned up at a big angle.

Toward the end it began to speed up again, but I was too late, and it struck the ground while moving a little to one side, due to wind and a rather bad start. A few sticks in the front rudder were broken which will take a day or two to repair probably. It was a nice easy landing for the operator. The machinery all works in an entirely satisfactory manner and seems reliable. The power is ample, and but for a trifling error due to lack of experience with the machine and this method of starting, the machine would undoubtedly have flown beautifully. There is now no question of final success. The strength of the machine is all right, the trouble in the front rudder being easily remedied. We anticipate no further trouble in landings. Will probably have made another trial before you receive this unless weather is unfavorable.

Note: December 17, 1903, the Wright Brothers flew their machine for 59 seconds, covering 852 feet. This was considered the first successful sustained airplane flight in history. The brothers continued to improve their airplane designs and eventually incorporated the Wright Company in 1909.

This text is in the public domain.

Understand

1. Reread Letter 1 “Wilbur Wright to the Smithsonian Institution (May 30, 1899).”
    a. What made Wilbur Wright so interested in flight and aviation?

_____

_____

    b. Why does Wright believe that human flight is possible and practicable?

_____

_____

    c. What kind of creatures did Wright observe flying?

_____

_____

d. What about these creatures did he note was important?

_____

_____

2. Compose a brief summary below for Letter 1.

Letter	Summary
Letter 1: May 30, 1899	

3. Reread Letters 2-4. Write a brief summary for each letter. Then write a summary of the full text.

Letter	Summary
Letter 2: September 3, 1900	
Letter 3: October 4, 1903	
Letter 4: December 14, 1903	

Summary of Entire Text

Express Understanding

Determine the central idea of "Letters of Wilbur Wright" by Wilbur Wright and explain how each letter conveys the central idea.

Lesson 5

Read

Reread "Letters of Wilbur Wright."

Understand

1. What can you conclude about Wilbur Wright based on his 1899 letter to the Smithsonian (Letter 1)? Support your answer with evidence from the text.

_____

_____

_____

_____

2. What setbacks did the Wright Brothers face and how did they deal with them? Support your answer with evidence from the text.

_____

_____

_____

_____

3. Explain this line in your own words: "Carelessness and overconfidence are usually more dangerous than deliberately accepted risk."

_____

_____

_____

_____

4. Using the text, complete the chart on the next page by finding two reasons that support this claim: "The Wright Brothers believed if they worked hard they would succeed." Then include three pieces of evidence from the text to support your reasons.

Claim: The Wright brothers believed that if they worked hard they would succeed.	
Reason 1	Reason 2
Evidence	Evidence

Lesson 1

Read

Reread "The Letters of Wilbur Wright."

About this Text:
The Wright Brothers, Orville (1871-1948) and Wilbur (1867-1912), were two American brothers, inventors, and aviation pioneers who are credited with inventing and building the world's first successful airplane. They made the first successful sustained flight on December 17, 1903. The brothers were self-taught engineers who experimented for years in the midst of skepticism and criticism from the engineering community.

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Wilbur Wright

Letter 1. Wilbur Wright to the Smithsonian Institution (May 30, 1899):
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I have been interested in the problem of mechanical and human flights ever since as a boy I constructed a number of bats of various sizes after the story of Cayley's and Penaud's machines. My observations since have only convinced me more firmly that human flight is possible and practicable. It is only a question of knowledge and skill just as in all acrobatic feats. Birds are the most perfectly trained gymnasts in the world and are specially well fitted for their work, and it may be that man will never equal them, but no one who has watched a bird chasing an insect or another bird can doubt the feats are performed which require three or four times the effort required in ordinary flight. I believe that simple flight at least is possible to man and that the experiments and investigations of a large number of independent workers will result in the accumulation of information and knowledge and skill which will finally lead to accomplished flight.

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Toward the end it began to speed up again, but I was too late, and it struck the ground while moving a little to one side, due to wind and a rather bad start. A few sticks in the front rudder were broken which will take a day or two to repair probably. It was a nice easy landing for the operator. The machinery all works in an entirely satisfactory manner and seems reliable. The power is ample, and but for a trifling error due to lack of experience with the machine and this method of starting, the machine would undoubtedly have flown beautifully. There is now no question of final success. The strength of the machine is all right, the trouble in the front rudder being easily remedied. We anticipate no further trouble in landings. Will probably have made another trial before you receive this unless weather is unfavorable.

Note: December 17, 1903, the Wright Brothers flew their machine for 59 seconds, covering 852 feet. This was considered the first successful sustained airplane flight in history. The brothers continued to improve their airplane designs and eventually incorporated the Wright Company in 1909.

This text is in the public domain.

