



Literature

Clarify Complex Text

The Prince and the Pauper

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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Clarify Complex Text

The Prince and the Pauper

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

Reading: Use strategies to clarify figurative and connotative meanings.

Writing: Analyze and cite examples of the author’s word choice to support your point.

Unit Overview

The unit’s title is *Clarify Complex Text*. As students move from middle school to high school, they will be expected to read text that can be described as complex. Text may be complex due to:

- Relationships: Interactions among ideas or characters in the text are subtle, involved, or deeply embedded.
- Richness: The text possesses a sizable amount of highly sophisticated information that is conveyed through data or literary devices.
- Structure: The text is organized in ways that are elaborate and unconventional.
- Style: The author’s tone and use of language are often intricate.
- Vocabulary: The author’s choice of words is demanding and highly dependent upon context.
- Purpose: The author’s intent in writing the text is implied and open to interpretation.

—2006 ACT report *Reading Between the Lines*

In this unit, students will focus on the author’s style and use strategies to clarify figurative and connotative meanings of words and phrases used in the story. They will analyze the impact of word choice on the author’s meaning and analyze how the author uses irony. Twain wrote his story as a satire of nobles and royalty and social injustices. *Satire* is defined as an artistic work that uses irony, humor, sarcasm, exaggeration, or derision to comment on human stupidity, vices, or folly.

The writing focus in this unit is to identify the author’s word choices in the text to support a point. You may wish to have students mark examples of figurative language and connotative meanings with sticky notes as they read (or use some other method of recording their locations). This will be helpful when answering Team Talk questions and during the writing activity in lesson 5 in both cycles.

Unit Topic/Content

Teacher’s Note: Students will read an excerpt from the book. Recommend that students continue to read the book for self-selected reading. Summaries of the deleted chapters are provided.

The Prince and the Pauper by Mark Twain was published in 1902. In the novel, the two main characters are born on the same day. Tom Canty is born to a pauper family in London, and Prince Edward is born to the Tudor family, the son of King Henry VIII of England and heir to the throne. The boys meet accidentally, and Edward suggests that they exchange clothes. Edward, dressed as a pauper, is not recognized by the palace guards and is thrown out into the streets. Tom, dressed in the prince’s clothes, is assumed to be Prince Edward. Both boys have many adventures in their new lives and come to appreciate their old and new roles. Twain used this story to promote several themes that were important to him. These themes are discussed on page 8 of the book and include: “appearances can be deceiving” and “compassion is a basic element in any just society.”

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

The Prince and the Pauper

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 13–24	
Lesson 2	pages 25–34	(Embedded) “Team Talk Response”
Lesson 3	pages 35–40 and 45–47	
Lesson 4	pages 53–59	
Lesson 5	writing in response to reading	
Lesson 6	pages 61–64	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

The Prince and the Pauper

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 87–95	
Lesson 2	pages 101–108	
Lesson 3	pages 155–162	
Lesson 4	pages 173–181 (paragraph 5)	
Lesson 5	writing in response to reading	
Lesson 6	pages 181 (paragraph 6)–187	
Lesson 7	self-selected reading	(Optional) Show excerpts from the film version of the novel. Online sites include: disneymoviesonline.go.com/movies/the-prince-and-the-pauper-1962-750000000180/ www.moviesdatacenter.com/Movies/The-Prince-And-The-Pauper-1937.html
Lesson 8	Getting Along Together	

Cycle 1:

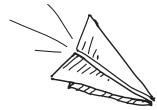
Clarify
Complex
Text

Lesson 1

Reading Objective: Use strategies to clarify figurative and connotative meanings.

Teacher Background

In today's reading, chapters 1–3, a prince and a pauper are born in London. The pauper's (Tom's) early life is difficult, but he is able to get some education and have some dreams. One of his dreams is to meet a real prince, and this dream comes true. Upon meeting the prince, the prince and the pauper exchange clothes, each thinking the other's life has more freedom. Edward, dressed as Tom, goes to the guard to chastise him for hurting Tom. Seeing Edward's rags and assuming he is the pauper, the guard throws him out of the palace. Tom is left in the palace in Edward's princely clothes.

**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: Do you think people should be judged by what they wear? Why or why not?

Students write responses to the Big Question.

Discuss the Big Question.

