



Literature

Literary Connections

**Great Tales and Poems
of Edgar Allan Poe**

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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Literary Connections

Great Tales and Poems of Edgar Allan Poe

The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

Strategy Use	
The Random Reporter:	
100	gives a 90-pt. response and explains how using the strategy helped in better understanding the text.
90	gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.
80	identifies a problem that a team member had understanding the text.

Word Power	
The Random Reporter:	
100	gives a 90-pt. response and expands on the meaning, for example, identifies <ul style="list-style-type: none"> • related words • a second meaning • a word connotation • an antonym
90	gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.
80	tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).

Summary	
The Random Reporter:	
100	gives a 90-pt. response and uses key vocabulary correctly.
90	gives an 80-pt. response and clearly connects relevant ideas in a logical order.
80	presents main ideas and important details in his or her own words and without personal opinion.

Team Talk (oral and written)	
The Random Reporter:	
100	gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.
90	gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).
80	uses full sentences to clearly and correctly answer the question.

Fluency	
The Random Reporter:	
100	gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).
90	gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.
80	reads a short passage and pronounces most of the words correctly.

Graphic Organizer/Notes	
The Random Reporter:	
100	gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.
90	gives an 80-pt. response and includes main points or events and important details.
80	selects a graphic organizer that is appropriate for the text.

Unit Objectives

Writing: Choose and quote words, phrases, and dialogue from the text to support your point.

Reading (Cycle 1): Analyze character development and its impact on plot or theme across several works.

Reading (Cycle 2): Analyze the author's use of word choice and its impact on meaning and tone across several works.

Unit Overview

This unit focuses on making literary connections across different works of Edgar Allan Poe. The reading objective for cycle 1 is to analyze the development of the characters in the text and how they impact the plot or theme of the story; the reading objective for cycle 2 is to analyze the author's use of word choice on meaning and tone across several works. In cycle 1, students will read three of Poe's most famous short stories and will think about the characters' actions, motivations, interactions, dialogue, and descriptions in the text, and how these help to shape the plot or theme. In cycle 2, students will read several of Poe's poems and will make connections between the poems by analyzing the author's word choices and how those particular words create meaning and tone in the poems. The writing activities ask students to choose and quote words, phrases, and dialogue from the text to support their point as related to common themes across works.

Unit Topic/Content

The text for this unit, *Great Tales and Poems of Edgar Allan Poe* by Edgar Allan Poe, includes some of Poe's most famous literary works. Poe is one of the most famous American literary figures of the nineteenth century, having written some of the most notable short stories and poems in the gothic fiction genre.

Teacher's Note:

This text contains many obscure references and complex, sophisticated (at times, antiquated) vocabulary and terminology that could be quite challenging for students. A Notes section is included in the back of the text to help students refine important terms and references. Familiarize yourself with these notes in advance so you can clarify information for students.

Text and Media Selections

Internet/Media Options

To expand your students' background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

At a Glance

Great Tales
and Poems of
Edgar Allan Poe

Cycle 1		
Lesson	Text	Media
Lesson 1	"The Tell-Tale Heart," pages 3–9	
Lesson 2	"The Cask of Amontillado," pages 10–18	
Lesson 3	"The Pit and the Pendulum," pages 250–256 (paragraph 1)	
Lesson 4	"The Pit and the Pendulum," pages 256 (paragraph 2)–264 (paragraph 3)	(Embedded) "Team Talk Response"
Lesson 5	writing in response to reading	
Lesson 6	"The Pit and the Pendulum," pages 264 (paragraph 4)–270	
Lesson 7	self-selected reading	
Lesson 8	self-selected reading	

Great Tales
and Poems of
Edgar Allan Poe

Cycle 2		
Lesson	Text	Media
Lesson 1	"The Raven," pages 301–307	
Lesson 2	"The Bells," pages 316–319; "Annabel Lee," pages 319 and 320; "Eldorado," page 331	(Embedded) "Fluency"
Lesson 3	"A Dream Within A Dream," pages 326 and 327; "Dream-Land," pages 327–329; "Dreams," pages 329 and 330	
Lesson 4	"A Dream," page 338 and "Lenore," pages 308 and 309	
Lesson 5	writing in response to reading	
Lesson 6	"The Sleeper," pages 324–326	
Lesson 7	self-selected reading	
Lesson 8	self-selected reading	

Cycle 1:

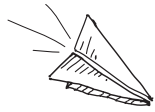
Literary
Connections

Lesson 1

Reading Objective: Analyze character development and its impact on plot or theme across several works.

Teacher Background

Today students will read “The Tell-Tale Heart,” a short story told through the narrator in the first person. The story begins with the narrator vehemently declaring that he is not “mad,” and he sets out to prove his statement by attempting to rationalize and justify his murder of an elderly man. Over the course of eight days, the narrator explains that he was driven to kill the old man to rid himself of the sight of the old man’s pale blue, vulture-like eye. The setting of the story is ambiguous, as is the relationship of the characters. The story is ripe with figurative language, including irony, similes, and personification, as Poe intricately weaves the themes of the torment of guilt and the bad side of human nature (evil) throughout the haunting text.

**Active Instruction** 

(22 minutes)

Big Question

Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: What is guilt? How does guilt make you feel?

Set the Stage

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

What is guilt? How does guilt make you feel?

(Answers may vary.) Guilt is having remorse or regret for doing something that you shouldn’t have. Feeling guilty makes me feel bad.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of *Great Tales and Poems of Edgar Allan Poe*. Have students preview the text. Use **Think-Pair-Share** to ask:

Is this literature or informational text? How do you know?

The text is literature. Students will cite evidence that the text is literature such as the use of the words novel, stories, the story of, etc. in the subtitle or blurb on the back of the book.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

After previewing *Great Tales and Poems of Edgar Allan Poe*, what do you think the book will be about? Explain the clues that you used to make this prediction.

Accept reasonable responses. For example, the book has short stories and poems by Edgar Allan Poe.

Explain the target skill or strategy.

Interactive Read Aloud

1. State the reading objective.

This cycle our reading objective is to analyze character development and its impact on plot or theme across several works.

Explain to students that this skill will help them develop a deeper understanding of the characters, plot, and theme of the text and will help them build literary connections across multiple works.

Refer students to pages 3–9 in the text.

2. Read page 3 aloud, and model analyzing the character through his thoughts and words. A sample Think Aloud follows.

Teacher: Read aloud and think aloud to model target skill or strategy use.
Students: Actively listen.

Sample Think Aloud
<p>What does this page tell me about the narrator, who is telling this story in the first person? Well, the narrator shares that he is “nervous—very, very dreadfully nervous,” but he protests that he is not mad. The word <i>mad</i> here has a different meaning from <i>angry</i>. Here the word <i>mad</i> means <i>insane</i>.</p> <p>The narrator also says that he has a disease that has sharpened his senses, helping him hear all things. Further on, the narrator states that he doesn’t know where the idea came from, but once it did, it haunted him day and night. The narrator is clearly obsessed. He then says that very gradually he decides to kill an old man because of the man’s “vulture” eye, which causes his blood to turn cold, even though he says that he “loved” the old man and the old man had never done the narrator wrong.</p> <p>This character appears to be having an internal battle, a conflict within him between the good side and the bad side, between sanity and insanity. On one hand, the narrator loves the old man; on the other hand, he wants him dead. Could this conflict be a theme in the text? I will keep that in mind as I read further in the text.</p>



3. Use **Think-Pair-Share** to ask:

What did I do as I read the text?

You reflected back on the information the page gave you about the character of the narrator, who is the one telling the story.

How would you describe the narrator?

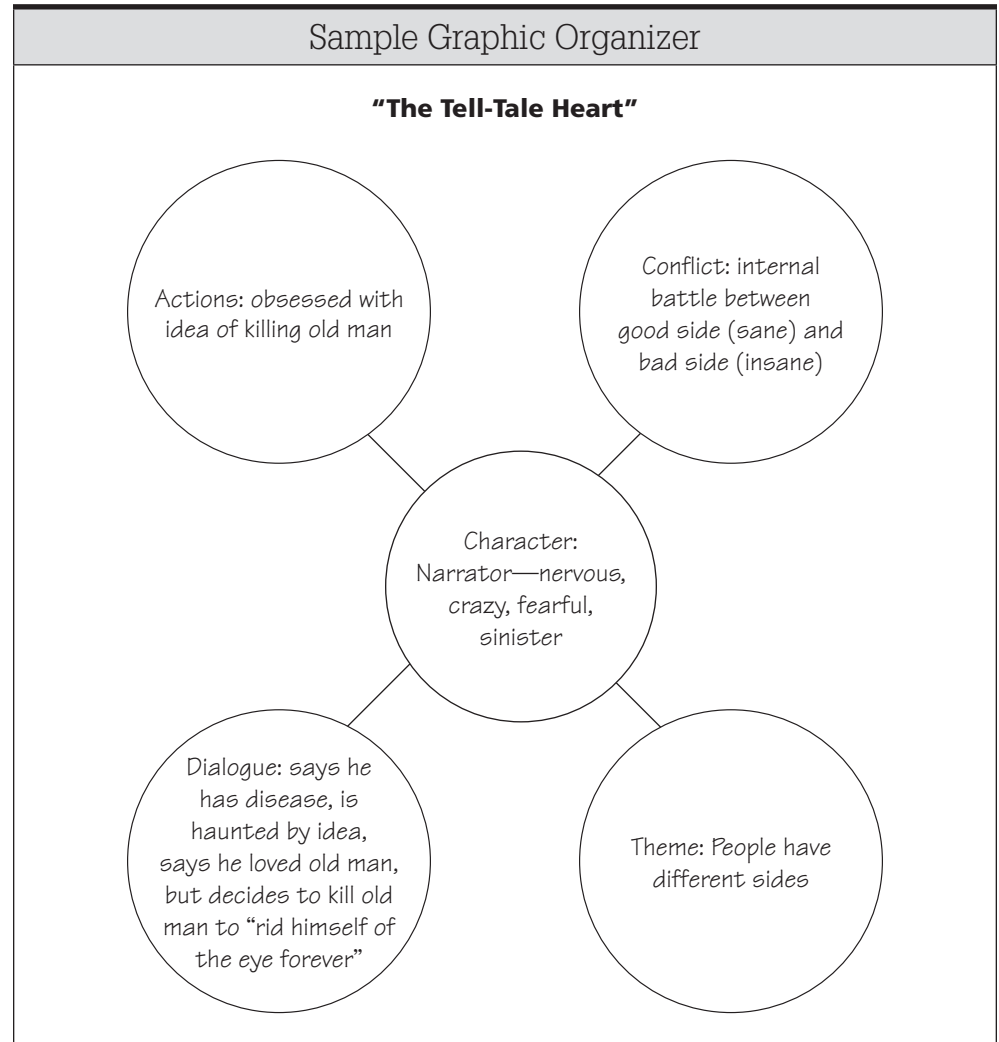
I would describe him as sick and crazy, because he says that he is “nervous,” has a “disease,” and that he planned to kill an old man because the old man’s eye scared and bothered him.

What does an author use to develop a character in a story?

The author uses the character’s thoughts, dialogue, and actions to develop a character.

4. Explain to students that they will continue to analyze the character of the narrator and how he develops in the story, which will help them identify the theme and the characters’ impact on the theme and plot of the story.
5. Model creating a graphic organizer and making notes. A sample graphic organizer follows.

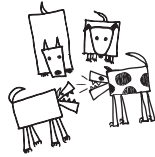
Teacher: Model making notes on a graphic organizer.



Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.



6. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 4 (paragraph 1) and add details to the graphic organizer as they read. Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 4 (last paragraph)–9 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. What conflicts does the narrator have in the story? Use support from the text to explain. **(Write) [AC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *The conflicts that the narrator has in the story are the battle between his good side and bad side and his descent into madness as feelings of guilt consume him. For example, in the text, the narrator describes how he loved the old man, how the old man did him no harm, and that he had no reason to kill the old man other than his "evil eye." The narrator also says that he was never nicer to the old man than the week before he killed him and that he would go in every morning and greet the old man, asking him how he'd slept. The narrator also says that it wasn't the old man who vexed him, but his eye. Additionally, as the narrator is speaking with the police, his feelings of guilt increase, causing him to imagine that he hears the dead old man's heart beating, which drives him to start shrieking, frothing, swearing, and scraping the floorboards with his chair. It is these conflicts that drive the character's actions and help to develop the story.*

90 = *The conflicts that the narrator has in the story are the battle between his good side and bad side and his imagination driving him mad from guilt. The narrator says that he loved the old man, the old man did him no harm, and he had no reason to kill him other than his "evil eye." The narrator also says that he was never nicer to the old man than the week before he killed him. At the end of the story, the narrator's guilt begins to overtake him, driving him to scream, curse, and admit to the murder.*

80 = *The conflict that the narrator has in the story is the battle between his good side and his bad side because he cares about the old man, but he has to kill him to be rid of the eye.*

2. What motivates the narrator to confess to the police? **[RE, DC, SA]** (Team Talk rubric)

100 = *The narrator is motivated to confess to the police because he felt guilty and believed that the police could hear the old man's heart. In the text, the narrator explains that the sound of the old man's heart beating was growing louder and louder, and he could stand it no more. He paced, frothed, raved, and swung the chair at the floor and grated it on the floorboards, thinking that the police could hear the heart as well and were mocking his horror. This leads him to scream a confession to the police.*

90 = *The narrator tells the police that he killed the old man because he felt guilty and believed that the police could hear the old man's heart. The narrator says that the sound of the old man's heart beating was growing louder and louder, and he could stand it no more. He paced, ranted, and swung the chair at the floor, and grated it on the floorboards, thinking that the police could also hear the heart and were making fun of his horror.*

80 = *The narrator tells the police that he killed the old man because he felt guilty and believed that the police could hear the old man's heart.*

continued

Team Talk Questions *continued*

3. Whom do you think the narrator's audience might be, and where could he be telling his tale? Why? Support your answer with evidence from the text.

[DC, RE, SA] (Team Talk rubric)

(Answers may vary.)

100 = *I think the narrator's audience might be the police or a psychiatrist, and he might be telling his tale in a mental hospital or prison. For example, at the end of the story, the narrator admits he is guilty and that he killed the old man. The narrator goes crazy, foaming, raving, and cursing, thinking he hears the old man's heart beating. Since he admitted to murder and is clearly crazy, the police either took him to prison or to a mental hospital, and he is probably telling this tale to a doctor or the police.*

90 = *I think the narrator's audience might be the police or a psychiatrist, and he might be telling his tale in a mental hospital or prison. The narrator gives himself up at the end of the story and says that he killed the old man. The narrator goes crazy, thinking he hears the old man's heart beating.*

80 = *I think the narrator's audience might be the police or a psychiatrist, and he might be telling his tale in a mental hospital or prison. He says that he killed the old man and he's crazy.*

4. Identify a theme of "The Tell-Tale Heart." Support your answer with information from the text. **[DC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *One theme of "The Tell-Tale Heart" is that people can be so overcome with guilt and fear of discovery that it leads to their destruction. For example, in the text, the narrator explains that as he is speaking to the police, he begins to hear a ringing in his ears. The ringing becomes louder and louder, and he realizes that it is the old man's heart beating. The narrator goes mad, sure that the police can hear it and are just taunting him. This leads to him confessing to murder and revealing where the old man's body is hidden.*

90 = *One theme of "The Tell-Tale Heart" is that people can be so overcome with guilt and fear of discovery that it leads to their destruction. As the narrator is speaking to the police, he begins to hear a ringing in his ears. The ringing becomes louder and louder, and he knows that it is the old man's heart beating. The narrator goes mad, sure that the police can hear it and are just taunting him.*

80 = *One theme of "The Tell-Tale Heart" is that people can be so overcome with guilt and fear of discovery that it leads to their destruction.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

Cue students to discuss strategy use, graphic organizers, and word power journals.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Class Discussion tp

(18 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 2

Reading Objective: Analyze character development and its impact on plot or theme across several works.