Understand

Vocabulary

- **Analyze:** to examine in detail the structure of something for purposes of explanation and interpretation.
- **Inference**: a conclusion or opinion that is formed because of known facts or evidence

We can use Wilbur Wright's letters to help analyze what kind of person he was. Read the Character Analysis Focuses in the chart below to help you analyze Wilbur Wright. Questions to think about as you reread "The Letters of Wilbur Wright" include:

- How is Wilbur Wright introduced?
- What do we learn about him during the events he describes and illustrates through his examples?
- What about his letters can give us information about what kind of person he was?
- According to Wilbur Wright, how will mankind succeed in learning to fly like a bird?

Character Analysis Focus	Definition
Character's actions	the things a character does within the text
Character's words	the actual words a character speaks out loud within the text
Character's thoughts	the words an author uses to describe the character's thinking within the text
Character's feelings	how the author portrays the character's feelings throughout the text
What others think or say about the character	the actual words others say or think about the character within the text

1. Complete the chart on the next page by analyzing each of the letters by Wilbur Wright and looking for examples that then let you infer (make an educated guess) something about him. An example is provided for you.

Individual: Wilbur Wright

Letter	Evidence (Character Analysis Focus)	What can we infer about Wilber Wright's characteristics?
May 30, 1899	"I have been interested in the problem of mechanical and human flights ever since as a boy I constructed a number of bats of various sizes after the story of Cayley's and Penaud's machines."	• Wright is curious. • Wright is persistent.

Express Understanding

Describe Wilbur Wright's traits and explain how he was able to succeed. Support your answer with specific evidence from the text.

Lesson 2

Read

Reread "The Letters of Wilbur Wright."

Understand

1. Who is the speaker? What do we know about the speaker that can help us understand the point of view expressed?

_____

_____

2. What is the message of the letters? How does the speaker convey this message?

_____

_____

3. What did Wilbur Wright want the audience to understand from reading his letters?

_____

_____

Express Understanding

In a short paragraph, explain why Wilbur Wright wrote these letters. Also, explain how Wright conveyed his point of view throughout the text.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 3

Read

Reread Jobs's "Stanford University Commencement Address."
Reread "The Letters of Wilbur Wright."

Understand

Vocabulary

- **Evidence-Based Claim:** An **evidence-based claim** is a conclusion that you have drawn and that you want others to think about after reading the text. All parts of the claim are supported by specific evidence you can point to in the text.

  An **evidence-based claim** includes:
  1. evidence from the text that supports that claim, and
  2. a conclusion that you have made after reading the section.

Complete the chart below in order to prepare to answer the following question: Would the Wright Brothers agree with the statement "Stay Hungry. Stay Foolish"?

Steve Jobs		Wilber Wright	
How did Jobs feel about taking risks in order to achieve success?		How did Wright feel about taking risks in order to achieve success?	
What did Jobs mean when he said, "Stay hungry. Stay foolish"?		What was Wright's goal? How did Wright achieve his goal?	

Steve Jobs		Wilber Wright	
What was Jobs's point of view or thoughts on failure?		What was Wright's point of view or thoughts on failure?	

Express Understanding

You have identified the points of view for both Wilbur Wright and Steve Jobs. Using the chart below, answer the following question: Would the Wright Brothers agree with the statement "Stay Hungry. Stay Foolish"?

State your claim, give three reasons, and provide evidence for each reason.

Claim	
Reason	Text Evidence and Explanation

Reason	Text Evidence and Explanation

Lesson 4

Read

Reread Jobs's "Stanford University Commencement Address" in your unit reader.
Reread "The Letters of Wilbur Wright."

Understand

1. In what ways were both Wilbur Wright and Steve Jobs foolish?

_____

_____

_____

_____

Express Understanding

Review your completed table from lesson 3. Write a paragraph to respond to the following question: Would the Wright Brothers agree with Steve Jobs's advice to "Stay hungry. Stay Foolish"?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read "Mindset for Achievement" by Carol Dweck.

Understand

> "They never decide it's too hard or not worth the effort. Babies don't worry about making mistakes or humiliating themselves. They walk, they fall, they get up. They just barge forward. What could put an end to this exuberant learning? The fixed **mindset**."

1. What could put an end to exuberant learning?

_____

_____

2. What is the meaning of the word **mindset** in the quote above?

_____

_____

3. Underline the context clues that help you figure out the meaning of the word **mindset**.

Express Understanding

Use the graphic organizer on the next page to record the important details of each section of the text.

"Mindset for Achievement" by Carol Dweck

Text Section	Main Ideas	Important Details
Paragraphs 1 -5	• Nonlearner • We were all born as learners	
Paragraphs 6-11	• The fixed mindset • Thomas Edison	

Lesson 2

Read

Reread “Mindset for Achievement” by Carol Dweck.
Review the graphic organizer in lesson one.

Understand

Summary Writing

1. Identify the main topic of the text.
2. Identify the main idea of the text.
3. Identify important details from the text.
4. Use the main idea and important details that were identified to summarize the text.