Set the Stage

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

Do you think people should be judged by what they wear? Why or why not?

(Answers may vary.) No. Just because a boy wears a baseball uniform, that doesn't necessarily mean he is a good player. Wearing the uniform doesn't help a person play a game well.

What does the saying “the clothes make the man” mean? How do the clothes make the man in society today?

(Answers may vary.) I think this means that if you see a person in a business suit, he is a businessman. In society today, there are certain fashions, and if you want to be in style, you must wear these fashions.

Think of your favorite outfit. What do you want people whom you don't know to think about you when you wear this outfit? What message are you sending?

My favorite outfit is my baseball uniform. I would want people to think I am a good baseball player.

Clarify Complex Text

Teams review their cycle goal.

Post and present the reading objective.

Build background about Mark Twain.

Build background about England in the sixteenth century.

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 they earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objective.

4. Distribute copies of the book. 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.

After previewing the book, 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 will be about a poor boy and a prince who switch places.

5. Refer students to pages 5 and 6, which provide information about Twain's life. Have students read pages 5 and 6 silently. Ask students if they have read books by Mark Twain and, if so, which ones.

If necessary, point out that Twain wrote *The Adventures of Tom Sawyer*, *The Adventures of Huckleberry Finn*, *A Connecticut Yankee in King Arthur's Court*, and many other books.

6. Point out that *The Prince and the Pauper* is historical fiction set in the 1500s—the sixteenth century—in England.

Have students read the section titled “Historical Context” on pages 7 and 8 to give them basic background. Provide additional background as needed by your students (see below):

- Protestant Reformation: Prior to 1517, most of Europe was Catholic, with the pope in Rome as head of the Catholic Church. Martin Luther (1483–1546), a monk, became dissatisfied with some of the Catholic teachings and protested these teachings in 1517. This was the start of the Protestant Reformation; some people in the church protested the conditions at the time and wanted to reform the church. King Henry VIII started the Protestant Reformation in England in 1533.
- Rulers of England after King Henry VIII (Tudor family), ruled 1509–1547:
 - King Edward VI (King Henry's son), ruled 1547–1553
 - Queen Mary I (King Henry's daughter), ruled 1553–1558
 - Queen Elizabeth I (King Henry's daughter), ruled 1558–1603; Elizabeth had no children, so the crown went to a great-great-grandchild of Henry VIII, James VI of Scotland, who then became James I of England.
 - King James I of England and VI of Scotland (Stuart family), ruled 1603–1625

Point out the reader resources in the book: the glossary and vocabulary.

7. Point out that the book has a glossary beginning on page 200. Have students read the glossary entries for chapters 1–3 on pages 201 and 202.

Also point out that the book has a vocabulary section for each chapter. Refer students to pages 215–217 for the vocabulary for chapters 1–3. Also remind students to use context to figure out unfamiliar words.

Interactive Read Aloud

Explain complex text.

1. Point out that the title of the unit is Clarify Complex Text.

Point out that everyone encounters difficult text now and then—what is easy for one person may be difficult for another. Use **Think-Pair-Share** to ask:

What reasons can you give to explain why some text is hard for some people but not others?

(Answers may vary.) For example, people have different experiences and background knowledge. People differ in how well they understand text and sentence structures, how much they want to read a text, and how personally useful the text is to them.

Display the following, and review with students:

Blackline master provided.

Characteristics of Complex Text

- Relationships: Interactions among ideas or characters in the text are subtle, involved, or deeply embedded.
- Richness: The text possesses a sizable amount of highly sophisticated information that is conveyed through data or literary devices.
- Structure: The text is organized in ways that are elaborate and unconventional.
- Style: The author’s tone and use of language are often intricate.
- Vocabulary: The author’s choice of words is demanding and highly dependent upon context.
- Purpose: The author’s intent in writing the text is implied and open to interpretation.

—From the 2006 ACT report *Reading Between the Lines*

Tell students that *The Prince and the Pauper* is an example of complex text because of its richness, style, vocabulary, and purpose and that students will learn strategies for clarifying its complex text.

Review the skill as necessary.