Teacher Background

Today students will read “The Cask of Amontillado,” which is considered to be Poe’s finest work and a near perfect short story. The story centers around two characters, the first-person narrator (whom we later learn is named Montresor) and Fortunato, whom the narrator plots to kill in revenge for past insults and offenses. Montresor chances upon Fortunato at a carnival, where he uses Fortunato’s love of wine to lure him to Montresor’s vaults under the guise of sampling Amontillado, a fine sherry wine. After their descent into the vaults, Montresor locks Fortunato into chains on the walls and bricks in the wall, sealing Fortunato within the tomb. “The Cask of Amontillado” is filled with irony and dark macabre humor. Poe intricately weaves the themes of revenge, pride, and irony throughout the short text.

Teacher’s Note:

Montresor’s family motto, “Nemo me impune lacessit,” is translated in the notes at the back of the text as “No one provokes me with impunity.” A simpler translation is used during Team Talk.

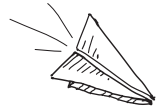
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
dissimulation (noun) page 4	dis-sim-u-la-tion (dih-sim-yuh- LEY-shuhn)	act of hiding under false appearances	The spy used <i>dissimulation</i> to get information about the rival country's military defenses.
vexed (verb) page 4	vexed (vekst)	irritated, annoyed	My little brother had <i>vexed</i> me long enough, so I told him to go find someone else to bother.
sagacity (noun) page 5	sa-gac-i-ty (suh-GAS-i-tee)	wisdom	My grandmother told me that her <i>sagacity</i> had earned her a spot on the school board, since they respected her knowledge and experience as an educator and parent.
suppositions (noun) page 6	sup-po-si-tions (suhp-uh- ZISH-uhns)	beliefs or assumptions	My teacher told us that we would identify and analyze our <i>suppositions</i> on federal laws and then decide which laws to rewrite for our projects.
deputed (verb) page 8	de-pu-ted (duh-PYOO-ted)	assigned or appointed a job or function	The police have been <i>deputed</i> to the accident scene to take witness reports of the incident.
reposed (verb) page 8	re-posed (ree-POHZd)	rested or lay	After school, I <i>reposed</i> on the couch and watched TV before starting on my homework.
gesticulations (noun) page 9	ge-stic-u-la-tions (je-stik-yoo- LEY-shuhns)	animated or excited gestures and movements	My best friend was so excited that she couldn't talk, and had to use <i>gesticulations</i> to tell me to go outside and see her new puppy.
inquisition (noun) page 270	in-qui-si-tion (in-kwuh- ZISH-uhn)	severe questioning	When my friend was late getting home, his father held an <i>inquisition</i> about where he had been.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Build background about Carnival.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. Use **Think-Pair-Share** to ask:

**Reflect back on the story we read yesterday, “The Tell-Tale Heart.”
What conflict occurs in the story?**

The conflict in the story is that the narrator is obsessed with the old man’s eye, and even though the old man had done nothing to him, and the narrator says that he loved the old man, he says that he had to kill the old man to be rid of his vulture-like blue eye.

How does that conflict impact the theme of the story?

The conflict impacts the theme because the narrator feels so much guilt for killing the old man that he gives himself away to the police. He thought he had committed the perfect murder and had hidden the evidence so well, but his guilt causes him to confess.

6. Remind students that the title of this unit is “Literary Connections,” and that as they read the different works of Edgar Allan Poe, they will make connections between the various characters, themes, and plots that are developed in the literature.
7. Explain that the setting of this story is the Carnival season in Italy. Explain that unlike the carnivals or fairs that students may be familiar with, Carnival is a celebration that takes place before the Easter season.

Historically, the Lenten season before Easter is a time of fasting and penance in the Christian faith. Many Christians, particularly Catholics, often give up certain luxuries, such as eating meat or eating out, as a sign of personal sacrifice. The Carnival season before Lent represents the last chance that people have to indulge in food and fun before the forty days of fasting until Easter. Catholic communities across the world celebrate Carnival, especially in Europe. People dress up in costumes, parade through the streets, and attend masquerade balls. There is often

good food, good music, and wild celebrations. You might be familiar with Mardi Gras in New Orleans. This is a Carnival celebration brought to America by the French.

Interactive Read Aloud

Explain or review the skill.

1. Remind students of the reading objective.

Our reading objective is to analyze character development and its impact on plot or theme across several works.

Remind students that analyzing character development and its impact on the plot or theme will help them make deeper, more meaningful connections with the author's works and will assist them in developing a better understanding of the stories included in the text.

Refer students to pages 10–18 in the text.

Teacher: Read aloud and think aloud to model use of the target skill or strategy.

Students: Actively listen.

2. Read pages 10 and 11 aloud. A sample Think Aloud follows.

Sample Think Aloud

What do I know about the story so far? Well, the story is being told from the point of view of the narrator in the first person, just as in "The Tell-Tale Heart."

What do I know about the narrator so far? Well, I know that he has plotted revenge against Fortunato for "a thousand injuries" and an insult. This leads me to believe that the narrator is quite evil and possibly insane, just like the narrator in "The Tell-Tale Heart."

He says that he continues to "smile in" Fortunato's face while thinking about his plan. The narrator calls Fortunato his "friend." This seems ironic, since the narrator has just detailed his plot for revenge against Fortunato. This is also very similar to "The Tell-Tale Heart," as the narrator in that story says that he "loved" the old man and was never kinder to the old man than during the week before he died.

I see a difference in one aspect of these two narrators. The narrator in today's reading says that Fortunato has injured and insulted him; however, the narrator in "The Tell-Tale Heart" indicates that the old man had never wronged him or insulted him. The only motivation for the narrator to kill the old man is the old man's eye, which vexed the narrator. I will continue to make these literary connections as I read "The Cask of Amontillado."

While I am making these literary connections, I will think about the theme(s) of the text. I think a theme of "The Cask of Amontillado" might be revenge, since the narrator begins with his declaration that he decided he will have revenge on Fortunato. Another theme could be that pride is a downfall, since the narrator says that Fortunato's weak point is his pride in being a wine connoisseur.



3. Use **Think-Pair-Share** to ask:

What did I ask myself as I was reading?

You asked yourself what you learned about the character.

As I thought about the text, what did I reflect on?

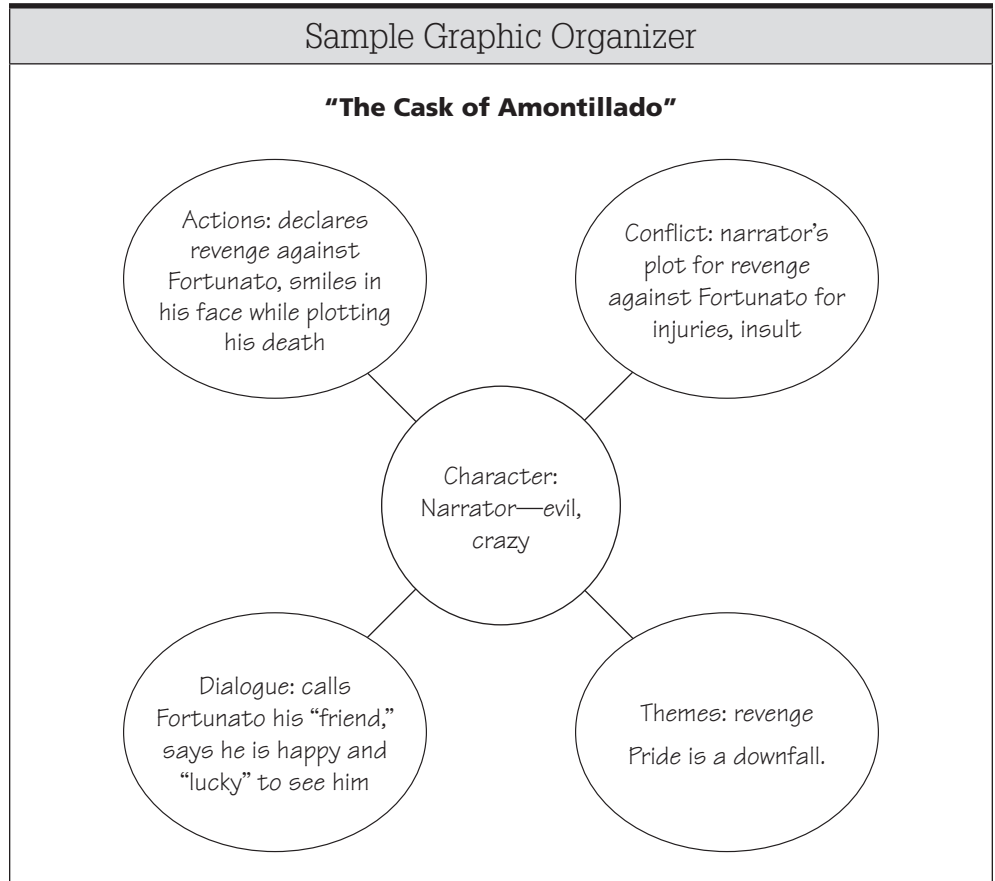
You were reflecting back on "The Tell-Tale Heart," which we read yesterday, and you were comparing and contrasting the narrators in both stories.

How would you describe the narrator?

I would describe the narrator as evil and crazy, since he is plotting to kill Fortunato over things he has said.

Teacher: Model making notes on a graphic organizer.

- 4. Model creating a graphic organizer and making notes. A sample graphic organizer follows.



Partner pairs: Identify important events or details to add to the graphic organizer.

- 5. Have students work with their partners to identify important events or details to add to the graphic organizer. Use **Think-Pair-Share** to ask:

What happens in this section of text?

The narrator runs into Fortunato during the Carnival season and greets him warmly, telling him that he has bought some Amontillado.

Why do you think the narrator tells Fortunato that he is “luckily met”?

I think the narrator says that he is lucky to have run into Fortunato so he can fulfill his plan for revenge. He says it to seem friendly, but sees it as his chance to kill Fortunato.



Partner pairs: Read aloud/think aloud with the next passage to practice this skill/strategy.

Cue students to use their student routines for partner reading, word power, and fluency.

Cue students to use their student routines for strategy use and Team Talk discussion.

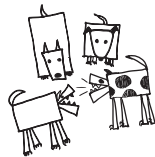
What prediction can you make about where the story is leading?

I think that the narrator will take Fortunato somewhere to try the Amontillado and will kill him to get revenge.

Use **Random Reporter** to debrief.

- Partner practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill/strategy with the next passage in the text.

Continue reading to page 13, stopping to point out the skill, ask questions, or focus students' attention as necessary.



Teamwork tp

(20 minutes)

Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 14–18 aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

- Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sf
- Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
- Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions

1. On page 14, Montresor tells Fortunato that the motto on his family's coat of arms is "nemo me impune lacessit," a Latin phrase that means no one attacks me unpunished. How does this phrase motivate Montresor's actions and shape his interactions with Fortunato in the text? **(Write) [AC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = Montresor's family motto motivates his plan of revenge against Fortunato because Montresor feels that Fortunato has attacked him, and Montresor **must therefore** punish him. The text **explains** that Montresor has suffered "a thousand injuries" and an insult from Fortunato, and he declares revenge against Fortunato. Montresor **further explains** that he will be avenged, and that he will punish with **impunity**, just like the family motto. **This is what leads to Montresor luring Fortunato into his family's vaults and entombing him alive.**

90 = Montresor's family motto motivates his plan of revenge against Fortunato because Montresor feels that Fortunato has attacked him and needs to be punished for it. The text says that Montresor has suffered "a thousand injuries" and an insult from Fortunato, and he declares revenge against Fortunato. Montresor says that he will be avenged, and that he will punish with freedom from being blamed, just like the family motto.

80 = Montresor's family motto motivates his plan of revenge against Fortunato because Montresor feels that Fortunato has attacked him and needs to be punished for it.

2. How do Fortunato's actions and traits move the plot of the story forward and ultimately lead to his downfall? Explain, using support from the text. **[RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = Fortunato's actions and traits move the plot of the story forward because his pride causes him to continue to follow Montresor even though he is clearly ill. **For example**, in the text, Montresor says that Fortunato's weak point is his pride as a wine expert. This is the **weakness that Montresor seizes upon** to plan Fortunato's death. Montresor knows that Fortunato will want to sample the Amontillado so much that he will follow Montresor down into the vaults, even though he has a terrible cough. **Fortunato's pride prevents him from turning back, so he continues to follow Montresor, which leads to his downfall.**

90 = Fortunato's pride makes him follow Montresor even though he is clearly ill. In the text, Montresor says that Fortunato's weak point is his pride as a wine expert. Montresor knows that Fortunato will want to sample the Amontillado so much that he will follow Montresor down into the vaults, even though he has a terrible cough.

80 = Fortunato's pride leads to his downfall.

continued

Team Talk Questions *continued*

3. What details in the story might lead the reader to conclude that this type of event has occurred before in the Montresor family vaults? Support your answer with details from the text. **[RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *There are **several** details in the story that lead the reader to conclude that this type of event has occurred before in the Montresor family vaults.*

For example**, in the story, when Montresor and Fortunato arrive at the farthest crypt, there are human bones and remains piled up against three walls. The text **further explains** that the bones had been moved away from the fourth wall so there was an opening into the small back room, which has shackles and chains on the wall. Another detail is the motto on the Montresor family coat of arms. The motto is “no one attacks me unpunished.” **That leads me to conclude that other people have been murdered in the Montresor family vaults.

90 = *Some details in the story make me think this kind of thing has happened before in the vaults. There are human bones and remains piled up against the walls, and there are shackles and chains on the wall.*

80 = *There are a lot of bones in the vault, and shackles on the wall, so I think murder has been committed there before.*

4. The story ends with the Latin phrase “In pace requiescat,” which means may he rest in peace. Do you think Fortunato will rest in peace? Explain. Why do you think Poe would end the story with this phrase? **[AC, DC, RE]** (Team Talk rubric)

(Answers may vary.)

100 = *I think that Poe ends this story with this phrase because of the manner in which Montresor intends Fortunato to die. It is ironic. **According to the text**, Fortunato is **entombed** in a crypt, alive, so saying “may he rest in peace” is ironic, since he probably died a horrible death, being chained to a wall in a dark tomb. **In this way, Poe uses this Latin phrase to reinforce the horrible circumstances of Fortunato’s death.***

90 = *I think that Poe ends this story with this phrase because of the manner in which Montresor intends Fortunato to die. It is ironic. Fortunato is walled up in a crypt, alive, so saying rest in peace is ironic, since he probably dies a horrible death, being chained to a wall in a dark tomb.*

80 = *I think that Poe ends this story with this phrase because of the horrible death Montresor intends Fortunato to suffer. It is ironic.*

5. What is a synonym for *sagacity*? What is an antonym for *sagacity*? **[CV]**
(Accept reasonable responses.) *Sagacity means wisdom, so a synonym for sagacity is intelligence. An antonym for sagacity is foolishness.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

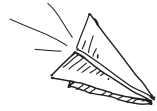
Word	Pronunciation	Definition	Sample Sentence
dissimulation (noun) page 4	dis-sim-u-la-tion (dih-sim-yuh-LEY-shuhn)	act of hiding under false appearances	The spy used <i>dissimulation</i> to get information about the rival country's military defenses.
vexed (verb) page 4	vexed (vekst)	irritated, annoyed	My little brother had <i>vexed</i> me long enough, so I told him to go find someone else to bother.
sagacity (noun) page 5	sa-gac-i-ty (suh-GAS-i-tee)	wisdom	My grandmother told me that her <i>sagacity</i> had earned her a spot on the school board, since they respected her knowledge and experience as an educator and parent.
suppositions (noun) page 6	sup-po-si-tions (suhp-uh-ZISH-uhns)	beliefs or assumptions	My teacher told us that we would identify and analyze our <i>suppositions</i> on federal laws and then decide which laws to rewrite for our projects.
deputed (verb) page 8	de-pu-ted (duh-PYOO-ted)	assigned or appointed a job or function	The police have been <i>deputed</i> to the accident scene to take witness reports of the incident.
reposed (verb) page 8	re-posed (ree-POHZd)	rested or lay	After school, I <i>reposed</i> on the couch and watched TV before starting on my homework.
gesticulations (noun) page 9	ge-stic-u-la-tions (je-stik-yoo-LEY-shuhns)	animated or excited gestures and movements	My best friend was so excited that she couldn't talk, and had to use <i>gesticulations</i> to tell me to go outside and see her new puppy.
inquisition (noun) page 270	in-qui-si-tion (in-kwuh-ZISH-uhn)	severe questioning	When my friend was late getting home, his father held an <i>inquisition</i> about where he had been.