You read “Mindset for Achievement,” by Carol Dweck and took notes on the main idea and important details of each section. Now, look over the notes you have written about the text.

Express Understanding

Write a paragraph using the steps listed above to summarize “Mindset for Achievement” by Carol Dweck.

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Lesson 3

Read

Reread "Mindset for Achievement" by Carol Dweck in your unit reader.
Reread Steve Jobs's "Stanford University Commencement Address" in your unit reader.

Understand

> "Babies don't worry about making mistakes or humiliating themselves. They walk, they fall, they get up. They just barge forward. What could put an end to this **exuberant** learning? The fixed mindset."

1. What is the meaning of the word **exuberant**?

_____

_____

> "Beyond how traumatic a setback can be in the fixed mindset, this mindset gives you no good recipe for overcoming it. If failure means you lack **competence** or potential—that you are a failure—where do you go from there?"

2. What is the meaning of the word **competence**?

_____

_____

3. According to the article, what are the differences between learners and nonlearners?

_____

_____

_____

_____

4. How does the author introduce, illustrate, or elaborate on this idea?

_____

_____

_____

_____

Express Understanding

Would Carol Dweck, the author of "Mindset for Achievement," consider Steve Jobs a learner or a nonlearner? Why? Use examples from Steve Jobs's "Stanford University Commencement Address" and "Mindset for Achievement" to write a short paragraph that explains what makes Jobs a learner or a nonlearner.

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

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Lesson 1

Read

Read "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael.

Understand

1. Read each section of the text. Summarize each section and write the central message or idea.

Section	Summary	Central Message/ Idea
Section 1 paragraphs 1 - 5		
Section 2 paragraphs 6 - 9		
Section 3 paragraphs 10-14		

Express Understanding

Write a summary of “Overcoming Obstacles” by Jody Michael.

Lesson 2

Read

Reread "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael.

Understand

Vocabulary

- **Point of View:** a particular attitude or way of considering a matter
- **Purpose:** what the author wants the audience to think or do as a result of reading the text

Reread each section of the text and use the graphic organizer below to record the author's purpose/point of view. Use the questions below to help you.

- What did the author want the audience to think or do as a result of reading this text?
- Why did the author write it?
- How does the central idea reflect the author's point of view and purpose?

Section	Point of View
Section 1 paragraphs 1 - 5	
Section 2 paragraphs 6 - 9	
Section 3 paragraphs 10-14	

Express Understanding

Using your completed charts from lesson one and two of this week, write a paragraph that answers the following questions:

- What is the author's purpose and point of view in writing "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success"?
- How does Jody Michael convey her purpose and point of view?

Lesson 3

Read

Reread Steve Jobs's "Stanford University Commencement Address" in your unit reader.
Reread "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael in your unit reader.
Reread "Mindset for Achievement" by Carol Dweck in your unit reader.

Understand

Vocabulary

- **Support:** give assistance to; hold up
- **Contradict:** to go against something or to do the opposite

Evidence can **support** or **contradict** a claim. You can decide if evidence supports or contradicts a claim by:

- stating the claim in your own words
- asking "What type of evidence would support the claim?"
- asking "What type of information would contradict the claim?"

Claim 1: "The mere fear of failure can stop people from taking risks that might lead to success and triumph in overcoming obstacles." (from "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success")

1. What does the quote mean? Restate the quote in your own words.

_____

_____

2. Do you think Jobs would agree with this claim?

_____

_____

Claim 2: "The primary difference between successful people and unsuccessful people is that the successful people fail more." (from "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success")

3. What does the quote mean? Restate the quote in your own words.

_____

_____

4. Do you think Jobs would agree with this claim?

Express Understanding

Read the following quotes. Then locate evidence (an idea or quotation) from Jobs's speech that supports or contradicts each claim and complete the charts.

Claim 1 "The mere fear of failure can stop people from taking risks that might lead to success and triumph in overcoming obstacles." ("Overcoming Obstacles")	
Evidence from Jobs's speech	
Does the evidence support or contradict the claim	
Explain why the evidence supports or contradicts the claim	
What is the point of view of the author of the quote regarding failure	

Claim 2 "The primary difference between successful people and unsuccessful people is that the successful people fail more." ("Overcoming Obstacles")	
Evidence from Jobs's speech	
Does the evidence support or contradict the claim	

Explain why the evidence supports or contradicts the claim	
What is the point of view of the author of the quote regarding failure	

Lesson 4

Read

Reread Steve Jobs's "Stanford University Commencement Address" in your unit reader.
Reread "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael in your unit reader.
Reread "Mindset for Achievement" by Carol Dweck in your unit reader.

