

# Book Club Focus Assessment and Rubric

Name: \_\_\_\_\_

**Bud, Not Buddy**  
Book Club Focus Assessment

**Text Structure**

**Directions:** Use what you know about **Bud, Not Buddy** to answer each of the following questions.

**What is the setting of *Bud, Not Buddy*?**

\_\_\_\_\_

**Which of the following was not a challenge faced by Bud?**

His father passed away when he was very young.

He stayed in a Home for orphans.

His mother died when he was a young boy.

He stayed with the Amos family.

**What was one cause of Bud traveling to Grand Rapids ?**

He believed Bugs was there.

He thought his mom was there.

Bud hoped to join a band.

Bud thought his dad was there.

**List three times Bud showed he was a problem-solver.**

\_\_\_\_\_

**How is *Bud, Not Buddy* similar to another narrative you've read?**

\_\_\_\_\_

**How did the setting/time period effect the story?**

\_\_\_\_\_

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Focus Assessment for Text Structure



**Bud, Not Buddy**  
Book Club Focus Assessment

**Text Structure**

**Directions:** Use what you know about **Bud, Not Buddy** to answer each of the following questions.

**What is the setting of *Bud, Not Buddy*?**

The setting is Flint, Michigan in 1936.

**Which of the following was not a challenge faced by Bud?**

His father passed away when he was very young.

He stayed in a Home for orphans.

His mother died when he was a young boy.

He stayed with the Amos family.

**What was one cause of Bud traveling to Grand Rapids ?**

He believed Bugs was there.

He thought his mom was there.

Bud hoped to join a band.

Bud thought his dad was there.

**List three times Bud showed he was a problem-solver.**

Bud was a problem-solver in finding a way out of the shed, in getting to Grand Rapids, and in finding family.

**How is *Bud, Not Buddy* similar to another narrative you've read?**

Answers should include information from two narratives.

**How did the setting/time period effect the story?**

The setting of the Great Depression had an effect on the story because Bud did not have many belongings and because Jazz was becoming popular.

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Answer Key



**Text Structure Focus Assessment Rubric**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**CCSS Reading Literary Text Standard 5.5**  
Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 – 1 Correct	2 – 3 Correct	4 – 5 Correct	6 Correct
<b>Specific Skill:</b> Analyze Text Structure	Was <b>not able</b> to or is <b>begging</b> to identify text structures.	Is able to identify text structure <b>some</b> of the time.	Is able to identify text structure <b>most</b> of the time.	Is able to identify text structure <b>all</b> of the time.

**If student is less than secure, he or she needs to work on the following:**

- Identifying characters, setting, and plot
- Sequencing events
- Analyzing how the author developed the story line
- Finding cause and effect, descriptions, or problem and solution
- Finding the climax

*Book Club*  
Bud, Not Buddy

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Rubric with Optional Common Core Alignment