Lesson 3

Reading Objective: Analyze character development and its impact on plot or theme across several works.

Teacher Background

Today students will begin reading “The Pit and the Pendulum.” In this reading, the narrator is sentenced to death by grotesque inquisitors in black robes. The narrator passes in and out of consciousness, eventually finding himself in a pitch-black dungeon.



Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud

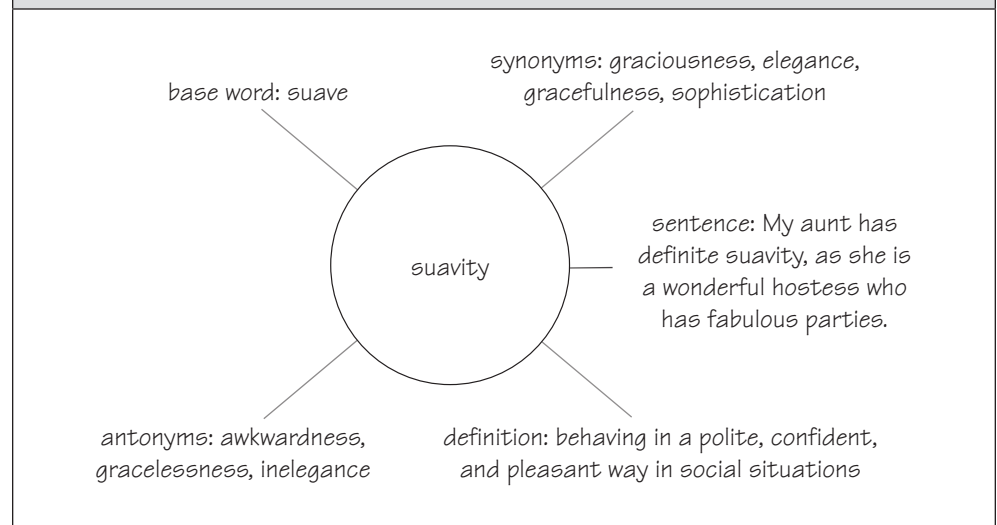
I chose the word *suavity* because I find it interesting, and I like the way that it sounds. I think the base word is *suave*, which means sophisticated. I will verify the meaning in the dictionary. (Model verifying *suavity* in the dictionary.)

The dictionary tells me that *suavity* means "behaving in a polite, confident, and pleasant way in social situations." So, my thoughts about this word are verified, since *suavity* is related to being sophisticated and polite.

Some synonyms for this word are *graciousness*, *elegance*, *gracefulness*, and *sophistication*. Antonyms for this word are *awkwardness*, *gracelessness*, and *inelegance*.

My sentence for this word is: My aunt has definite *suavity*, as she is a wonderful hostess who has fabulous parties.

Sample Word Map



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Set the Stage

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Build background about literary connections.



Build background about the Spanish Inquisition.

Review the skill as necessary.

Refer students to pages 250–256 in the text.

5. Use **Think-Pair-Share** to ask:

What literary connections were you able to make between the characters, themes, and plot of “The Tell-Tale Heart” and “The Cask of Amontillado”?

There were similarities in the narrators, because both are evil and crazy and commit murder. The themes are different, and the ends of the stories are different, because in “The Tell-Tale Heart,” the narrator gets caught, but in “The Cask of Amontillado,” the narrator gets away with it for fifty years.

6. Explain to students that they will continue to make literary connections as they read the next Edgar Allan Poe work and that they will continue comparing and contrasting the characters, themes, and plots in his short stories.
7. Explain the setting of this story to students.

This story takes place during the Spanish Inquisition, which took place between the twelfth and eighteenth centuries in Spain. During this time, the Roman Catholic Church attempted to force Jews, Muslims, and other supposed heretics to convert to Christianity and/or Roman Catholicism. Inquisitors often used torture as a means of convincing people to convert, causing thousands of people to convert just to avoid being tortured. Although the Spanish Inquisition is the most notorious, similar religious inquisitions took place all over medieval Europe. The Spanish Inquisition was just one factor that led to the formation of Protestant churches in Europe because more and more people disagreed with the methods used by the Roman Catholic Church.

The Salem witch trials were similar events that took place in the United States. The accusations of witchcraft and the trials presided over by prejudiced judges mirrored the Spanish Inquisition in many ways.

Interactive Read Aloud

1. Remind students of the reading objective.

This cycle our reading objective is to analyze character development and its impact on plot or theme across several works.

2. Read pages 250 and 251 (stopping before the last line) aloud. A sample Think Aloud follows.

Teacher: Read aloud and think aloud to model target skill or strategy use.

Students: Actively listen.

Sample Think Aloud

What do I know about the story so far? Well, the story is being told from the point of view of the narrator in the first person, just as in the other two short stories we have read. That's one literary connection that I can make between the three stories.

What do I know about the narrator from this section of text? I know that he is facing some type of court, with inquisitors in black robes. They must be judges. The text gives me no information on the offense that the narrator has committed, if any. At the end of the passage, the narrator seems to lose consciousness, as if he were drugged.

This narrator starts his story differently than the other two narrators, and doesn't appear to be as sinister or as crazy as the other two narrators. He doesn't appear to be insane, and so far, isn't plotting to kill anyone.

Based on what I have read so far, I don't have a clear picture of what the theme of the story could be. As I continue reading, I will think about the characters to help me determine a theme in the story.

tps

3. Use **Think-Pair-Share** to ask:

As I read the text, how did I make literary connections between this work and the other works we have read so far?

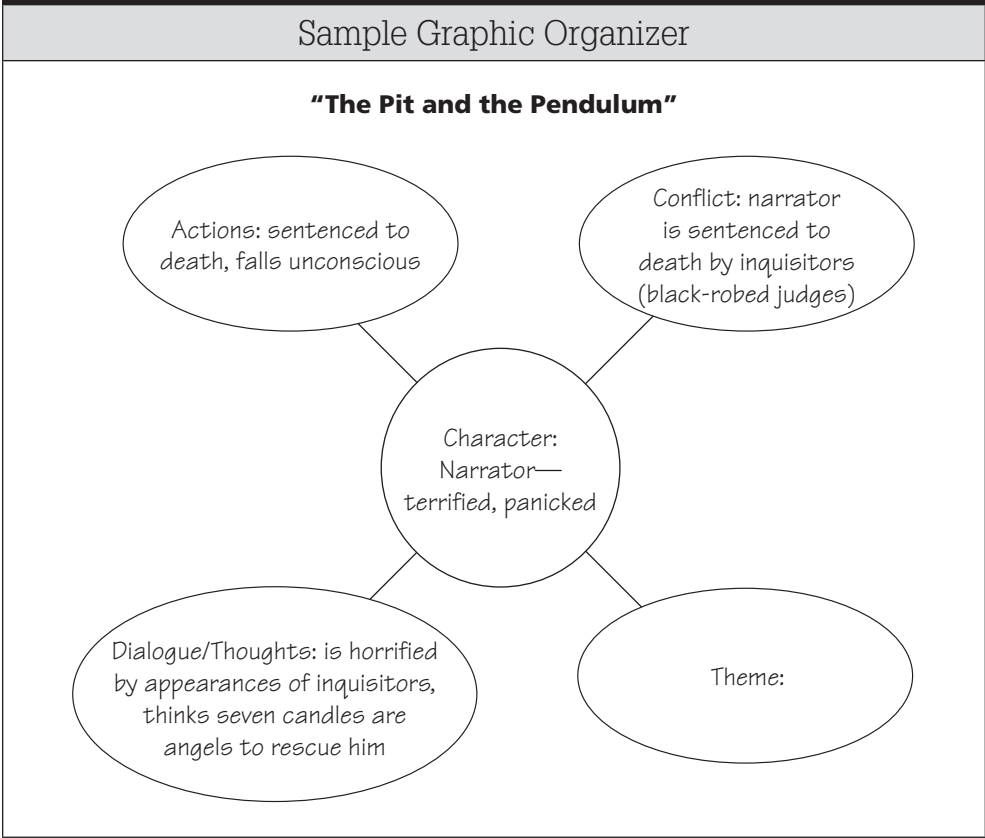
You made comparisons and thought about how the characters are similar and different.

What questions did I ask myself after I read the text?

You asked yourself what you know about the story so far, and you asked yourself what information the text gave you about the narrator.

4. Model making notes. A sample graphic organizer follows.

Teacher: Model making notes on a graphic organizer.



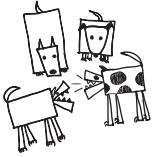
5. Use **Think-Pair-Share** to ask:

Why is the narrator so terrified?

The narrator is terrified of the inquisitors, the black-robed judges, because they have grotesquely thin, white lips, and he is afraid of what they will do to him.

What happens to the narrator at the end of the reading, and why do you think this happens?

He becomes unconscious, maybe from sheer terror or maybe he was drugged by the inquisitors.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 251 (starting at the last line on the page)–256 (paragraph 1) aloud with partners.

Cue students to use their student routines for partner reading, word power, and fluency.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. How is the narrator’s experience in today’s reading different from the narrators’ experiences in “The Tell-Tale Heart” and “The Cask of Amontillado”? Support your answer with information from the text. **(Write) [AC, RE, SA]** (Team Talk rubric)
 - 100 = *The narrator’s experience in today’s reading is different because this narrator is at the mercy of the inquisitors and doesn’t know his fate. **For instance**, in “The Tell-Tale Heart” and “The Cask of Amontillado,” the narrators are the ones in charge. They cause the death and suffering of the old man and Fortunato. But in this story, the narrator is not in charge and is the one who is suffering and facing death. In this story, the black-robed judges are the **oppressors**, and the narrator is the victim. So, this narrator’s experience is opposite of the other two stories.*
 - 90 = *The narrator’s experience in today’s reading is different because he is at the mercy of the inquisitors. In the other stories we read, the narrators are the ones in charge, and the old man and Fortunato were the ones suffering. But in this story, the narrator is suffering and facing death.*
 - 80 = *The narrator’s experience in today’s reading is different because he’s the one who will die.*

continued

Team Talk Questions *continued*

2. What does the narrator mean by the conclusion that “mine was not, at least, the most hideous of fates”? Explain, using support from the text. **[RE, DC, SA]**
(Team Talk rubric)

(Answers may vary.)

100 = *The narrator means that he **realizes** he hasn't been buried alive. In the text, the narrator thrusts his arms wildly above and around him in all directions, dreading to move a step as he fears that he is in a tomb. The narrator is **anxious** and sweating **profusely**. He **moves cautiously** forward for several **paces**, and then starts to breathe more freely. He **realizes that he is in too large a space to have been buried alive.***

90 = *The narrator knows that he hasn't been buried alive. He thrusts his arms wildly above and around him in all directions, terrified, sweating, moving carefully forward for several steps, and then starts to breathe more freely.*

80 = *The narrator knows that he hasn't been buried alive.*

3. What is the narrator's conflict in the story, and how does this conflict help to drive the plot? Use evidence from the text to support your answer. **[RE, DC, SA]**
(Team Talk rubric)

100 = *The narrator's conflict is that he has been sentenced to death by the inquisitors, and he is terrified of what they will do to him. When the narrator awakes after losing **consciousness** during his trial, he is in a pitch-black cell. **At first**, he fears that he has been buried alive, but after exploring, he **realizes** that he is in a larger cell. His captors even leave food while he sleeps. **However**, the narrator has no idea what will happen to him. **He has been sentenced to death, but is being kept alive for the moment. He is still waiting to learn his fate.***

90 = *The narrator's conflict is that he has been sentenced to death by the inquisitors, and he is terrified of what they will do to him. When the narrator awakes after passing out during his trial, he is in a pitch-black cell. He is afraid that he has been buried alive, but after exploring, he sees that he is in a larger cell. He is even given food while he sleeps. He does not know what will happen to him or when.*

80 = *The narrator's conflict is that he has been sentenced to death by the inquisitors, and he is terrified of what they will do to him.*

continued

Team Talk Questions *continued*

4. What do you predict a theme of this story will be? Why? **[RE, DC, SA]**
(Team Talk rubric)

(Answers may vary.)

100 = *I think a theme of this story will be **overcoming difficulties and cheating death**. From the details of the story, I can tell that the narrator is smart, because when he awakens, he explores the dungeon he is in to see if there is a way of escape. He also puts a piece of his robe on the wall, to use as a **reference point in evaluating** the size of the cell. So, he isn't giving up, and I think that he will find a way out of the dungeon to survive.*

*For these reasons, I think a theme of this story could be **surviving and overcoming certain death**.*

90 = *I think a theme of this story will be **getting past hard times and cheating death**. I can tell the narrator is smart. When he awakens, he explores the dungeon he is in to see if there is a way of escape. So, he isn't giving up, and I think that he will find a way out of the dungeon to survive.*

80 = *I think a theme of this story will be **getting past hard times and cheating death**.*

5. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**

When I lost my voice at the football game, I had to rely on using _____ to communicate with my friends.

Gesticulations, because the sentence is talking about communicating without using your voice, and gesticulations means gestures used to communicate.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

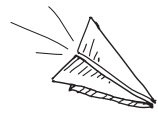
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze character development and its impact on plot or theme across several works.

Teacher Background

Today students will continue reading “The Pit and the Pendulum.” In this section of text, the narrator discovers that a very deep, circular pit lies below him. He loses consciousness several times, then wakes to find himself strapped to a piece of wood with only his head and left arm free. The narrator also observes a large, sharp pendulum swinging over top of him, which is slowly descending.



Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Build background about the plots of the stories.



Refer students to pages 256–264 in the text.

Teacher: Read aloud.

Students: Actively listen.



Partner pairs: Think aloud to practice the skill or strategy.

- Use **Think-Pair-Share** to ask:

What do “The Tell-Tale Heart,” “The Cask of Amontillado,” and this story have in common so far?

They are all told from the first-person point of view through the narrator, and they each have scary, dark elements related to death and fear.

What is different about the plot of this story from the previous two stories we have read?

The plot of this story is different because the narrator in this story is trying to avoid death, not commit murder, as the narrators in the other two stories did.

Interactive Read Aloud

- Read pages 256 (paragraph 2)–258 (paragraph 1) aloud.
- Use **Think-Pair-Share** to ask:

What does the narrator discover as a result of his fall, and how does he react?

The fall saves him because if he hadn't fallen, he would have fallen into the pit. The narrator's reaction to the discovery is that he is grateful that he didn't fall into the pit, and he congratulates himself on avoiding the pit.

Based on this discovery, what fate does the narrator determine he has been reserved for?

The narrator determines that he has been reserved for death by mental and spiritual methods, not physical methods.

Why does the narrator think that he is a “fitting subject for the species of torture” that awaits him?

He thinks he's a fitting subject for this type of torture because the long suffering has made his nerves unstrung, and he trembles at the sound of his own voice. The narrator thinks that the inquisitors will enjoy watching him be terrorized.