Understand

Claim 3: "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." (from "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success")

1. What does the quote mean? Restate the quote in your own words.

_____

_____

2. Do you think Jobs's would agree with this claim?

_____

_____

Claim 4: "What could put an end to this exuberant learning? The fixed mindset…" (from "Mindset for Achievement")

3. What does the quote mean? Restate the quote in your own words.

_____

_____

4. Do you think Jobs's would agree with this claim?

_____

_____

Express Understanding

Read the following quotes. Then locate evidence (an idea or quotation) from Jobs's speech that supports or contradicts each claim and complete the charts.

Claim 3 "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")	
Evidence from Jobs's speech	
Does the evidence support or contradict the claim	
Explain why the evidence supports or contradicts the claim	
What is the point of view of the author of the quote regarding failure	

Claim 4 "What could put an end to this exuberant learning? The fixed mindset..." ("Mindset for Achievement")	
Evidence from Jobs's speech	
Does the evidence support or contradict the claim	
Explain why the evidence supports or contradicts the claim	
What is the point of view of the author of the quote regarding failure	

Lesson 5

Read

Reread Steve Jobs's "Stanford University Commencement Address" in your unit reader.
Reread "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael in your unit reader.
Reread "Mindset for Achievement" by Carol Dweck in your unit reader.

Understand

Vocabulary

- **Evidence-Based Claim:** An evidence-based claim is a conclusion that you have drawn and that you want others to think about after reading the text. All parts of the claim are supported by specific evidence you can point to in the text.

An **evidence-based claim** includes:

1. evidence from the text that supports that claim, and
2. a conclusion that you have made after reading the section.

Express Understanding

Choose two claims from lessons three and four. Write a paragraph that explains each quotation (claim). Summarize the quotes and ideas from Jobs's speech that supported, contradicted, or offered a different perspective on the quotations.

Explain how the quotations provide information that reveals each author's perspective regarding failure. Explain how the ideas are similar or different.

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Lesson 1

Read

Read the poem "Casey at the Bat" by Ernest Lawrence Thayer.

- Describe the characters and how the poem's plot unfolds through the important events.

Casey at the Bat
Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day:

The score stood four to two, with but one inning more to play,

And then when Cooney died at first, and Barrows did the same,

A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest

Clung to the hope which springs eternal in the human breast;

They thought, "If only Casey could but get a whack at that—

We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,

And the former was a hoodoo, while the latter was a cake;

So upon that stricken multitude grim melancholy sat,

For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,

And Blake, the much despised, tore the cover off the ball;

And when the dust had lifted, and men saw what had occurred,

There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;

It rumbled through the valley, it rattled in the dell;

It pounded on the mountain and recoiled upon the flat,

For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;

There was pride in Casey's bearing and a smile lit Casey's face.

And when, responding to the cheers, he lightly doffed his hat,

No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;

Five thousand tongues applauded when he wiped them on his shirt;

Then while the writhing pitcher ground the ball into his hip,

Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,

And Casey stood a-watching it in haughty grandeur there.

Close by the sturdy batsman the ball unheeded sped—

"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,

Like the beating of the storm-waves on a stern and distant shore;

"Kill him! Kill the umpire!" shouted someone on the stand;

And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;

He stilled the rising tumult; he bade the game go on;

He signaled to the pitcher, and once more the dun sphere flew;

But Casey still ignored it and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"

But one scornful look from Casey and the audience was awed.

They saw his face grow stern and cold, they saw his muscles strain,

And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate,

He pounds with cruel violence his bat upon the plate;

And now the pitcher holds the ball, and now he lets it go,

And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favoured land the sun is shining bright,

The band is playing somewhere, and somewhere hearts are light;

And somewhere men are laughing, and somewhere children shout,

But there is no joy in Mudville—mighty Casey has struck out.

This text is in the public domain.

Understand

Vocabulary

- **Poem:** a collection of spoken or written words that expresses ideas or emotions in a powerfully vivid and imaginative style
- **Line:** a group of words arranged into a row that ends for a reason other than the right-hand margin
- **Stanza:** a group of lines forming the basic recurring metrical unit in a poem; a verse

After reading the poem, "Casey at the Bat," paraphrase each set of stanzas by stating what events happened. Each stanza in this poem is four lines long. Identify what happened and then record what you learned about Casey or the crowd from the event.

Stanzas	What happened	What we learn about Casey or the crowd
1-2		
3-4		
5-6		
7-8		
9-10		
11-12		
13		

Express Understanding

Using your completed graphic organizer, rewrite the poem in story form. Be sure to include details about Casey and the crowd in your response.

Lesson 2

Read

Reread the poem "Casey at the Bat" by Ernest Lawrence Thayer.