2. This cycle our reading objective is to use strategies to clarify figurative and connotative meanings.

Briefly review figurative language and connotation with students. Include the following, as necessary, giving examples or having students identify examples as needed:

- Figurative language includes similes, metaphors, personification, and hyperbole. Examples, if needed:
 - Simile – comparison using *as* or *like*. “Quiet as a mouse”
 - Metaphor – comparison without using *as* or *like*. “You are my sunshine.”
 - Personification – giving human qualities to nonhuman things or animals. “Howling wind”
 - Hyperbole – exaggeration. “I’ve told you a million times.”
- Connotation versus literal meanings
 - Martin smirked vs. Martin smiled.

Explain that authors choose words carefully to create images and mood. “It was a dark and stormy night,” sets a scary mood.

Introduce the concept of irony.

3. Introduce irony. Use the following for your students as necessary:
 - Irony is when something happens that is a reversal of the expected. Verbal irony is when a speaker says one thing but means something else.
 - Example: At the end of a long, wandering, and boring lecture, you say to your friend, “That was short and to the point.”

Remind students that writers use many devices to convey their meaning, create mood, and make their writing interesting to read. Point out that these devices can lead the reader to a deeper understanding of the author’s meaning.

Refer students to pages 13 and 15 in the text.

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

Students: Actively listen.

4. Read pages 13 and 15 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>Twain describes the home of the Cantys in the second paragraph on page 15. They are desperately poor, which is probably not a nice life. I know that the word <i>canty</i> was once used in the Scottish and northern English dialects and that it means cheerful or lively. I think Twain is using irony here—naming a family in desperate conditions with a name that means cheerful.</p> <p>Also, Twain uses irony when describing the sleeping situation for Bet and Nan. They “were not restricted—they had all the floor to themselves, and might sleep where they choose.” This is ironic. Twain is saying that they had freedom to sleep where they want, but really the family just doesn’t have enough beds for everyone. Their situation is restricted by the family’s poverty, and saying that they are not restricted is ironic.</p>

5. Point out that the book starts by contrasting a wealthy, wanted baby to a poor, unwanted baby and that Twain uses irony to highlight the differences between the opposite ends of London society.
6. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

Teacher: Model making notes on a graphic organizer.

Sample Graphic Organizer

Title: *The Prince and the Pauper*

Characters:

Tom Canty
Edward Tudor
Mr. and Mrs. Canty
sisters Bet and Nan Canty
grandmother

Setting:

Where: London, England

When: 1547

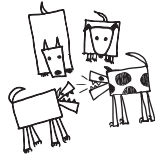
Event: Tom Canty, a pauper, and Prince Edward are born on the same day.

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



7. 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 16 (paragraphs 1 and 2). Have students identify an example of irony. Use **Random Reporter** to debrief.

(Answers may vary.) Twain uses irony when he says in paragraph 2 on page 16 that "...his father would curse him and thrash him first, and that when he was done, the awful grandmother would do it all over again and improve on it..." How could you improve things with a second thrashing? It is ironic to say the grandmother improves on the thrashing.



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 16 (paragraph 3)–24 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
<p>1. What does the word <i>offal</i> mean? Why does Twain choose this word for the name of the street where the Canty family lives? [AC, SA, CV] (Team Talk rubric)</p> <p><i>100 = The word offal means parts of slaughtered animals that are not used for food. It may also be a play on words since the pronunciation of offal is similar to the word awful, and Offal Court is an awful place to live. The Canty family is very poor and can't afford anything better; they are so poor that they must live in an awful place. An author's choice of words often reveals deeper meanings.</i></p> <p><i>90 = The word offal means parts of slaughtered animals that are not used for food. It may also be a play on words since the pronunciation of offal is similar to the word awful, and Offal Court is an awful place to live. The Canty family is very poor and can't afford anything better; they are so poor that they must live in an awful place.</i></p> <p><i>80 = The word offal means parts of slaughtered animals that are not used for food. The Canty family is very poor and can't afford anything better; they are so poor that they must live in an awful place.</i></p>

continued

Team Talk Questions *continued*

2. How does the word *canty* apply to Tom? **[AC, CV]** (Team Talk rubric)

100 = *The word canty means cheerful or lively. In spite of his surroundings and his family, Tom seems to accept his life. Through his reading and his imagination, he manages to be upbeat and happy. He creates a royal world for himself and his friends. The author reveals a characteristic of Tom through his name.*