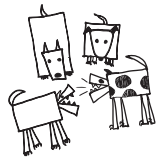
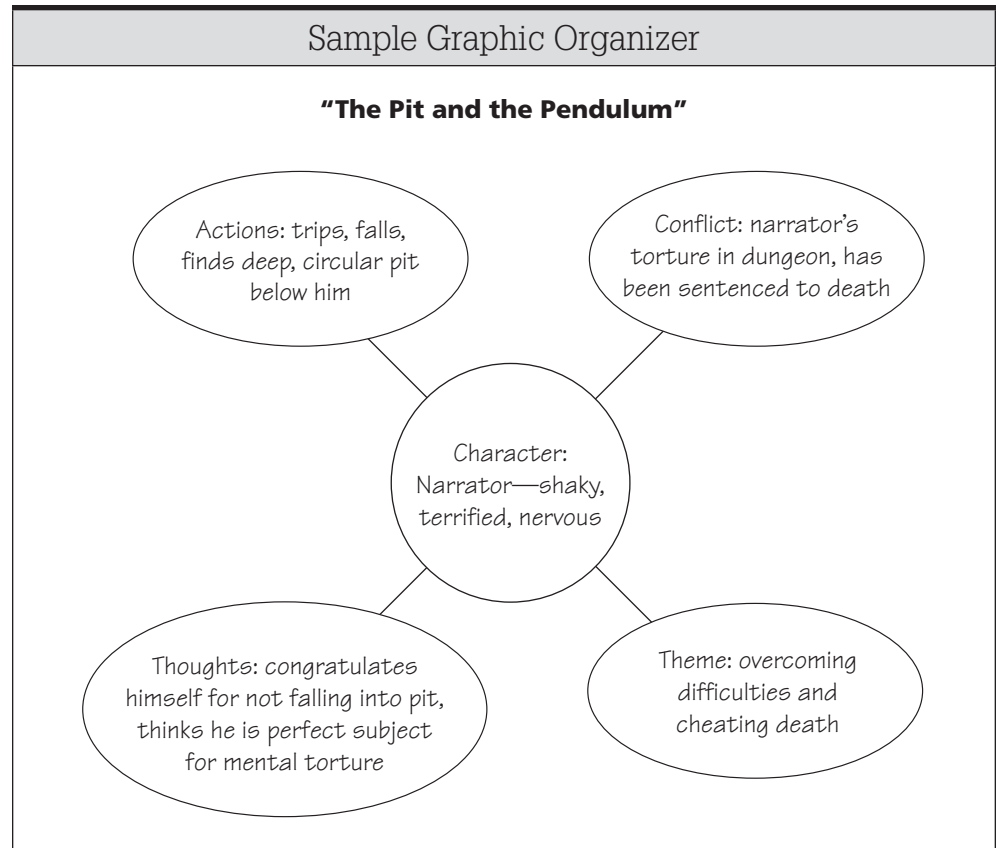
Explain that an author will often use literary tools such as punctuation—like dashes within sentences, exclamation points, and italicized or bold print—to add to the tone of a text. Tell students that they will look for instances of these literary tools as they continue reading the text.

- Use **Think-Pair-Share** to ask:

From this section of text, what details about the narrator should we note on our graphic organizer?

We should note that the narrator falls and finds out there is a pit beneath him. Also, he is a nervous, shaky wreck and realizes that he will be mentally, not physically, tortured.

Partner pairs: Identify important events or details to add to the graphic organizer.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 258 (paragraph 2)–264 (paragraph 3) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. How has the narrator’s “personal condition” changed, and how does this change of circumstances help to advance the plot? Support your answer with information from the text. (Write) [AC, RE, SA] (Team Talk rubric)</p> <p><i>100 = The narrator’s personal condition has changed because when he wakes up, he realizes that he is laying on his back and is strapped to a wooden board. The narrator indicates that only his head and left arm are free. Additionally, the narrator notices that there is huge, razor-sharp swinging pendulum that is slowly descending toward him. This change of circumstances helps to heighten the fear and desperation of the story and helps to move the story toward its climax.</i></p> <p><i>90 = The narrator wakes up and sees that he is now strapped to a wooden board. Only his head and left arm are free. There is a sharp pendulum swinging back and forth and dropping slowly toward him.</i></p> <p><i>80 = The narrator wakes up and sees that he is strapped to a wooden board and is now trapped.</i></p> <p>2. How does the narrator know that the inquisitors are observing him? Use support from the text in your answer. [RE, SA] (Team Talk rubric)</p> <p><i>100 = The narrator knows that the inquisitors are observing him because he sees them open a door. Also, they are aware of when he is sleeping. For example, in the text, after the narrator drops a stone down into the pit, he hears a door open, sees a quick burst of light, and then the door shuts again. Also, the inquisitors are aware of when he is asleep, because they bring him food and strap him to the board of wood when he sleeps. This shows that the inquisitors are observing him to see his reactions to mental torture.</i></p> <p><i>90 = The narrator knows that the inquisitors are watching him because he sees them open a door. They know when he is asleep. After the narrator drops a stone into the pit, he hears a door open, sees a quick burst of light, and then the door shuts again. The inquisitors know when he is asleep, because they bring him food and strap him to the board of wood while he sleeps.</i></p> <p><i>80 = The inquisitors are watching him because he sees them open a door. They know when he is asleep.</i></p>

continued

Team Talk Questions *continued*

3. What propels the narrator to shrink back, away from the pendulum? Support your answer with information from the text. **[RE, DC, SA]** (Team Talk rubric)
- 100 = *The narrator shrinks back away from the pendulum because he suddenly feels hope that he might survive. Although the narrator says that death will be a relief from this torture, it is hope that prompts his nerves to quiver. He indicates that hope is what helps people who are being tortured or who are condemned to death. I think that had the narrator lost all hope at surviving the ordeal, he would have lain still, waiting for the pendulum blade to kill him.*
- 90 = *The narrator shrinks back away from the pendulum because he suddenly feels hope that he might live. The narrator says that death will be a relief from this torture. It is hope that makes him feel nervous. He points out that hope is what helps people who are being tortured or who are condemned to death.*
- 80 = *The narrator shrinks back away from the pendulum because he suddenly feels hope that he might live.*
4. Identify a theme from the text. What details from the text support this theme? **[RE, DC, SA]** (Team Talk rubric)
(Answers may vary.)
- 100 = *A theme from the text is that people continue to have hope, even when it seems that all is lost. For example, the narrator tells how he tries to evaluate how big his cell is so he can plan a way of escape. Also, the narrator explains that hope causes him to shrink back, away from the pendulum. He says that hope triumphs on the rack and whispers to the condemned. In this way, the details of the text support that people continue to have hope, even when everything seems lost.*
- 90 = *A theme from the text is that people continue to have hope, even when it seems that all is lost. The narrator tries to find out how big his cell is so he can plan a way of escape. The narrator says that hope causes him to shrink back, away from the pendulum. He says that hope wins on the rack and whispers to the condemned.*
- 80 = *A theme from the text is that people continue to have hope, even when it seems that all is lost.*
5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**
Accept a sentence that shows that the student knows the meaning of the word and can use it correctly. For example: The police conducted an inquisition of the suspect and asked him questions about the crime.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

Cue students to discuss strategy use, graphic organizers, and word power journals.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show the video “Team Talk Response.”

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

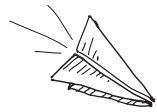
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Choose and quote words, phrases, and dialogue from the text to support your point.

Teacher Background

Students will write about the motivations of the narrators across the three Edgar Allan Poe stories they have read so far: “The Tell-Tale Heart,” “The Cask of Amontillado,” and “The Pit and the Pendulum.”



Active Instruction

(10 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they have been analyzing the characters in different stories and that they will use these observations to help them identify and describe the motivations of the characters and how these motivations are developed over the course of the stories.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

- Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.

Writing Prompt
<p>Reflect back on the narrators in the three Edgar Allan Poe works that we have read. Choose one of the narrators, and answer the following:</p> <p>What is the motivation of this narrator, how do his actions and words support this motivation, and how are the motivations developed over the course of the text? Be sure to support your answer by choosing and quoting words, phrases, and dialogue from the text.</p>



Use **Think-Pair-Share** to ask:

Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?

Write a literary response because we will make a point about the narrator in the story.

Students identify the purpose for writing.

- Refer students to the following writer’s guide in their student editions. Point out that the writer’s guide for writing a literary response is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

Refer students to the appropriate writer’s guide in their student editions.

Writing a Literary Response	
Ideas	<ul style="list-style-type: none"> • Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style. • Support your point with evidence from the text.
Organization	<ul style="list-style-type: none"> • Begin by making a clear point about an aspect of the literary work. • In the middle, support your point with examples and evidence from the text. • End with a closing statement.
Style	<ul style="list-style-type: none"> • Choose and quote words, phrases, and dialogue from the text to support your point.
Mechanics	<ul style="list-style-type: none"> • Use correct punctuation, capitalization, spelling, and grammar.

Highlight the writing objective.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

Which guideline relates to our writing objective: choose and quote words, phrases, and dialogue from the text to support your point?

The Style guideline because we are choosing and quoting words, phrases, and dialogue from the text to support our point.

- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

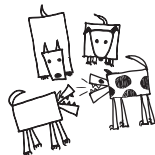
Model planning using a graphic organizer.

Model a Skill

1. Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.
2. Model the following graphic organizer using the character of the Big Bad Wolf in the story “Little Red Riding Hood”:

Sample Graphic Organizer			
Character	Motivation	Words/Actions That Support Motivation	How is motivation developed in the text?
Big Bad Wolf	Wants to eat Little Red Riding Hood	Gets in Grandmother’s bed, puts on Grandmother’s nightgown and nightcap	Big Bad Wolf pretends to be Grandmother so he can lure Little Red Riding Hood closer to him

3. Explain to students that they should include information that is similar to this in their paragraphs.



Teamwork 

(20 minutes)

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing a literary response and the writing objective—choose and quote words, phrases, and dialogue from the text to support your point.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer make a clear point about an aspect of the literary work?**
- **Does the writer include sensory details to help a reader make a mind movie?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer end with a closing statement?**
- **Does the writer support his or her point with words, phrases, and dialogue from the text?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

Did you find it easy or difficult to choose and quote words, phrases, and dialogue from the text to support your point?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Writing Prompt

Reflect back on the narrators in the three Edgar Allan Poe works that we have read. Choose one of the narrators, and answer the following:

What is the motivation of this narrator, how do his actions and words support this motivation, and how are the motivations developed over the course of the text? Be sure to support your answer by choosing and quoting words, phrases, and dialogue from the text.

Writing a Literary Response	
Ideas	<ul style="list-style-type: none"> • Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style. • Support your point with evidence from the text.
Organization	<ul style="list-style-type: none"> • Begin by making a clear point about an aspect of the literary work. • In the middle, support your point with examples and evidence from the text. • End with a closing statement.
Style	<ul style="list-style-type: none"> • Choose and quote words, phrases, and dialogue from the text to support your point.
Mechanics	<ul style="list-style-type: none"> • Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

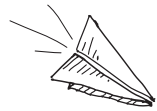
Reading Objective: Analyze character development and its impact on plot or theme across several works.

Writing Objective: Choose and quote words, phrases, and dialogue from the text to support your point.

Teacher Background

Today's cycle test challenges students to use what they have learned about analyzing character development to describe how characters impact and shape the plot or theme of a text.

In today's reading, students will read the conclusion of "The Pit and the Pendulum." The story ends with the tortured man nearly plunging to his death before he is pulled to safety.



Active Instruction

(5 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they reread their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing analyzing how the theme of a story is shaped by character development and choosing and quoting words, phrases, and dialogue from the text to support their point.

Use **Think-Pair-Share** to ask:

How do the characters in a story help to shape and develop the theme of a text?

The characters' actions and dialogue demonstrate and support different emotions or thoughts that help to shape a theme. How a character behaves and what he or she says and does all contribute to the development of the theme in a text.

How can we determine a character's motivation, and how does his or her motivation impact the plot or theme of a story?

We can determine a character's motivation in a story by analyzing the character's conflict and his or her actions and dialogue. This allows us to better understand the characters themselves, and the development of the plot or theme in the story. This helps us to make connections with the text.

Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1, #2, and #5 ask about character development and impact on the plot.
4. Ask students to identify key words or phrases in question #5.

5. How is the story resolved, and what happens to the narrator at the end of the story? Support your answer with information from the text.
[AC, RE, SA]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

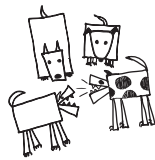
Today you will read the conclusion of the short story “The Pit and the Pendulum.”



Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



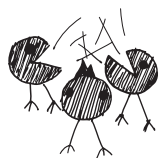
Teamwork tp

(10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Cycle 1 Test

Literary Connections

Directions: Read “The Pit and the Pendulum,” pages 264 (paragraph 4)–270, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. How does the narrator react to the new conflict that arises on page 268, and how does this reaction help to advance the plot of the story? Support your answer with information from the text. **[AC, RE, SA]**

*20 points = The narrator reacts to the new conflict that arises on page 268 by panicking, which adds to the suspense in the story, **increases the terror**, and helps to bring the story closer to the dramatic climax. On page 268, the narrator **describes** the walls as having demon eyes that “glared from a thousand directions” as a suffocating odor overcomes him. **Furthermore**, the narrator begins panting and gasping for breath as he shrinks back from the glowing metal. The narrator’s horror and panicked reactions increase the suspense as readers try to learn how he survives to share his story.*

15 points = The narrator reacts to the new conflict that arises on page 268 by panicking, which adds to the suspense in the story. The narrator says the walls have demon eyes that “glared from a thousand directions.” A suffocating odor overcomes him, and he shrinks back from the glowing metal.

10 points = The narrator panics, which adds to the suspense in the story, and helps to bring the story to its dramatic end.

2. On pages 269 and 270, how do the actions of the narrator help to heighten and develop the dramatic climax of the story? Support your answer with information from the text. **[RE, AC, SA]**

(Answers may vary.)

*20 points = On pages 269 and 270, the narrator does whatever he can to avoid going into the pit and is **therefore** able to be rescued at the end. **For example**, on page 269, the text indicates that as the enclosure gets flatter, the narrator shrinks back, pressing close to the wall and holding on as long as possible even though he is being **seared**. He gives one last scream as he **totters on the brink** of the pit, but is grabbed just before he plummets into the depths. **By hanging on as long as possible, and struggling to survive the pit, the narrator heightens and develops the dramatic climax of the story.***

15 points = *On pages 269 and 270, the narrator does whatever he can to avoid going into the pit and is able to be rescued at the end. As the walls close in, the narrator shrinks back and presses close to the wall for as long as possible. He gives one last scream as he loses his balance, but is grabbed just before he falls into the pit.*

10 points = *On pages 269 and 270, the narrator does whatever he can to avoid going into the pit and is rescued at the end.*

3. In addition to the words in the text, what other literary tools (special punctuation, varied font types and styles) does the author use on pages 268–270 that add to the suspense and edge-of-your-seat anticipation for the reader? **[AC, RE, SA]**

(Answers may vary.)

20 points = *The author uses punctuation, italicized text, and dashes within the text to add to the suspense and anticipation for the reader. For example, as the suspense reaches fever pitch, the author uses exclamation points to show the narrator’s excitement. Additionally, the author uses dashes as a way to create tension within sentences. For example, on page 270, he wrote, “At length it forced—it wrestled its way into my soul—it burned itself in upon my shuddering reason.” The dashes help show how **distracted** and **frenzied** the narrator’s thoughts are becoming. The author also italicizes words that are **critical** to adding to the tension, such as *unreal* and *into the pit*. These literary tools add a visual sense of suspense, excitement, and anticipation in addition to the descriptions of the setting and action of the story.*

15 points = *The author uses punctuation, italicized text, and dashes within the text to add to the suspense and anticipation for the reader. As the suspense reaches fever pitch, the author uses exclamation points to show the narrator’s excitement. The author also uses dashes as a way to create stress within sentences. On page 270, he wrote, “At length it forced—it wrestled its way into my soul—it burned itself in upon my shuddering reason.” The dashes help show the wildness of the narrator’s thoughts. The author also italicizes words that are important to add to the stress.*

10 points = *The author uses punctuation, italicized text, and dashes within the text to add to the suspense and anticipation for the reader.*

4. Edgar Allan Poe often uses exclamations, or single-word sentences, in his writing to create a particular mood or tone. What exclamations does Poe use in today’s reading that heighten the sense of desperation, dread, and doom as the story progresses? Cite specific examples from the text in your answer. **[AC, DC, RE]**

(Answers may vary.)