Understand

Vocabulary

- **Rhyme:** correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry
- **Couplet:** two lines of verse, usually in the same meter and joined by rhyme, that form a unit
- **Imagery:** vivid descriptions that recreate sensory experiences for readers; sensory language—specific words and phrases that appeal to the senses of sight, hearing, smell, taste, and touch—that helps you visualize a scene
- **Visualize:** to form a mental image of; imagine
- **Connotation: Connotation** is the idea/feeling that a word evokes, or suggests, in addition to its literal, or dictionary meaning (**denotation**). Words can mean the same things, but convey different feelings.
- **Tone:** the author's attitude toward the subject of a text; signaled by author's use of positive or negative words

> The Outlook wasn't brilliant for the Mudville nine that day:
> The score stood four to two, with but one inning more to play.
> And then when Cooney died at first, and Barrows did the same,
> A sickly silence fell upon the patrons of the game

1. Read the lines above. Circle **rhyming** words. Put a box around each **couplet**.

> And then when Cooney **died at first**, and Barrows did the same,
> A **sickly silence** fell upon the patrons of the game.

2. Circle the words that help you **visualize** what is happening. What is the poet trying to describe?

_____

_____

3. Words with **connotative** meanings are words that evoke an emotion, a feeling, or an idea that is suggested or implied. When the poet writes **died at first**, does this mean that Cooney really died?

_____

_____

4. Why do you think the poet used the words **died at first**? What type of emotion is associated with the word "died"?

5. What do you **visualize** when you read, "A **sickly silence** fell upon the patrons of the game"? Why did the author include this type of language?"

6. What is the **tone** created by using the phrases **died at first** and **sickly silence**?

Then from 5,000 throats and more there rose a lusty yell;
It **rumbled through the valley**,
it **rattled in the dell**;

7. What do you visualize when you read **rumbled through the valley**? What is the connotation associated with "rattled"?

8. What is the tone created by using the phrases **rumbled through the valley** and **rattled in the dell**? How does including these words contribute to the meaning of the poem?

9. In the chart below, identify five phrases that include vivid imagery, figurative language or connotative meanings in "Casey at the Bat." Describe what you visualize when reading the phrase and describe how the word choice impacts the meaning and tone of the poem. A sample is provided for you.

Phrase with Vivid Imagery, Figurative Language, or Connotative Meaning	What I Visualize	How does this word choice impact the meaning and tone of the poem?
Stanza 5: "Then from 5,000 throats and more there rose a lusty yell; It rumbled through the valley, it rattled in the dell; It knocked upon the mountain and recoiled upon the flat, For Casey, mighty Casey, was advancing to the bat."	*Stanza 5: I "see" a physical representation of a very big, loud yell being released and coming through the stadium.*	*Stanza 5: I think this adds to the meaning of the poem because it helps the reader visualize the faith that the crowd had in Casey as a batter.*

Phrase with Vivid Imagery, Figurative Language, or Connotative Meaning	What I Visualize	How does this word choice impact the meaning and tone of the poem?

Express Understanding

To be **arrogant** means "having or revealing an exaggerated sense of one's own importance or abilities." Describe how Casey displayed **arrogance** in this poem. What lesson could a reader learn from this poem?

_____

_____

_____

_____

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_____

Lesson 3

Read

Read "The Story of David and Goliath."

The Story of David and Goliath

1 Samuel 17, adapted from *The Bible*

Goliath Challenges Israel's Army

The Philistines got ready for war and brought their troops together to attack the town of Socoh in Judah. They set up camp at Ephes-Dammim, between Socoh and Azekah. King Saul and the Israelite army set up camp on a hill overlooking Elah Valley, and they got ready to fight the Philistine army that was on a hill on the other side of the valley.

The Philistine army had a hero named Goliath who was from the town of Gath and was over nine feet tall. He wore a bronze helmet and had bronze armor to protect his chest and legs. The chest armor alone weighed about one hundred twenty-five pounds. He carried a bronze sword strapped on his back, and his spear was so big that the iron spearhead alone weighed more than fifteen pounds. A soldier always walked in front of Goliath to carry his shield.

Goliath went out and shouted to the army of Israel: Why are you lining up for battle? I'm the best soldier in our army, and all of you are in Saul's army. Choose your best soldier to come out and fight me! If he can kill me, our people will be your slaves. But if I kill him, your people will be our slaves. Here and now I challenge Israel's whole army! Choose someone to fight me!

Saul and his men heard what Goliath said, but they were so frightened of Goliath that they couldn't do a thing.

David Meets King Saul

David's father Jesse was an old man, who belonged to the Ephrath clan and lived in Bethlehem in Judah. Jesse had eight sons: the oldest was Eliab, the next was Abinadab, and Shammah was the third. The three of them had gone off to fight in Saul's army.

David was Jesse's youngest son. He took care of his father's sheep, and he went back and forth between Bethlehem and Saul's camp.

Goliath came out and gave his challenge every morning and every evening for forty days.