90 = *The word canty means cheerful or lively. In spite of his surroundings and his family, Tom seems to accept his life. Through his reading and his imagination, he manages to be upbeat and happy. He creates a royal world for himself and his friends.*

80 = *The word canty means cheerful or lively. In spite of his surroundings and his family, Tom seems to accept his life.*

3. On page 23, Twain describes Tom dressed as the prince as “tricked out in the gaudy plumage of royalty.” What is Twain’s opinion of the clothes of royalty? Explain how you know. **[AC, AP, CV]** (Team Talk rubric)

100 = *Twain thinks royal clothing is too extravagant. I know because he describes them as gaudy. Gaudy means flashy or showy in a tasteless manner. An author selects words that have specific meanings to convey a message.*

90 = *Twain thinks royal clothing is too extravagant. I know because he describes them as gaudy. Gaudy means flashy or showy in a tasteless manner.*

80 = *He thinks royal clothing is too extravagant.*

4. Why is it ironic when the guard thinks Edward is the pauper? **(Write) [AC]** (Team Talk rubric)

100 = *It is ironic when the guard mistakes Edward for the pauper because the guard obeys Edward when he hears the command to open the gates, but when he sees Edward in Tom’s clothes, he thinks Edward is the pauper who was at the gate earlier. The guard goes just by the clothes that Edward is wearing and doesn’t pay attention to his face, voice, or royal bearing. The guard adds to the irony of the situation by calling the pauper (Edward) “your gracious Highness,” a phrase reserved for a real prince. The irony of the situation is that the clothes are more important than the person wearing them.*

90 = *It is ironic when the guard mistakes Edward for the pauper because the guard obeys Edward when he hears the command to open the gates, but when he sees Edward in Tom’s clothes, he thinks Edward is the pauper who was at the gate earlier. The guard goes just by Edward’s clothes and doesn’t pay attention to his face, voice, or royal bearing. The guard adds to the irony of the situation by calling the pauper (Edward) “your gracious Highness,” a phrase reserved for a real prince.*

80 = *It is ironic when the guard mistakes Edward for the pauper because the guard obeys Edward when he hears the command to open the gates, but when he sees Edward in Tom’s clothes, he thinks Edward is the pauper who was at the gate earlier.*

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.

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 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

(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.

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—From the 2006 ACT report *Reading Between the Lines*

Lesson 2

Reading Objective: Use strategies to clarify figurative and connotative meanings.

Teacher Background

Chapter 4 follows Edward as he moves about London, proclaiming his position and being derided by everyone, including boys from Christ’s Church Hospital, which was set up by his father. Tom’s father finds Edward and, thinking he is Tom, hits him for being away so long. Chapter 5 follows Tom. Everyone at the palace, even King Henry VIII, thinks he is the prince gone mad.

In this lesson, you will model dealing with complex text written in the style of sixteenth-century language: how to take it apart, rearrange sentence parts, and translate old-fashioned words.

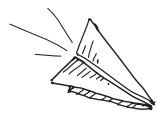
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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
sordidness (noun) page 18	sor-did-ness (SOR-did-ness)	state of being dirty, filthy	Due to the <i>sordidness</i> of my room, Mom closed my door to hide the mess.
malady (noun) page 34	mal-a-dy (MAL-ah-dee)	illness, disease	Joe’s <i>malady</i> kept him in bed for two days coughing and sneezing.

continued

Word	Pronunciation	Definition	Sample Sentence
reproachfully (adverb) page 34	re-proach-ful-ly (ree-PROACH-ful-lee)	blamefully	Dad looked <i>reproachfully</i> at Ted after the baseball broke the window.
perceive (verb) page 37	per-ceive (per-SEEVE)	notice, understand	After Ted came in with his baseball bat, Dad could <i>perceive</i> that Ted probably broke the window.
assent (noun) page 37	as-sent (ah-SENT)	agreement	If everyone is in <i>assent</i> , we will have the picnic in the park on Saturday.
tranquilly (adverb) page 38	tran-quiet-ly (TRAN-quiet-lee)	peacefully	The family settled down <i>tranquilly</i> and got ready for bed.
contrive (verb) page 56	con-trive (kon-TRIVE)	create, plan	It's Jenna's job to <i>contrive</i> how to get Juan to his surprise party.
relinquish (verb) page 56	re-lin-quist (reh-LING-quist)	give up	If you will <i>relinquish</i> your baseball bat, there should be no more broken windows.