20 points = *Poe uses several exclamations, such as “Unreal!” “oh!” and “Fool!” to heighten the sense of the narrator’s desperation, dread, and doom. For example, on page 268, the narrator says “Unreal!” in horror when he realizes that a furnace has been*

fired up within the walls of his cell. Then, on pages 268 and 269, Poe uses the sentence “oh!” to show the dread the narrator feels as his cell becomes hotter and the walls close in on him.

Additionally, on page 269, the narrator says “Fool!” when he realizes that his tormentors’ plan has been to force him into the pit all along. These exclamations help **summarize** the narrator’s feelings of dread and doom as the story **progresses** toward the climax.

15 points = Poe uses several exclamations, such as “Unreal!” “oh!” and “Fool!” to heighten the sense of the narrator’s desperation, dread, and doom. On page 268, the narrator says “Unreal!” in horror when he understands that a furnace has been fired up within the walls of his cell. On pages 268 and 269, Poe uses the sentence “oh!” to show the dread the narrator feels as his cell becomes hotter and the walls close in on him. On page 269, the narrator says “Fool!” when he sees that his tormentors’ plan has been to force him into the pit all along.

10 points = Poe uses several exclamations, such as “Unreal!” “oh!” and “Fool!,” to heighten the sense of the narrator’s desperation, dread, and doom.

5. How is the story resolved, and what happens to the narrator at the end of the story? Support your answer with information from the text. **[AC, RE, SA]**

20 points = The story is resolved when the narrator is rescued just before he falls into the **abyss**. The narrator escapes the pendulum, but it seems that he has run out of luck as the walls push him toward the abyss. As he lets out one last scream and **totters** on the **brink** of the pit, someone grabs his arm and keeps him from falling. It is General Lasalle of the French Army, who is an enemy of the Inquisition. By avoiding death as long as possible, the narrator **benefits** from the French Army ending the torture carried out during the Inquisition.

15 points = The story is resolved when the narrator is rescued just before he falls into the pit. The narrator escapes the pendulum, but it seems that he has run out of luck as the walls push him toward the pit. As he lets out one last scream and begins to fall, someone grabs his arm and keeps him from falling. It is General Lasalle of the French Army, who is an enemy of the Inquisition.

10 points = The story is resolved when the narrator is rescued just before he falls into the pit.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Identify a theme of this story, and explain how the narrator’s thoughts help to shape this theme throughout the text. Be sure to include words and phrases from the text to support your point.

A theme of this story is the overpowering fear of death. The narrator uses words that help to shape this theme throughout the text. For example, the narrator includes words that reflect the fear he has of impending death when he is in the enclosure. On page 258, the narrator says that he has been sentenced to “death with its most hideous moral horrors.” He also says that he has become a coward in the face of death, that destruction awaits him, and that he has suffered long, long hours of horror. The narrator also says that he grew “frantically mad” as the pendulum descended closer and closer to him. After he escapes from the pendulum and it is removed, the narrator realizes that he is being watched and thinks that he has escaped “death in one form of agony, to be delivered unto worse than death in some other.” The narrator realizes that there is a furnace that has been fired up, and he pants, gasps for air, and repeats “Oh! Horror!” several times. By using words that create suspense and fear, the narrator’s thoughts shape and develop the theme of the text, which is the overpowering fear of death.

The following guide is used to score part II of the cycle test.

Writing a Literary Response		
Ideas	<ul style="list-style-type: none"> Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style Supports the point with evidence from the text 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by making a clear point about an aspect of the literary work In the middle, supports the point with examples and evidence from the text Ends with a closing statement 	0–25 pts.
Style	<ul style="list-style-type: none"> Quotes words, phrases, and dialogue from the text to support the point 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Choose and quote words, phrases, and dialogue from the text to support your point. 	0–15 pts.

Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word *reposed*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: My sister and her friend were reposed on the living room floor, having a sleepover.

2. What is a synonym for the word *vexed*? What is an antonym for the word *vexed*? **[CV]**

(Accept reasonable responses.) A synonym for vexed is the word aggravated. An antonym for vexed is enjoyed.

3. Even though I couldn't hear Simone from across the park, her _____ let me know that she had found the tree where our kite was stuck.

Choose the word that belongs in the blank. **[CV]**

- A. suppositions
 - B. dissimulation
 - C. *gesticulations*
 - D. inquisition
4. The firemen were _____ to the building where the fire alarm had gone off.

Choose the word that belongs in the blank. **[CV]**

- A. reposed
 - B. *deputed*
 - C. vexed
 - D. suppositions
5. Write a meaningful sentence using the word *dissimulation*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: My sister used dissimulation when she told my mom she wanted a cookie to give to our grandmother, because she turned around and ate it herself.

6. Write a meaningful sentence using the word *sagacity*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: The older dog's sagacity and experience told him to keep away from the skunk, while the younger dog chased it only to get sprayed.

7. Jacoby knew he would be in for a(n) _____ when his parents got home and saw that their favorite vase was missing from the kitchen table.

Choose the word that belongs in the blank. **[CV]**

- A. *inquisition*
- B. dissimulation
- C. sagacity
- D. gesticulations

8. My mother told us that we should think about what we stand for and our _____ about the different parties of government since we would be voting in a few years.

Choose the word that belongs in the blank. **[CV]**

- A. sagacity
- B. gesticulations
- C. inquisition
- D. suppositions

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

One word that my teammates and I explored in this cycle was the word audacity, which means a confidence or daring that often comes across as rude or shocking, as in: We could not believe the audacity of our neighbor when he built a fence that crossed into our yard.

10. As used on page 4 in the sentence, "So you see he would have been a very profound man indeed to suspect that every night, just at twelve, I looked in upon him while he slept," *profound* most nearly means— **[CV]**

- A. involved.
- B. insightful.
- C. imaginary.
- D. interested.

Explain how you figured out the meaning of *profound*.

Students will explain their thinking. For example, I used the context. The passage talks about the man not being able to suspect that someone comes in and looks at him while he's sleeping, so the old man would have to be very insightful to know that the man was there.

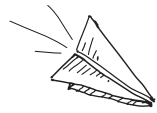
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author's craft; literary devices

Lesson 7

Reading Objective: Analyze character development and its impact on plot or theme across several works.

Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



Active Instruction

(20 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

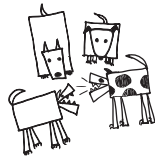
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



Class Discussion tp

(15 minutes)

Team responses
and feedback



Teams report on their
review of the texts and Read
and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

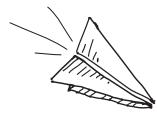
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council meeting.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



Active Instruction tp

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

What is your team's goal for the next cycle? Why did you choose that goal?

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

How will use of this skill improve your success in other classes?

Cycle 2:

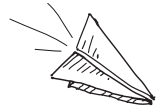
Literary
Connections

Lesson 1

Reading Objective: Analyze the author’s use of word choice and its impact on meaning and tone across several works.

Teacher Background

Today students will read the most famous of Edgar Allan Poe’s poems, “The Raven.”

**Active Instruction** tp

(22 minutes)

Big Question

Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: “One merit of poetry few persons will deny: it says more and in fewer words than prose.” —Voltaire
What do you think Voltaire meant by this?

Set the Stage tp

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

“One merit of poetry few persons will deny: it says more and in fewer words than prose.” —Voltaire

What do you think Voltaire meant by this?

(Answers will vary.) I think he meant that poetry uses fewer words but can make the reader feel and think more than other forms of literature.

How important, then, is word choice for a poet? Why?

Word choice is very important for a poet. Since he or she is using fewer words, he or she has to choose very carefully to get ideas and thoughts across to the reader.

Tell students that in this cycle, they will read several of Edgar Allan Poe’s more famous poems.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events from the last cycle, ask questions, and make predictions.



Build background about ravens.

Refer students to pages 301–307 in the text.



Teacher: Read aloud.

Students: Actively listen.

Partner pairs: Think aloud to practice the skill or strategy.

4. Have teams review their notes, summarize story events from the last cycle, ask questions about the text, and make some predictions about the poems they will read in this cycle. Use **Random Reporter** to have teams share their discussions.
5. Explain to students that they will read the most famous of Poe’s poems, “The Raven.” Tell students that Poe uses creatures that are associated with or symbolic of darkness, evil, or fear. Explain to students that because of their tendency to eat carrion (dead animals and even humans), ravens have long held a place in mythology and folklore as symbols of death. An interesting fact to share is that a group of ravens is called an unkindness. A group of crows (a species of bird closely related to the raven) is referred to as a murder.

Interactive Read Aloud

1. Read pages 301 and 302 (stanza 2) aloud.
2. Use **Think-Pair-Share** to ask:

What is the narrator of the poem doing when he hears the rapping at his chamber door, and how does he react?

The narrator of the poem is looking over old books and remembering his lost love, Lenore. He is surprised and awakened by the rapping. The narrator is afraid and tries to convince himself that it is just a late visitor.

Why does the text say that he repeats the phrase “Tis some visitor...”?

To still his beating heart, to calm himself down, and to reassure himself that it is just a visitor coming to see him, and nothing more.

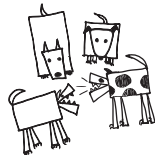
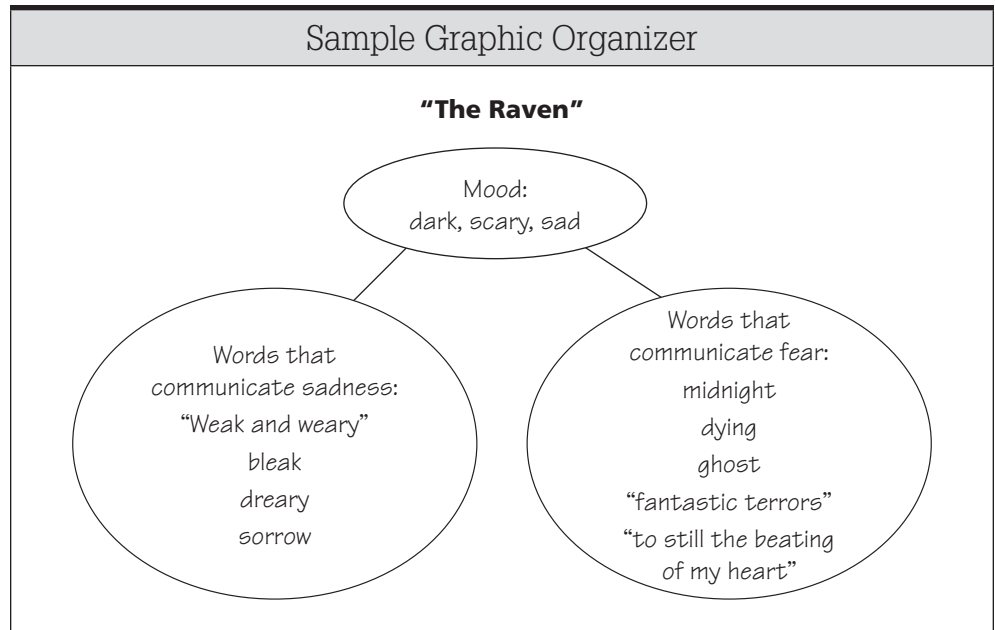
3. Use **Think-Pair-Share** to ask:

What specific words and phrases add to the scary and sad mood and tone in this section of the text?

The words and phrases that add to the scary and sad mood and tone are: midnight dreary, weak and weary, bleak, dying, ghost, sorrow, filled me with fantastic terrors, and to still the beating of my heart.

Explain to students that using the graphic organizer will help them identify specific words and phrases from the text that add to the scary mood and tone.

Partner pairs: Identify important events or details to add to the graphic organizer.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 302 (stanza 3)–307 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. What is the significance of the word *nevermore* in this poem, and how does the author use this word to add to the tone of horror and suspense in the poem? Support your answer. **(Write) [RE, AC, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *The word nevermore has **particular significance** in this poem, as it is the only word that the Raven can utter, and the author uses this word to add to the tone of hopelessness and suspense in the text. **For example**, in the text, the narrator says that the word nevermore is the Raven's only "stock and store," meaning it is the only word the bird can say. The narrator also says that the Raven's answer has little meaning and little **relevance**, as it only knows one word. Still, the narrator asks the Raven **various** questions, including if he will be reunited with Lenore in heaven, all the time knowing what the answer will be. When the Raven answers "nevermore," the narrator becomes enraged and tells the bird to leave, but it won't. So, the author uses the word nevermore to build suspense and add to the tone of sadness and hopelessness in the poem.*

90 = *The word nevermore is very important in this poem, as it is the only word that the Raven can say, and the author uses this word to add to the tone of hopelessness and suspense in the poem. The narrator says that the Raven's answer has little meaning and importance, as it only knows one word, nevermore. Still, the narrator asks the Raven questions, including if he will be reunited with Lenore in heaven, all the time knowing what the answer will be. When the Raven answers "nevermore," the narrator becomes angry and tells the bird to leave.*

80 = *The word nevermore is very important in this poem, as it is the only word that the Raven can say, and the author uses this word to add to the tone of hopelessness and suspense in the poem.*

continued

Team Talk Questions *continued*

2. How does the narrator's mood change throughout the poem, and what words does Poe use to convey these mood changes? Explain, using support from the text. **[DC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *The narrator's mood in the poem changes from lonely, sad, desperate, and **terrified** in the beginning of the poem, to happy and interested in the middle, to **enraged** by the end of the poem. Poe **selects** words that **illustrate** these mood changes, such as "weak and weary" on page 301, sorrowful on page 302, fearing, wondering, and doubting on page 303, "beguiling my sad fancy into smiling" on page 304, and "engaged in guessing" on page 305. On pages 306 and 307, Poe shows the narrator's growing anger and rage by using the words "thing of evil," and "if bird or devil," and by having the narrator shriek and jump up, yelling at the bird to leave, get out, and take itself back into the night and off his door. So, by using these words and descriptions, Poe is able to illustrate the narrator's mood changes throughout the poem.*

90 = *The narrator's mood in the poem changes from lonely, sad, desperate, and scared in the beginning of the poem, to happy and interested in the middle, to angry by the end of the poem. Poe uses words that show these mood changes, such as "weak and weary" on page 301, sorrowful on page 302, fearing, wondering, and doubting on page 303, "beguiling my sad fancy into smiling" on page 304, and "engaged in guessing" on page 305. On pages 306 and 307, Poe shows the narrator's growing anger and rage by using the words "thing of evil," and "if bird or devil," and by having the narrator shriek and jump up, yelling at the bird to leave.*

80 = *The narrator's mood in the poem changes from lonely, sad, desperate, and scared in the beginning of the poem, to happy and interested in the middle, to angry by the end of the poem.*

3. In what ways do the narrator's actions move the plot and action of the poem forward? Explain, using support from the text. **[DC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *The narrator's actions **propel** the plot and action of the poem forward because the narrator keeps asking the Raven questions. **For example**, in the text, the narrator says that the Raven only knows the word nevermore, but he continues to ask the bird questions, knowing that it will give the same answer each time. Then the narrator gets angry and tells the Raven to get out, but it **remains** over his chamber door. **Through the narrator's actions we learn about his sorrow and eventual surrender to the Raven.***

90 = *The narrator's actions move the plot and action of the poem forward because the narrator keeps asking the Raven questions. Even though he says that the Raven only knows the word nevermore, the narrator gets angry when the bird gives him the same answer over and over. He tells the Raven to get out, but it won't leave and remains over his chamber door.*

80 = *The narrator's actions move the plot and action of the poem forward because the narrator keeps asking the Raven questions.*

continued

Team Talk Questions *continued*

4. How does Poe structure the poem's stanzas to add to the suspenseful tone and dramatic mood? [**AC, RE, DC**] (Team Talk rubric)

100 = Poe structures the poem's stanzas to add to the suspenseful tone and dark, hopeless mood by ending the stanzas with suspenseful phrases that are not in line with the rest of the poem. For example, the poem's stanzas are written like a typical poem, but the last line is not lined up with the other lines in the poem. This brings more emphasis to these lines and makes them stand out. Additionally, Poe uses phrases like "only this and nothing more," "nameless here forever more," "darkness there and nothing more," "quothe the Raven, Nevermore," and "shall be lifted—nevermore!" to create a dark, brooding mood. By setting the last line apart and repeating dark and hopeless words and phrases in the last line, Poe adds suspense and drama to the poem.