One day, Jesse told David, "Hurry and take this sack of roasted grain and these ten loaves of bread to your brothers at the army camp. And here are ten large chunks of cheese to take to their commanding officer. Find out how your brothers are doing and bring back something that shows that they're all right. They're with Saul's army, fighting the Philistines in Elah Valley."

David obeyed his father. He got up early the next morning and left someone else in charge of the sheep; then he loaded the supplies and started off. He reached the army camp just as the soldiers were taking their places and shouting the battle cry. The army of Israel and the Philistine army stood there facing each other.

David left his things with the man in charge of supplies and ran up to the battle line to ask his brothers if they were well. While David was talking with them, Goliath came out from the line of Philistines and started boasting as usual. David heard him.

When the Israelite soldiers saw Goliath, they were scared and ran off. They said to each other, "Look how he keeps coming out to insult us. The king is offering a big reward to the man who kills Goliath. That man will even get to marry the king's daughter, and no one in his family will ever have to pay taxes again."

David asked some soldiers standing nearby, "What will a man get for killing this Philistine and stopping him from insulting our people? Who does that worthless Philistine think he is? He's making fun of the army of the living God!"

The soldiers told David what the king would give the man who killed Goliath.

David's oldest brother Eliab heard him talking with the soldiers. Eliab was angry at him and said, "What are you doing here, anyway? Who's taking care of that little flock of sheep out in the desert? You spoiled brat! You came here just to watch the fighting, didn't you?"

"Now what have I done?" David answered. "Can't I even ask a question?" Then he turned and asked another soldier the same thing he had asked the others, and he got the same answer.

Some soldiers overheard David talking, so they told Saul what David had said. Saul sent for David, and David came.

"Your Majesty," he said, "this Philistine shouldn't turn us into cowards. I'll go out and fight him myself!"

"You don't have a chance against him," Saul replied. "You're only a boy, and he's been a soldier all his life."

But David told him: Your Majesty, I take care of my father's sheep. And when one of them is dragged off by a lion or a bear, I go after it and beat the wild animal until it lets the sheep go. If the wild animal turns and attacks me, I grab it by the throat and kill it.

Sir, I have killed lions and bears that way, and I can kill this worthless Philistine. He shouldn't have made fun of the army of the living God! The Lord has rescued me from the claws of lions and bears, and he will keep me safe from the hands of this Philistine.

"All right," Saul answered, "go ahead and fight him. And I hope the Lord will help you."

Saul had his own military clothes and armor put on David, and he gave David a bronze helmet to wear. David strapped on a sword and tried to walk around, but he was not used to wearing those things.

"I can't move with all this stuff on," David said. "I'm just not used to it."

David took off the armor and picked up his shepherd's stick. He went out to a stream and picked up five smooth rocks and put them in his leather bag. Then with his sling in his hand, he went straight toward Goliath.

David Kills Goliath

Goliath came toward David, walking behind the soldier who was carrying his shield. When Goliath saw that David was just a healthy, good-looking boy, he made fun of him. "Do you think I'm a dog?" Goliath asked. "Is that why you've come after me with a stick?" He cursed David in the name of the Philistine gods and shouted, "Come on! When I'm finished with you, I'll feed you to the birds and wild animals!"

David answered: You've come out to fight me with a sword and a spear and a dagger. But I've come out to fight you in the name of the Lord All-Powerful. He is the God of Israel's army, and you have insulted him too! Today the Lord will help me defeat you. I'll knock you down and cut off your head, and I'll feed the bodies of the other Philistine soldiers to the birds and wild animals. Then the whole world will know that Israel has a real God. Everybody here will see that the Lord doesn't need swords or spears to save his people. The Lord always wins his battles, and he will help us defeat you.

When Goliath started forward, David ran toward him. He put a rock in his sling and swung the sling around by its straps. When he let go of one strap, the rock flew out and hit Goliath on the forehead. It cracked his skull, and he fell facedown on the ground. David defeated Goliath with a sling and a rock. He killed him without even using a sword.

David ran over and pulled out Goliath's sword. Then he used it to cut off Goliath's head.

When the Philistines saw what had happened to their hero, they started running away. But the soldiers of Israel and Judah let out a battle cry and went after them as far as Gath and Ekron. The bodies of the Philistines were scattered all along the road from Shaaraim to Gath and Ekron.

When the Israelite army returned from chasing the Philistines, they took what they wanted from the enemy camp. David took Goliath's head to Jerusalem, but he kept Goliath's weapons in his own tent.

David Becomes One of Saul's Officers

After King Saul had watched David go out to fight Goliath, Saul turned to the commander of his army and said, "Abner, who is that young man?"

"Your Majesty," Abner answered, "I swear by your life that I don't know."

"Then find out!" Saul told him.

When David came back from fighting Goliath, he was still carrying Goliath's head. Abner took David to Saul, and Saul asked, "Who are you?"