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. Have students review the events in chapters 1–3.
6. Have students read the glossary for chapters 4 and 5 (pages 202 and 203).
7. Refer students to the vocabulary for chapters 4 and 5 on pages 217 and 218.

Remind students to use context to figure out unfamiliar words.

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 the topic.

Review the skill as necessary.

Refer students to page 25 in the text.

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

Students: Actively listen.



Interactive Read Aloud

1. This cycle our reading objective is to use strategies to clarify figurative and connotative meanings.

Remind students that writers use figurative language to create a sense of time and place.

Point out that Twain tries to replicate the way people spoke in the sixteenth century. Point out that students will notice a lot of unfamiliar words and spellings and that this is one reason the book is considered complex text. Explain a few of the more common variations from today’s language that students will encounter in the text; see below:

- The words *thee*, *thy*, and *thou* mean you or your(s).
- The word *an’* means if.
- Some words have different endings than we use today:
 - *-st*
 - *-th = s*; for example, *hath = has*;
- The word *marry* is an exclamation of surprise or emphasis such as *oh!* or *goodness!*
- Some sentences have a different syntax such as “Parents have I.” In these situations, rearranging the words may help to clarify the sentence’s meaning.

Remind students that using context is one strategy for clarifying unfamiliar words.

Point out that as students read more of the book, they will get used to the way Twain writes the sixteenth-century dialogue.

2. Read page 25 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>The last part of the paragraph has examples of dialogue that reflects sixteenth-century language. I see the word <i>hath</i> and know this means has. The first part of the sentence, “Right gladly will they serve the son of him who hath done so generously by them,” seems complex, so I will take it apart to clarify it. I think “Right gladly” means happily, so happily will they serve the son of him...who is <i>him</i>? I think this must refer to Edward’s father. So Edward’s father has done so generously by them...I think <i>them</i> refers to the boys of the home. So putting it all together, I think it means that Edward thinks the boys of the home will help him because his father treated the boys so well by giving them Christ’s Church Hospital.</p> <p>I had to reread the sentence a few times to clarify it and rearrange some of the words to make it more like how people would talk today.</p>

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

Translate and rearrange the second part of the sentence, “and the more that the son is himself as poor and as forlorn as any that be sheltered here this day, or ever shall be,” so it makes more sense.

Teacher: Model making notes on a graphic organizer.

(Answers may vary.) It means that today Edward thinks he is as poor as any of the boys.

4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

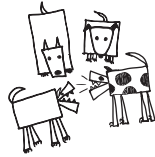
Sample Graphic Organizer	
<p>Title: <u>The Prince and the Pauper</u></p>	
<p style="text-align: center;">Characters:</p> <p>Tom Canty Edward Tudor Mr. and Mrs. Canty sisters Bet and Nan Canty grandmother Christ's Church Hospital boys</p>	<p style="text-align: center;">Setting:</p> <p>Where: London, England</p> <p>When: 1547</p>
<p>Event: Edward wanders London and encounters boys from Christ's Church Hospital; he thinks they will help him.</p>	

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



5. 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 26 (paragraphs 1–7) and explain how the language indicates time and place. Use **Random Reporter** to debrief.

(Answers may vary.) The passage describes what the boys are wearing—clothes very different from today. This passage uses words we do not usually use today such as beseemeth. This shows that the story takes place a long time ago.



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 26 (paragraph 8)–34 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
<p>1. How is Edward’s treatment at Christ’s Hospital ironic? [AC] (Team Talk rubric)</p> <p><i>100 = Edward’s father created Christ’s Hospital as a home for poor children, yet the boys who benefit from Henry’s charity do not believe Edward, and they scorn and beat him. This is an example of irony. Edward believes that because his father set up Christ’s Hospital, he will get help there, and the people will believe him. Unfortunately, the boys only see the rags he is wearing and draw the conclusion that he is not only a pauper but a mad pauper at that.</i></p> <p><i>90 = Edward’s father set up Christ’s Hospital as a home for poor children, yet the boys helped by Henry’s charity do not believe Edward, and they scorn and beat him. This is an example of irony. Edward believes that because his father set up Christ’s Hospital, he will get help there, and the people will believe him.</i></p> <p><i>80 = Edward’s father set up Christ’s Hospital as a home for poor children, yet the boys helped by Henry’s charity do not believe Edward, and they scorn and beat him, not believing who he really is.</i></p>

continued

Team Talk Questions *continued*

2. How does the experience that Edward has at Christ's Hospital affect him? See the passage on page 27 that begins "When I am king,...." Explain what you think this predicts about his future? **[RE, DC]** (Team Talk rubric)