90 = Poe structures the poem's stanzas to add to the suspenseful tone and dark, hopeless mood by ending the stanzas with suspenseful phrases that are not in line with the rest of the poem. These lines stand out from the rest of the stanzas. Poe uses phrases like "only this and nothing more," "nameless here forever more," "darkness there and nothing more," "quothe the Raven, Nevermore," and "shall be lifted-nevermore!" to create a dark mood.

80 = Poe structures the poem to add suspense and a dark, hopeless mood by ending the stanzas with phrases that are not in line with the rest of the poem.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(18 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze the author’s use of word choice and its impact on meaning and tone across several works.

Teacher Background

Today students will read the poems “The Bells,” “Annabel Lee,” and “Eldorado.”

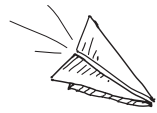
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
entreating (verb) page 302	en-treat-ing (en-TREET-eng)	asking someone in a serious and emotional way	I was <i>entreating</i> my friend to help me with my homework, since I didn’t understand the assignment.
beguiling (verb) page 304	be-guil-ing (bih-GAHYL-eng)	attracting or luring someone	The parrot was <i>beguiling</i> me with its chattering, and my mother finally had to come and tell me that it was time to leave.
decorum (noun) page 304	de-cor-um (dih-KAWR-uhm)	correct or proper behavior that shows respect and good manners	Classroom <i>decorum</i> involves raising your hand and speaking respectfully.

continued

Word	Pronunciation	Definition	Sample Sentence
countenance (noun) page 304	coun-ten-ance (KOUN-tin-ehnz)	the expression on a person's face	When I came into the house, my mother could tell that I was upset by my <i>countenance</i> .
dirges (noun) page 305	dir-ges (DUR-jez)	slow songs that express sadness or sorrow	There were <i>dirges</i> playing at the ceremony in remembrance of the tragedies of September 11.
ominous (adjective) page 305	om-i-nous (OM-uh-nuhs)	suggesting that something bad will happen in the future	When we saw the dark, <i>ominous</i> clouds, we hurried home before the storm started.
respite (noun) page 306	res-pite (RES-pit)	a period of rest or relief	Weekends offer a relaxing <i>respite</i> from the pressures of school.
palpitating (verb) page 317	palp-i-tat-ing (PAL-pi-teyt-eng)	beating rapidly and strongly	My heart was <i>palpitating</i> in my chest and I was sweating profusely after our soccer team ran two miles in the August heat.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize the poem that they have read, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize poems, ask questions, and make predictions.



Refer students to pages 315–319 and 331 in the text.



Teacher: Read aloud.

Students: Actively listen.

Partner pairs: Think aloud to practice the skill or strategy.

Partner pairs: Identify important events or details to add to the graphic organizer.

Interactive Read Aloud

1. Begin reading the poem “The Bells” on page 315 aloud.
2. Use **Think-Pair-Share** to ask:

What is the mood or tone of this poem so far?

The mood is happy and light. It reminds me of the winter holidays because it has the words “silver bells” in it.

What words contribute to the mood or tone?

Merriment, twinkle, delight, jingling, tinkling.

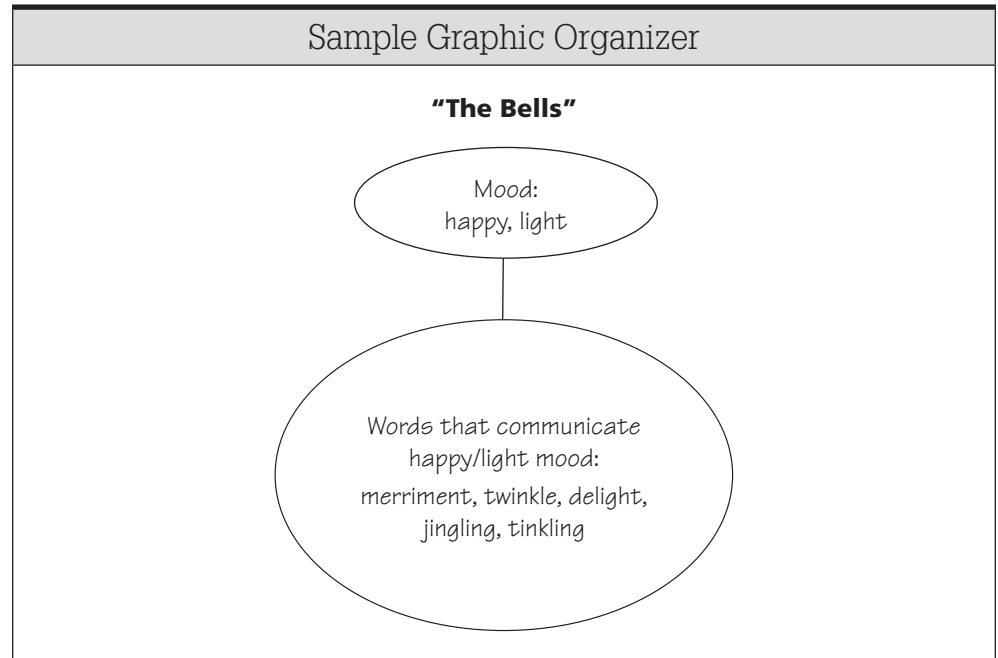
Why do you think Poe repeats the words *tinkle, time, and bells*?

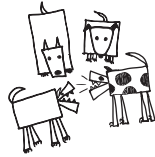
I think he repeats these words because it creates a kind of rhythm when you read it, so it sounds like the bells ringing; it sounds musical.

3. Use **Think-Pair-Share** to ask:

What is different about the tone and mood of this poem compared with “The Raven”?

The tone and mood of this poem is very different from “The Raven” because the mood in that poem is scary, dark, and heavy. This poem seems light and happy.





Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
the rest of “The Bells” on pages 316–319, “Annabel Lee” on pages 319 and 320, and “Eldorado” on page 331 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. How do the mood and tone of “The Bells” change in parts III and IV, and what words does Poe use to help create this mood and tone? **(Write) [AC, RE, SA]**
(Team Talk rubric)

(Answers may vary.)

100 = *The mood and tone of the poem goes from happy and light in parts I and II to **terrifying** and dark in parts III and IV. Parts I and II describe sleigh bells in winter and wedding bells, which are cheerful events or thoughts.*

However, in parts III and IV, Poe uses words like scream, shriek, terror, clang, clash, roar, horror, despair, anger of the bells, menace, ghouls, sobbing, moaning and groaning. He describes alarm bells for a fire in part III and possibly death bells in part IV. *The words Poe uses to describe the alarm and death **assist** in creating a dark, terrifying mood by the end of the poem.*

90 = *The mood and tone of the poem goes from happy and light in parts I and II to scary and dark in parts III and IV. Parts I and II describe sleigh bells in winter and wedding bells, which are cheerful events or thoughts. In parts III and IV, Poe uses words like scream, shriek, terror, clang, clash, roar, horror, despair, anger of the bells, menace, ghouls, sobbing, moaning and groaning. He describes alarm bells for a fire in part III and possibly death bells in part IV.*

80 = *The mood and tone of the poem goes from happy and light in parts I and II to scary and dark in parts III and IV.*

2. How do the mood and tone of the poems “Annabel Lee” and “Eldorado” differ? What specific words does Poe use to communicate these moods? Support your answer with information in the text. **[AC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *The moods and tones of these two poems **differ** because in “Annabel Lee” the mood is loving and sad, but in “Eldorado,” the mood is adventurous.*

For example, in “Annabel Lee,” Poe uses words like beautiful, love, dreams, and darling to show how much love and sorrow the man feels about Annabel Lee dying. In “Eldorado,” Poe uses words that show excitement and adventure, like gallant, knight, bold, strength, and ride. *Using these words helps Poe to **create** the different moods in the poems.*

90 = *The moods and tones of these two poems are different because in “Annabel Lee” the mood is loving and sad, but in “Eldorado,” the mood is adventurous. In “Annabel Lee,” Poe uses words like beautiful, love, dreams, and darling to show how much love and sorrow the man feels about Annabel Lee dying. In “Eldorado,” Poe uses words that show excitement and adventure, like gallant, knight, bold, strength, and ride.*

80 = *The moods and tones of these two poems are different because in “Annabel Lee” the mood is loving and sad, but in “Eldorado,” the mood is adventurous.*

continued

Team Talk Questions *continued*

3. What is the subject of part III of “The Bells”? How do you know? **[RE, DC, SA]** (Team Talk rubric)

100 = *The subject of part III of “The Bells” is a fire alarm and a great fire. The narrator **indicates** there is an emergency by **describing** how the bells are telling a “tale of terror” and that they are “appealing to the mercy of the fire.” He **also** describes the flames leaping higher and higher. **These details** and other words used by Poe create a sense of panic and emergency like you would experience during a fire.*

90 = *The subject of part III of “The Bells” is a fire alarm and a great fire. The narrator shows there is an emergency by writing about how the bells are telling a “tale of terror” and that they are “appealing to the mercy of the fire.” He writes about the flames leaping higher and higher.*

80 = *The subject of part III of “The Bells” is a fire alarm and a great fire. The narrator writes about the way the bells sound and how the fire looks.*

4. What do you infer happens to the knight at the end of the poem “Eldorado”? Why? Explain, using support from the text. **[DC, SA]** (Team Talk rubric) (Answers may vary.)

100 = *I think the knight dies at the end of the poem. The narrator **indicates** that the knight grows old and that his **strength fails** him. The narrator also indicates that he meets a pilgrim shadow, which I think **relates to** a spirit or ghost who tells him Eldorado is far away, in the “Valley of the Shadow.” From this information, I **infer** that the knight rides into the Valley of the Shadow, which is death.*

90 = *I think the knight dies at the end of the poem. The knight grows old and weak. He meets a pilgrim shadow, which I think means a spirit or ghost who tells him Eldorado is far away, in the “Valley of the Shadow.”*

80 = *I think the knight dies at the end of the poem.*

5. What is a synonym for *ominous*? What is an antonym for *ominous*? **[CV]** (Accept reasonable responses.) A synonym for *ominous* is threatening. An antonym for *ominous* is unthreatening.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show the video “Fluency.”

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Word	Pronunciation	Definition	Sample Sentence
entreating (verb) page 302	en-treat-ing (en-TREET-eng)	asking someone in a serious and emotional way	I was <i>entreating</i> my friend to help me with my homework, since I didn't understand the assignment.
beguiling (verb) page 304	be-guil-ing (bih-GAHYL-eng)	attracting or luring someone	The parrot was <i>beguiling</i> me with its chattering, and my mother finally had to come and tell me that it was time to leave.
decorum (noun) page 304	de-cor-um (dih-KAWR-uhm)	correct or proper behavior that shows respect and good manners	Classroom <i>decorum</i> involves raising your hand and speaking respectfully.
countenance (noun) page 304	coun-ten-ance (KOUN-tin-ehnz)	the expression on a person's face	When I came into the house, my mother could tell that I was upset by my <i>countenance</i> .
dirges (noun) page 305	dir-ges (DUR-jez)	slow songs that express sadness or sorrow	There were <i>dirges</i> playing at the ceremony in remembrance of the tragedies of September 11.
ominous (adjective) page 305	om-i-nous (OM-uh-nuhs)	suggesting that something bad will happen in the future	When we saw the dark, <i>ominous</i> clouds, we hurried home before the storm started.
respite (noun) page 306	res-pite (RES-pit)	a period of rest or relief	Weekends offer a relaxing <i>respite</i> from the pressures of school.
palpitating (verb) page 317	palp-i-tat-ing (PAL-pi-teyt-eng)	beating rapidly and strongly	My heart was <i>palpitating</i> in my chest and I was sweating profusely after our soccer team ran two miles in the August heat.

Lesson 3

Reading Objective: Analyze the author’s use of word choice and its impact on meaning and tone across several works.

Teacher Background

Today students will read three poems by Edgar Allan Poe: “A Dream Within a Dream,” “Dream-Land,” and “Dreams.”

Teacher’s Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

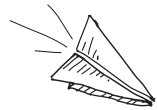
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

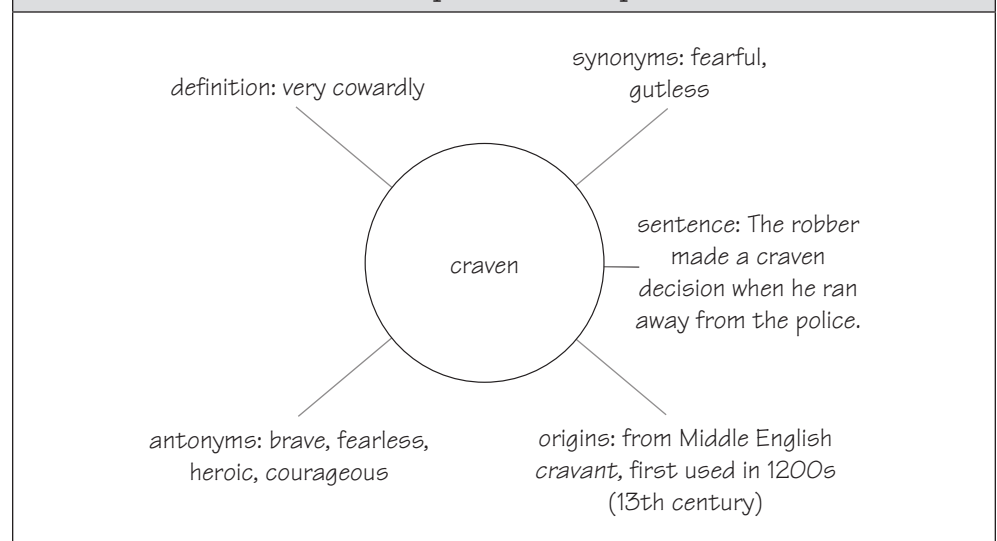
Sample Think Aloud

I chose to explore the word *craven* from page 304 because I am not familiar with this word and it is interesting to me. It has the word *raven* in it, which I think is intriguing because it is used in the poem "The Raven." I want to find the meaning of this word in the dictionary. (Model looking up *craven* in the dictionary.)

I see from the dictionary that the word *craven* means "very cowardly." Some synonyms for this word are *fearful* and *gutless*. Antonyms for this word are *brave*, *courageous*, *fearless*, and *heroic*. The word comes from the Middle English word *cravant* and was first used in the 1200s.

My sentence for this word is: The robber made a craven decision when he ran away from the police.

Sample Word Map



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

Teams review their cycle goal.

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize the poems that they have read, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Post and present the reading objective.

Teams review notes, summarize poems, ask questions, and make predictions.



Refer students to pages 326–330 in the text.



Teacher: Read aloud.
Students: Actively listen.
Partner pairs: Think aloud to practice the skill or strategy.

Interactive Read Aloud

1. Read “A Dream Within a Dream” on pages 326 and 327 aloud.
2. Use **Think-Pair-Share** to ask:

What is this poem about?

It’s about someone thinking back on his or her life. Maybe the person is old, and is remembering the things that he or she has done in his or her life.

Explain the phrase “All that we see or seem is but a dream within a dream.”

I think this phrase means that our lives are like dreams, and that when we think back, our memories are like dreams.

What do you think the “grains of golden sand” in this poem represent? Why?

I think the grains of golden sand represent time, or the days of your life. I think the author is trying to hold on to them, because they are slipping away, just like the grains of sand through his fingers.