"I am David the son of Jesse, a loyal Israelite from Bethlehem."

This text is in the public domain.

Understand

1. What is Goliath's challenge to the army of Israel?

_____

_____

2. In the graphic organizer below, list how the author describes David and Goliath's appearance in the text.

David	Goliath

3. Why did David think he had a chance to beat Goliath?

_____

_____

_____

4. Why did Saul change his mind and support David?

5. What did David believe were his strengths?

6. What did Goliath believe were his strengths?

7. What made David use a rock and slingshot to kill Goliath?

Express Understanding

Why didn't Goliath win? Give evidence from the text to support your response.

Lesson 4

Read

Reread "The Story of David and Goliath."

Understand

Vocabulary

- **Theme:** what the text has to say about the main topic or idea of the text

A **theme** is the meaning of the text—it is why we read the text and it is often why the author writes a text. It is meant to teach us about life and the way the world operates around us. A single text can have multiple themes.

1. What do David and Saul talk about?

_____

_____

_____

_____

2. What do David and Goliath talk about?

_____

_____

_____

_____

3. Which actions in the story seem to have significant meaning?

_____

_____

_____

_____

> "When David came back from fighting Goliath, he was still carrying Goliath's head. Abner took David to Saul, and Saul asked, 'Who are you?'
>
> 'I am David the son of Jesse, a loyal Israelite from Bethlehem.'"

4. Read the last three lines of the text. How do these lines relate to the rest of the story?

_____

_____

_____

_____

5. Based on your understanding of the text, identify a possible theme of the text "The Story of David and Goliath." Write it on the lines below.

_____

_____

_____

_____

Express Understanding

Explain the theme you identified for the text "The Story of David and Goliath." What evidence from the text supports this theme?

_____

_____

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_____

_____

Lesson 5

Read

Reread "Casey at the Bat."
Reread "The Story of David and Goliath."

Understand

Vocabulary

- **Consequence:** a result or effect of an action or condition

1. Using the following graphic organizer, list events from the text that show how the idea/theme "There are consequences to being arrogant" is conveyed in both texts.

"Casey at the Bat"	"The Story of David and Goliath"

2. Look at the examples you have pulled; circle at least one similarity from the two texts.

Express Understanding

Using the completed chart, explain how the idea/theme "There is a consequence to being arrogant" is conveyed in both "Casey at the Bat" and "The Story of David and Goliath" in a short essay. Be sure to cite specific evidence from both texts.

Lesson 1

Read

Read paragraphs 18-22 of J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination" in your unit reader.

- Start at: "Now, I am not going to stand here. . ."
- Stop at: "...it has been worth more than any qualification I ever earned."

Read the Culminating Writing Task Directions that follow.

Culminating Writing Task: Brainstorming

Culminating Writing Task Directions
Compare and contrast how a central idea in Steve Jobs's "Stanford University Commencement Address" and J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination"is introduced and elaborated. Write a comparison and contrast essay which makes and supports a claim about a central idea shared by both speeches and then explains how the central idea is introduced and elaborated in each speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and paragraph numbers.

NOTE: If you are not sure how to cite textual evidence, you should set up a conference with your teacher.

Understand

It is important to carefully read your writing prompt and prepare to write before you begin writing. As you prepare to answer the writing prompt, first review the texts that you read in this unit.

Graphic organizers often help us to organize our thoughts and ideas. Use the questions and graphic organizers in the next two lessons to organize your thoughts before writing your rough draft.

After reading paragraphs 18-22 of J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination" in your unit reader, answer the questions on the next page to prepare for the culminating writing prompt.

> "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."

1. Restate this sentence in your own words. What was J. K. Rowling trying to say by using this metaphor?

_____

_____

_____

> "Had I really succeeded at anything else, I might never have found the determination to succeed in the one arena I believed I truly belonged."

2. What is the purpose of this sentence in paragraph 19?

_____

_____

_____

3. Which sentence below shares a similar purpose or meaning? Circle one from the options below.
   - "You might never fail on the scale I did, but some failure in life is inevitable."
   - "It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case, you fail by default."
   - "I also found out that I had friends whose value was truly above the price of rubies."
   - "The knowledge that you have emerged wiser and stronger from setbacks means that you are, ever after, secure in your ability to survive."

> "It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case, **you fail by default**."

4. What is the meaning of the phrase **you fail by default**?

_____

_____

_____

5. What is the central idea of this text?

_____

_____

_____

Express Understanding

> "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."

Read this sentence from J. K. Rowling's speech "The Fringe Benefits of Failure, and the Importance of Imagination." Explain how this idea contributes to the development of the central idea of the text. Cite evidence from the speech to support your response. Be sure to observe the conventions of standard English.