3. Use **Think-Pair-Share** to ask:

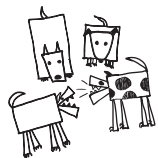
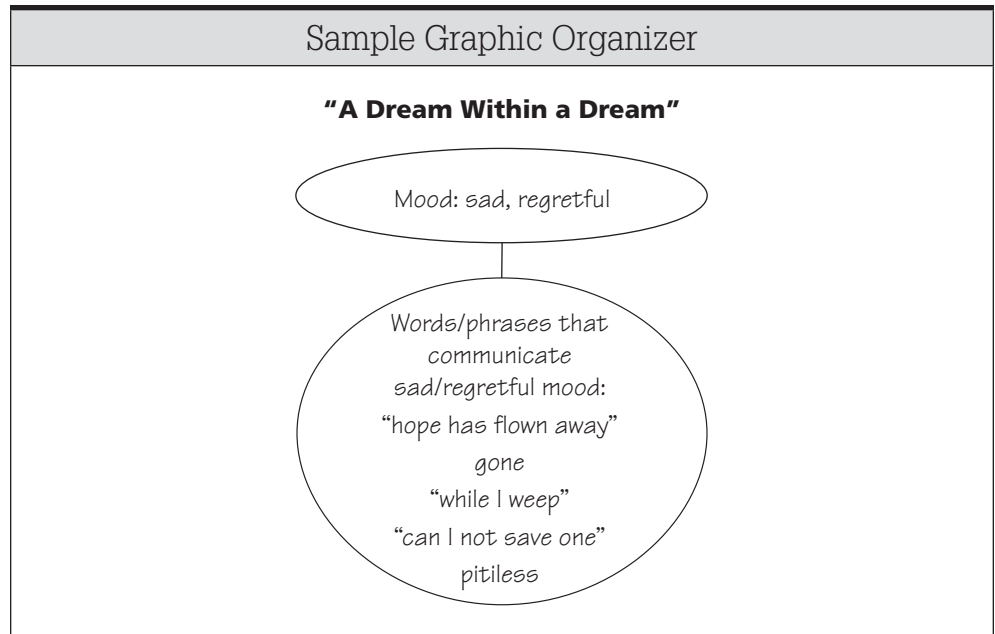
What mood or tone does this poem have, and what words or phrases does Poe use that help to create this tone?

It has a tone of sadness and regret. He uses words and phrases like hope has flown away, gone, while I weep, can I not save one, and pitiless to help to create this tone.

What connections can you make between this poem and other works we have read by Poe so far?

It reminds me of the poem “Annabel Lee” because it has a sad tone like that poem. But it isn’t scary like a lot of his other works that we have read.

Partner pairs: Identify important events or details to add to the graphic organizer.



Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr

**“Dream-Land” and “Dreams” on pages 327–330 aloud with partners.
(if skipping Interactive Read Aloud, pages 326–330)**

2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. What is the tone of the poem “Dream-Land,” and what words does Poe use to add to this tone? **(Write) [AC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = Poe uses **various** words to **communicate** a lonely, dark, and sad tone. **For example**, Poe uses words such as lonely, haunted, black, weird, bottomless, dead, sad, chilly, ghouls, and unholy to describe dreams. By using these words, Poe is able to create the sad, lonely, and dark images in the poem.

90 = The tone of this poem is lonely, dark, and sad. Poe uses different words to create the tone. He uses words like lonely, haunted, black, weird, bottomless, dead, sad, chilly, ghouls, and unholy.

80 = Poe uses different words to create a a lonely, dark, and sad tone.

2. How are the moods and tones of the poems “A Dream Within a Dream” and “Dreams” similar? What words does Poe use in both poems that add to their tones? Support your answer with information from the text. **[AC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = The moods of these two poems are **similar** because they both have a dreamy feel and **communicate** sadness and regret. **For example**, in the poem “A Dream Within a Dream,” the narrator **describes** how life is fleeting, like grains of sand slipping through fingers, and that our lives and memories become like dreams. The narrator in “Dreams” also **reflects** back on life and how fleeting it is. Both poems use the words hope and dream. The two poems have words in common to create their similar tones and themes.

90 = The moods of the two poems are alike because they both have a dreamy feeling and show sadness and regret. “A Dream Within a Dream” shows how life is fleeting and that time slips by and our memories become like dreams. The narrator in “Dreams” also looks back on life and how fleeting it is. Both poems use the words hope and dream.

80 = The moods of the two poems are alike because they both have a dreamy feeling and show sadness and regret.

continued

Team Talk Questions *continued*

3. Is Poe's "Dream-Land" a place you would want to visit? Why or why not? Explain, using support from the text. **[RE, AC, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *I would not want to visit Poe's "Dream-Land" because it **appears** to be a dark and scary place. **For example**, Poe **describes** this dream land as being haunted with "ill angels" and having a "black throne" and fires. **Furthermore**, the dream land has gray woods, swamps, ghouls, and unholy spots. **For these reasons**, I would not want to visit Poe's creepy and weird dream land.*

90 = *I would not want to visit Poe's "Dream-Land" because it seems like a dark and scary place. His dream land has "ill angels," a "black throne," fires, gray woods, swamps, ghouls, and unholy spots.*

80 = *I would not want to visit Poe's "Dream-Land" because it seems like a dark and scary place.*

4. What is a theme of these poems? Support your answer with information from the text. **[RE, DC, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *A theme of these poems is that dreams can **transport** a sleeper to an **alternate reality** that is **similar** to death. I know this because in the poems, Poe uses **phrases** such as "I have reached these lands," "to hope for higher Heaven," "the traveler," and "I have been happy though in a dream." **These phrases help to form the theme of a dream as a journey to another world, similar to the afterlife.***

90 = *A theme of these poems is that dreams can take a sleeper to a different place that is like dying. I know this because in the poems, Poe uses words such as "I have reached these lands," "to hope for higher Heaven," "the traveler," and "I have been happy though in a dream."*

80 = *A theme of these poems is that dreams can take a sleeper to a different place that is like dying.*

5. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**

When I was watching the scary movie, my heart was _____ and I was on the edge of my seat!

Palpitating, because the sentence is talking about a scary movie, and being scared can make your heart beat very fast.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

Cue students to discuss strategy use, graphic organizers, and word power journals.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Class Discussion tp

(20 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 4

Reading Objective: Analyze the author’s use of word choice and its impact on meaning and tone across several works.

Teacher Background

Today students will read the poems “A Dream” and “Lenore.”

Teacher’s Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

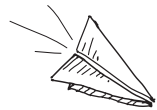
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Teams review notes, summarize poems, ask questions, and make predictions.



Refer students to page 338 in the text.



4. Have teams review their notes, summarize the poems that they have read, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Interactive Read Aloud

1. Read the poem “A Dream” on page 338 aloud.
2. Use **Think-Pair-Share** to ask:

What is this poem about?

This poem is about the character’s heartbroken life and the dreams he had for his life to be light and happy.

3. Use **Think-Pair-Share** to ask:

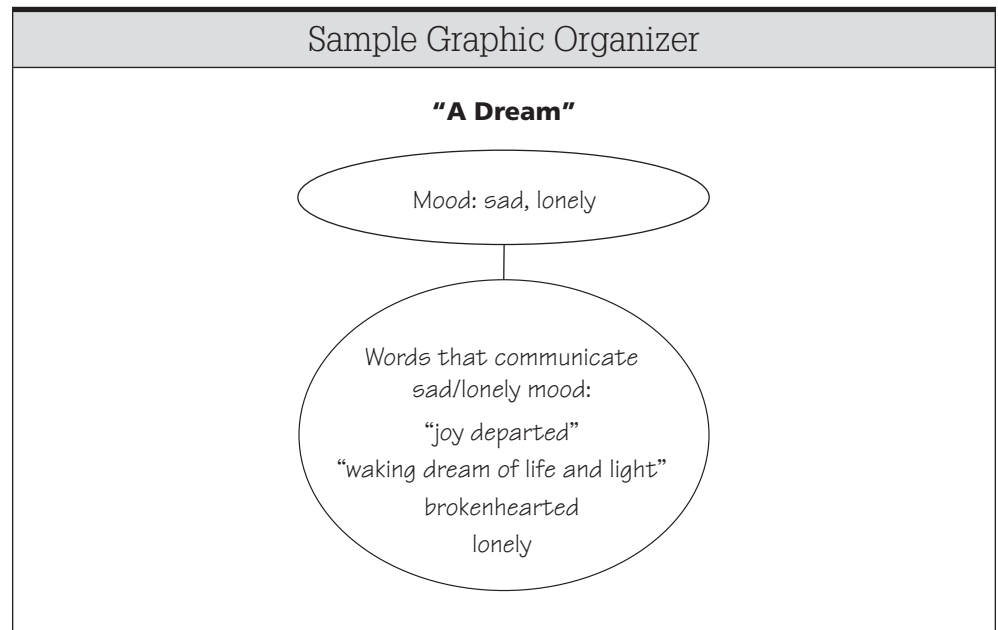
What is the mood of this poem, and what words does Poe use to create this mood?

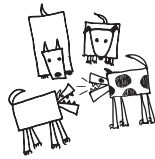
The mood of the poem is sad because Poe uses words and phrases like joy departed, waking dream of life and light, brokenhearted, and lonely.

What similarities are there between this poem and other poems we have read by Poe?

This poem is similar to “Annabel Lee,” “A Dream Within a Dream,” and “Dreams” because they all have elements of sadness, loneliness, and heartbreak.

Partner pairs: Identify important events or details to add to the graphic organizer.





Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
“Lenore” on pages 308 and 309 aloud with partners.
(if skipping Interactive Read Aloud, page 338 and pages 308 and 309)
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. What is the mood of the poem “Lenore,” and what words does Poe use to communicate this mood? Support your answer. **(Write) [AC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *The mood of the poem is tragic and sad because it **describes** the death of the speaker’s love, Lenore. Poe uses words like weep, burial, dead, died, ghost, grief, and gone to **convey** the feelings of sadness and tragedy in the poem. By **selecting** words that deal with death and sadness, Poe helps us understand the speaker’s emotions.*

90 = *The mood of the poem is tragic and sad because it is about the death of the speaker’s love, Lenore. Poe uses words like weep, burial, dead, died, ghost, grief, and gone.*

80 = *The mood of the poem is tragic and sad because it is about the death of the speaker’s love, Lenore.*

continued

Team Talk Questions *continued*

2. What are the similarities between the poems “Lenore” and “Annabel Lee”? Support your answer with information from the text. **[AC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *There are **several similarities** between the theme, subject, and tone of the poems. For example, they both share a similar theme of **tragedy** and **overwhelming grief**. They both **revolve around** the death of a young, lovely maiden. Both poems have a tone of grief and sorrow created by the words and phrases used in the poems. Poe may have **experienced the loss of a loved one to write about it so often.***

90 = *The two poems are alike in their theme, subject, and tone. They share the same topics of death and sorrow. They are both sad and depressing. They are both about a young woman dying.*

80 = *The two poems are alike in their theme, subject, and tone.*

3. Which words does Poe use to help communicate Guy De Vere’s anger over the death of Lenore? **[AC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *Poe uses several words and phrases to **communicate** Guy De Vere’s rage and anger over Lenore’s death. For example, he uses the words **wretched, hated, evil eye, rave, wrong, and fiends**, which all relate to anger and **bitterness** toward the people that he believes caused Lenore’s death. He seems to believe that he is the only person who **truly** loved Lenore.*

90 = *Poe uses several words and phrases that show Guy De Vere’s rage and anger over Lenore’s death. He uses the words **wretched, hated, evil eye, rave, wrong, and fiends**, which all relate to anger toward the people that he believes caused Lenore’s death.*

80 = *Poe uses several words and phrases that show Guy De Vere’s rage and anger over Lenore’s death.*

4. What does the phrase “broken is the golden bowl” mean in this poem? How do you know? **[CV]** (Team Talk rubric)

100 = *The phrase “broken is the golden bowl” means that Lenore is dead. I know this because the next phrase in the poem is “the spirit flown forever.” **Furthermore**, it says to let the burial rite be read and the funeral song be sung. This **indicates** to me that the phrase “broken is the golden bowl” means that Lenore has died.*

90 = *The phrase “broken is the golden bowl” means that Lenore is dead. I know this because the next phrase in the poem is “the spirit flown forever.”*

80 = *The phrase “broken is the golden bowl” means that Lenore is dead.*

continued

Team Talk Questions *continued*

5. In which of the following sentences is the word *respite* used incorrectly? **[CV]**
- Even though Tricia’s family wasn’t going anywhere special during vacation, Tricia was looking forward to the respite of sleeping in and having no plans.
 - Each day for an hour after school, Kal took the opportunity for a respite to read a couple chapters from his favorite book.
 - Some people might not think running is relaxing, but Lonna found it to be a respite from sitting in a hard chair at a desk all day.
 - Cary was eager to reach the respite of the hectic weekend, when he had a basketball tournament, a going-away party, and a family reunion to fill up his time.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

- Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
- Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
- If some teams finish ahead of others, have them practice their fluency.
- Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Class Discussion tp

(20 minutes)

Lightning Round

- Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
- Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

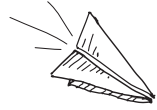
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Choose and quote words, phrases, and dialogue from the text to support your point.

Teacher Background

Today students will write about poems they have read in this cycle and will make literary connections between poems.



Active Instruction tp

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they have been reading poetry and analyzing the impact of the author’s word choices on the mood and tone of the poems. Tell students that they will use this skill to help them with today’s writing project.

- Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.

Writing Prompt
Review your analysis of the poems "The Raven" and "Dream-Land." How are the moods and tones of the poems similar, and what words or phrases does Poe use in both of these poems to convey this feeling in the text? Support your answer with words and phrases from the text.



Use **Think-Pair-Share** to ask:

Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?

It is asking me to write a literary response because I am comparing two poems.

Students identify the purpose for writing.

- Refer students to the following writer's guide in their student editions. Point out that this guide for writing a literary response is the criteria for writing. Point out that using the writer's guide will help them write a quality response.

Refer students to the appropriate writer's guide in their student editions.

Writing a Literary Response	
Ideas	<ul style="list-style-type: none"> • Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style. • Support your point with evidence from the text.
Organization	<ul style="list-style-type: none"> • Begin by making a clear point about an aspect of the literary work. • In the middle, support your point with examples and evidence from the text. • End with a closing statement.
Style	<ul style="list-style-type: none"> • Choose and quote words, phrases, and dialogue from the text to support your point.
Mechanics	<ul style="list-style-type: none"> • Use correct punctuation, capitalization, spelling, and grammar.

Highlight the writing objective.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

Which guideline relates to our writing objective: choose and quote words, phrases, and dialogue from the text to support your point?

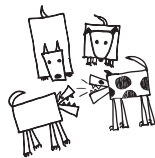
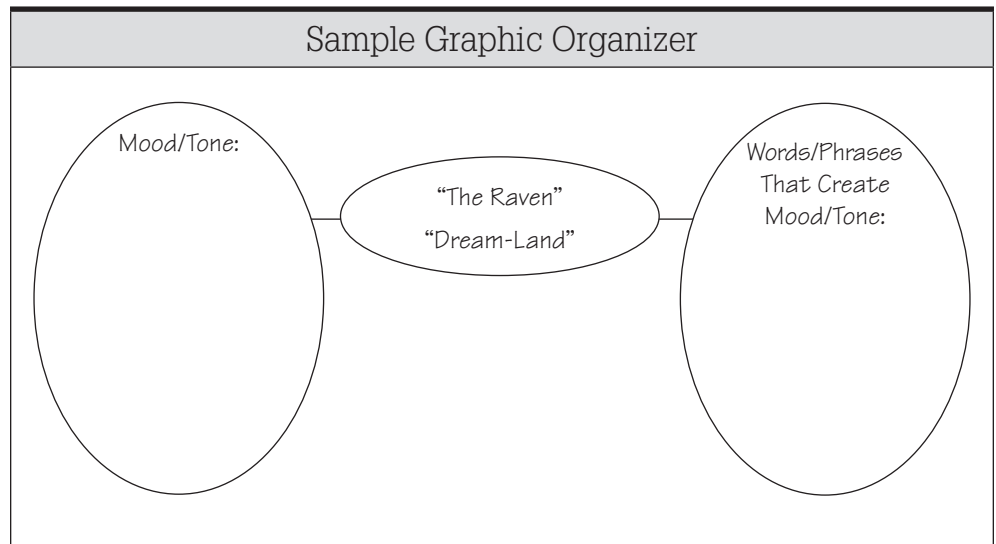
The Style guideline because it is asking us to choose and quote words, phrases, and dialogue from the text to support our point.

- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model planning using a graphic organizer.

Model a Skill

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing a literary response and the writing objective—choose and quote words, phrases, and dialogue from the text to support your point.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer make a clear point about an aspect of the literary work?**
- **Does the writer include sensory details to help a reader make a mind movie?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer end with a closing statement?**
- **Does the writer support his or her point with words, phrases, and dialogue from the text?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

Did you find it easy or difficult to choose and quote words, phrases, and dialogue from the text to support your point?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Writing Prompt

Review your analysis of the poems “The Raven” and “Dream-Land.” How are the moods and tones of the poems similar, and what words or phrases does Poe use in both of these poems to convey this feeling in the text? Support your answer with words and phrases from the text.

Writing a Literary Response	
Ideas	<ul style="list-style-type: none"> • Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style. • Support your point with evidence from the text.
Organization	<ul style="list-style-type: none"> • Begin by making a clear point about an aspect of the literary work. • In the middle, support your point with examples and evidence from the text. • End with a closing statement.
Style	<ul style="list-style-type: none"> • Choose and quote words, phrases, and dialogue from the text to support your point.
Mechanics	<ul style="list-style-type: none"> • Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

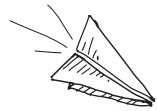
Reading Objective: Analyze the author’s use of word choice and its impact on meaning and tone across several works.

Writing Objective: Choose and quote words, phrases, and dialogue from the text to support your point.

Teacher Background

Today’s cycle test challenges students to analyze the author’s use of word choice on meaning and tone across several works.

Today students will read “The Sleeper,” another poem about the death of and love for a young woman. In the poem, the speaker describes his concern for the woman’s soul and body after death, wishing that she is safe and undisturbed when she is taken from her room to be placed in a tomb or grave.



Active Instruction

(5 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing analyzing the author's use of word choice on meaning and tone across several works. Also remind students that they have been practicing quoting words, phrases, and dialogue from the text to support their point.

Use **Think-Pair-Share** to ask:

What have we used to help us identify and describe the tone in a poem?

We have analyzed particular words and phrases that the author uses and how the words are used. We have also looked at the structure of the poem, and how the lines are organized.

Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1 and #2 ask about mood and tone.
4. Ask students to identify key words or phrases in question #2.

2. How do the poems "The Sleeper" and "A Dream" create a mood of sadness? Use specific words and phrases from the text to support your answer. **[AC, RE, SA]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

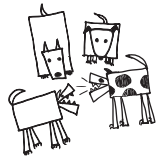
Today you will read another poem by Edgar Allan Poe.



Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

Literary Connections

Directions: Read “The Sleeper” on pages 324–326, and answer the following questions on a separate piece of paper.

The questions are based on today’s reading, and some of the other poems that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What do you think the phrase “But a waking dream of life and light hath left me broken-hearted” from the poem “A Dream” means? Explain, using support from the text. **[AC, AP, DC]**

(Answers may vary.)

*20 points = I think this phrase means that the narrator has been disappointed and heartbroken by things that have **occurred** in his life. **For example**, the text **states** that he dreams at night of “joy departed” and that his eyes are “turned back upon the past.” These phrases make me think that the character dreams to forget the sad things that have happened to him.*

15 points = I think this phrase means that the narrator has been disappointed and heartbroken by things that have happened in his life. It says that he dreams at night of “joy departed” and that his eyes are “turned back upon the past.”

10 points = I think this phrase means that the narrator has been disappointed and heartbroken by things that have happened in his life.

2. How do the poems “The Sleeper” and “A Dream” create a mood of sadness? Use specific words and phrases from the text to support your answer.

[AC, RE, SA]

*20 points = The two poems create a sad, **somber** mood because they both **include** words that **refer** to death, loss, and loneliness. **For example**, in “The Sleeper,” Poe uses words and phrases like funeral, tomb, grave, melancholy, and poor child to refer to the dead woman in the poem. In “A Dream,” Poe uses similar words and phrases, like joy departed, broken-hearted, and lonely to **describe** his feelings of living in a real world. **Although** these two poems have different subjects, Poe creates a similar mood through his word choices.*

15 points = The two poems create a sad mood because they both use words that are about death, loss, and loneliness. In “The Sleeper,” Poe uses words and phrases like funeral, tomb, grave, melancholy, and poor child to talk about the dead woman. In “A Dream,” Poe uses similar words and phrases, like joy departed, broken-hearted, and lonely to write about his feelings.

10 points = The two poems create a sad mood because they both use words that are about death, loss, and loneliness.

3. Describe the mood and tone of today's reading. What words does Poe use to create this mood/tone? **[AC, RE, SA]**

(Answers may vary.)

20 points = *The mood and tone of this poem is dreamy and otherworldly because Poe uses words like slumbering, drowsily, nods, lolls, fog, sleeps, dreaming, mystic, opiate, slumber, wizard, ghosts, and shadows as he **describes** the state of death of the woman. These terms **support and heighten** the dreamlike mood and otherworldly feel of the poem.*

15 points = *The mood and tone of this poem is dreamy and otherworldly. Poe uses words like slumbering, drowsily, nods, lolls, fog, sleeps, dreaming, mystic, opiate, slumber, wizard, ghosts, and shadows to tell about the state of death.*

10 points = *The mood and tone of this poem is dreamy and otherworldly.*

4. Who is "the sleeper" in today's reading? Explain, using support from the text. **[RE, DC, SA]**

20 points = *The sleeper in the poem is a young woman who has died. **For example**, it says in the text that "the lady sleeps," and "heaven have her in its sacred keep." **Additionally**, the text says "that she may lie forever with unopened eye," "for her may some tall vault unfold," and "some tomb from out whose sounding door she ne'er shall force an echo more." **These phrases help me visualize** that the sleeper in the poem is a woman who has died.*

15 points = *The sleeper in the poem is a young woman who has died. The poem says that "the lady sleeps," "heaven have her in its sacred keep," "that she may lie forever with unopened eye," "for her may some tall vault unfold," and "some tomb from out whose sounding door she ne'er shall force an echo more."*

10 points = *The sleeper in the poem is a young woman who has died.*

5. What literary tools (special punctuation, varied font types and styles) does the author use in today's reading to add to the tone of the poem? Explain, providing support from the text. **[AC, RE, SA]**

20 points = *Poe uses **literary tools** like dashes and exclamation points to add to the tone of the poem. **For example**, throughout the poem, Poe uses dashes at the ends of lines and in the middle of sentences, such as in the line "so fitfully—so carefully—." This makes the reader pause and creates an **anxious** feeling. Poe also uses exclamation points, like in the sentence "Oh, lady bright!" to make the speaker seem like he is **agitated** or excited while thinking about the dead woman. **The special punctuation helps the reader understand the emotions of the speaker in addition to the words in the poem.***

15 points = Poe uses dashes and exclamation points to add to the tone of the poem. Poe uses dashes at the ends of lines and in the middle of sentences, such as in the line “so fitfully—so carefully—.” This makes the reader pause and creates a nervous feeling. Poe also uses exclamation points, such as in the sentence “Oh, lady bright!” to make the speaker seem like he is excited while thinking about the dead woman.

10 points = Poe uses dashes and exclamation points to add to the tone of the poem.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

What are the similarities in the theme, mood, and tone of the poems “The Sleeper,” “Lenore,” and “Annabel Lee”? Be sure to support your answer with words and phrases from the text.

The poems “The Sleeper,” “Lenore,” and “Annabel Lee” have similar themes, moods, and tones. The themes of the three poems are similar because they all center on beautiful young women who have died and the love the speakers in the poems have for their lost maidens. Additionally, the three poems share a similar sad, sorrowful, and grieving tone. There are many words that Poe uses in the poems to show this sad, sorrowful, and grieving tone such as sad, sorrow, funeral, weep, dead, lovely, my love, and heaven. So, for these reasons, the poems “The Sleeper,” “Lenore,” and “Annabel Lee” are very similar and share many common characteristics.

The following guide is used to score part II of the cycle test.

Writing a Literary Response		
Ideas	<ul style="list-style-type: none"> Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style Supports the point with evidence from the text 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by making a clear point about an aspect of the literary work In the middle, supports the point with examples and evidence from the text Ends with a closing statement 	0–25 pts.
Style	<ul style="list-style-type: none"> Quotes words, phrases, and dialogue from the text to support the point 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Choose and quote words, phrases, and dialogue from the text to support your point. 	0–15 pts.

Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word *ominous*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: When our team was down by twenty points, an ominous mood overtook the fans because we knew it was all over.

2. The circus performer was _____ me with his magic tricks, so that I couldn't stop watching him, and I missed all the animals.

Choose the word that belongs in the blank. **[CV]**

- A. palpitating
 - B. ominous
 - C. entreating
 - D. beguiling
3. What is a synonym for the word *decorum*? What is an antonym for the word *decorum*? **[CV]**
- (Accept reasonable responses.) A synonym for the word decorum is decency. An antonym for the word decorum is crudeness.*
4. In which of the following sentences is the word *palpitating* used incorrectly? **[CV]**
- A. The sight of the tiny spider sent Nabil's heart palpitating and made the color rush from his face.
 - B. *My heart began palpitating as I closed my eyes and relaxed while listening to calming music.*
 - C. Everyone in the crowd was so anxious that you could practically hear their hearts palpitating in the hushed room.
 - D. Pia's heart was palpitating as she stood to give her report, but she took a breath to calm down.

5. Write a meaningful sentence using the word *dirges*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: At my grandmother's church, they play dirges on the old pipe organ, which always makes me feel sad.

6. We were so exhausted after our field trip that our teacher gave us a _____ from schoolwork so we could relax for the rest of the day.

Choose the word that belongs in the blank. **[CV]**

- A. respite
 - B. dirges
 - C. countenance
 - D. decorum
7. What is a synonym for the word *entreating*? What is an antonym for the word *entreating*? **[CV]**
- (Accept reasonable responses.) A synonym for the word entreating is begging. An antonym for the word entreating is refusing.*

8. In which of the following sentences is the word *countenance* used incorrectly? **[CV]**
- A. Cora could tell from the baby’s whiney countenance that he was long overdue for a nap.
 - B. Mrs. Akers observed the countenance of Dion’s face and knew she had not explained the math problem well.
 - C. A good comedian watches the overall countenance of the audience to judge whether a joke is funny.
 - D. I could tell by Rudy’s countenance that something was wrong with the cake.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

The word we explored was expostulation, which means a type of disagreement with something or an argument against a particular idea, opinion, or stance, as in this sentence: When our town set a curfew for teenagers, kids from several schools held a protest to show their expostulation with the new law.

10. As used in the sentence, “And then there stole into my fancy, like a rich musical note, the thought of what sweet rest there must be in the grave,” *fancy* most nearly means— **[CV]**
- A. vest.
 - B. mind.
 - C. cell.
 - D. cloak.

Explain how you figured out the meaning of *fancy*.

Students will explain their thinking. For example, I used the context. The passage talks about a thought, so I know the person must be thinking and using his imagination to think about how peaceful death is.

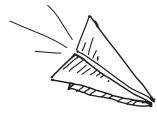
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author’s craft; literary devices

Lesson 7

Reading Objective: Analyze the author’s use of word choice and its impact on meaning and tone across several works.

Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



Active Instruction

(20 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

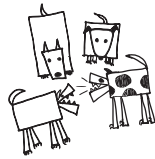
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students’ homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



Class Discussion tp

(15 minutes)

Team responses
and feedback



Teams report on their
review of the texts and Read
and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

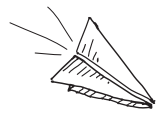
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council meeting.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



Active Instruction tp

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

What is your team's goal for the next cycle? Why did you choose that goal?

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

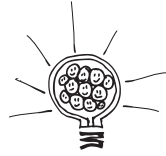
Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

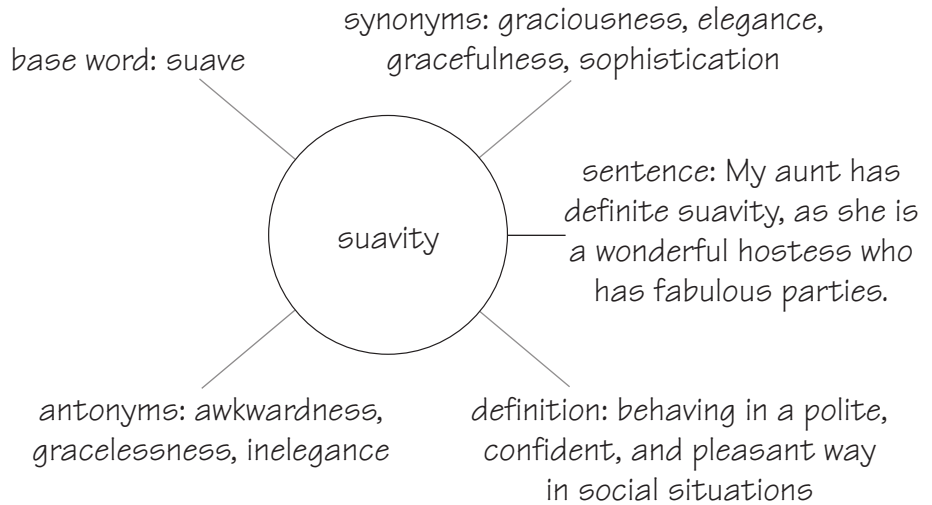
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

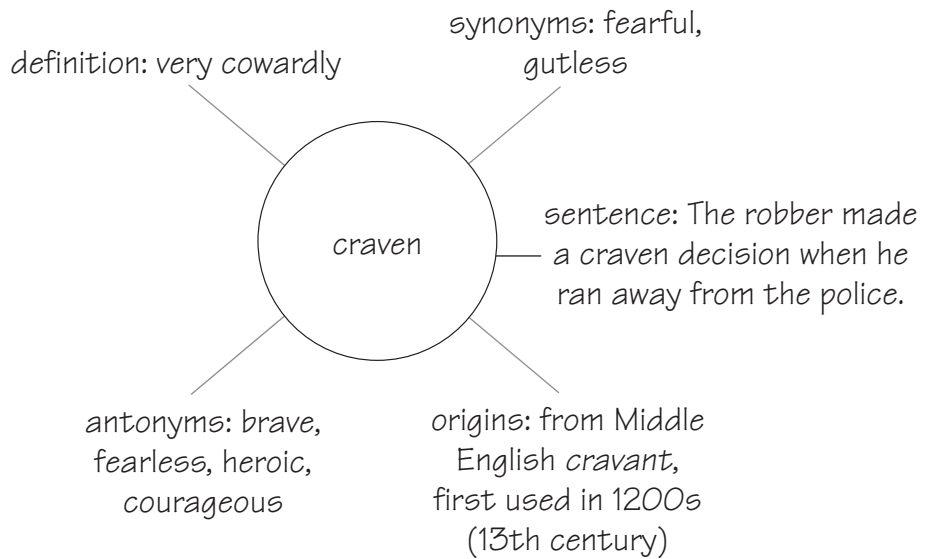
How will use of this skill improve your success in other classes?

Word Power Journal Sample Entries

Sample Word Map
Cycle 1



Sample Word Map
Cycle 2



Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

Level 8H Literary Connections

English Language Arts Standards: Reading: Literature

Key Ideas and Details

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

English Language Arts Standards: Writing

Text Types and Purposes

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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WNET

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