Lesson 2

Read

Review and Reread (if needed):

- J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination" paragraphs 18-22 in your unit reader
- Steve Jobs's "Stanford University Commencement Address" in your unit reader
- The Culminating Writing Task Directions from yesterday

Understand

In week two, you completed a central idea graphic organizer for the text, Steve Jobs's "Stanford University Commencement Address." Review this graphic organizer that has been filled out for you from week two, then answer the final question in the chart. Finally, complete the graphic organizer for the text "The Fringe Benefits of Failure, and the Importance of Imagination" paragraphs 18-22 by J. K. Rowling.

Week 2 Completed Chart for Steve Jobs's "Stanford University Commencement Address"

The central idea of the text is: Jobs believed that to lead a successful life it is important to love what you do, have the courage to follow your intuition, and trust that everything will have meaning in the future.

Details from the text	How do these details convey the central idea?
"You have to trust in something--your gut, destiny, life, karma, whatever."	This detail conveys the central idea above because in this quote Jobs in encouraging the graduates to trust in whatever they hold dear in order to find what they love to do.
"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."	This detail is important because it suggests that experience is a tough teacher but that it is worth it if it helps you discover what you love.
"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."	This detail is also important because it shows Jobs's belief in the idea that we should find what we love to do and not to worry about the opinion of others.

How is the central idea portrayed and elaborated in Steve Jobs's Stanford University Commencement Address?

Chart for J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination" paragraphs 18-22

The central idea of the text is:_____

_____

Details from the text	How do these details convey the central idea?

How is the central idea portrayed and elaborated in “The Fringe Benefits of Failure, and the Importance of Imagination” by J. K. Rowling?

Lesson 3

Read

Review and reread (if needed):

- J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination" paragraphs 18-22.
- Steve Jobs's "Stanford University Commencement Address.
- Your answers from lesson one and the completed graphic organizers from lesson two.

Understand

Culminating Writing Task: Draft

Culminating Writing Task Directions
Compare and contrast how a central idea in Steve Jobs's "Stanford University Commencement Address" and J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination"is introduced and elaborated. Write a comparison and contrast essay which makes and supports a claim about a central idea shared by both speeches and then explains how the central idea is introduced and elaborated in each speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and paragraph numbers.

Introductions give your reader an idea of what your essay is going to be about. Introductions have a statement with background information and they state the claim.

Introduction Drafting:

1. What is something in common about Steve Jobs and J. K. Rowling that you can write to give background information and explain what your essay is going to be about?

_____

_____

_____

2. If Steve Jobs and J.K. Rowling both believe that there are benefits to failure, what should your introduction say? What is your claim?

_____

_____

_____

3. Using the information from questions one and two, draft your introduction.

Body Drafting:

The body of your written response should include the following:

- makes and supports a claim about a central idea shared by both speeches
- explains how the central idea is introduced and elaborated in each speech
- cites several pieces of textual evidence, including direct quotations and page numbers

4. Write two body paragraphs that demonstrate your understanding of a shared central idea between the two texts. Be sure to include evidence from both texts.

Conclusion Drafting:

A conclusion paragraph should leave your reader with a concise understanding of what your essay was about. Conclusions also restate the claim from the introduction and summarize the central ideas in the essay.

5. Write a conclusion for your compare and contrast essay.

Lesson 4

Read

- Read the draft of your compare and contrast essay from lesson three.
- Review the Culminating Writing Task Rubric (at the end of this lesson).

Culminating Writing Task: Revise and Edit

Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect.

- ❏ **Introduction Paragraph:**
  - ❏ Identify the claim by underlining it with a green marker.
    - ❏ Does the claim make and support a claim about a central idea shared by both speeches?
- ❏ **Body Paragraph 1:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ explains how the central idea is introduced and elaborated in each speech
    - ❏ cites several pieces of textual evidence, including direct quotations and page numbers
- ❏ **Body Paragraph 2:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ explains how the central idea is introduced and elaborated in each speech.
    - ❏ cites several pieces of textual evidence, including direct quotations and page numbers
- ❏ **Conclusion Paragraph:**
  - ❏ Identify the restated claim and circle it with a green marker.
    - ❏ Determine if your conclusion makes a strong ending and restates your claim.

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	ℯ
Add	^
Check Spelling	sp

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Edit your writing to ensure proper English conventions are used.

Lesson 5

Culminating Writing Task: Final Draft

Use the next two pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Culminating Writing Task Directions
Compare and contrast how a central idea in Steve Jobs's "Stanford University Commencement Address" and J. K. Rowling's "The Fringe Benefits of Failure, and the Importance of Imagination"is introduced and elaborated. Write a comparison and contrast essay which makes and supports a claim about a central idea shared by both speeches and then explains how the central idea is introduced and elaborated in each speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and paragraph numbers.

Title: _____

By: _____

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025

Grades 6–10 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the claim or topic; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • has a style that is **minimally effective**.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.