100 = *When Edward first meets the boys from Christ's Hospital, he is demanding; he tries to command them to believe that he is the prince. But Edward's experiences with the boys teach him to have sympathy for his people because they have a tough life. Edward thinks that if the boys were educated, they would be better off and would be kinder to others than they are to him. I think if Edward gets to be king, he will be a good king. Edward sees and experiences the **realities** that his people face and wants a better life for them.*

90 = *When Edward first meets the boys from Christ's Hospital, he is demanding; he tries to command them to believe that he is the prince. But Edward's experiences with the boys teach him to have sympathy for his people because they have a tough life. Edward thinks that if the boys were educated, they would be better off and would be kinder to others than they are to him. I think if Edward gets to be king, he will be a good king.*

80 = *His experiences teach him to have sympathy for his people because they have a tough life.*

3. On page 31, paragraph 4, King Henry speaks to his son (Tom in disguise). What is the king asking in the passage that begins "How now, my lord Edward"? (Note: Cozen means misleading or fooling). **(Write) [AC, RE, CV]** (Team Talk rubric)

100 = *The king is asking "How are you? Are you trying to fool me? You know I love you and treat you well." The passage contains unusual words such as cozen, thy for you, and the use of the -th ending on loveth and useth. Also, the sentence structure is very old-fashioned. People don't talk that way today. When reading language from a former time, the reader must clarify words and sentence **structure**.*

90 = *The king is asking "How are you? Are you trying to fool me? You know I love you and treat you well." The passage contains unusual words such as cozen, thy for you, and the use of the -th ending on loveth and useth. Also, the sentence structure is very old-fashioned. People don't talk that way today.*

80 = *The king is asking "How are you? Are you trying to fool me? You know I love you and treat you well."*

continued

Team Talk Questions *continued*

4. Twain uses irony to describe the royal line of descent (see paragraph 4 on page 33). What do you think Twain is saying about monarchy? Explain what you think Twain’s view of democracy is. **[AC, AP]** (Team Talk rubric)

(Answers may vary.)

100 = I think Twain is making fun of the monarchy and how the king’s children get to be king just because of who they are and not what they can do. Just because someone is the king’s son, he will be in line for the crown even if he is mad or silly. The leader of a country should be a good leader. I think Twain’s view is that since monarchy has problems such as this, democracy is better; the people elect the best person for the job of leading the country. The author uses irony and humorous situations to make a point.

90 = I think Twain is making fun of the monarchy and how the king’s children get to be king just because of who they are and not what they can do. Just because someone is the king’s son, he will be in line for the crown even if he is mad or silly. The leader of a country should be a good leader. I think Twain’s view is that since monarchy has problems such as this, democracy is better; the people elect the best person for the job of leading the country.

80 = He is making fun of the monarchy and how the king’s children get to be king just because of who they are and not what they can do.

5. What is a synonym for the word *assent*? What is an antonym for the word *assent*? (Reminder: An antonym is a word that means the opposite.) **[CV]**

The word assent means agreement, so a synonym is the word approval. An antonym for assent is objection.

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

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.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words 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.

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 “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.

Clarify Complex Text

Word	Pronunciation	Definition	Sample Sentence
sordidness (noun) page 18	sor-did-ness (SOR-did-ness)	state of being dirty, filthy	Due to the <i>sordidness</i> of my room, Mom closed my door to hide the mess.
malady (noun) page 34	mal-a-dy (MAL-ah-dee)	illness, disease	Joe's <i>malady</i> kept him in bed for two days coughing and sneezing.
reproachfully (adverb) page 34	re-proach-ful-ly (ree-PROACH-ful-lee)	blamefully	Dad looked <i>reproachfully</i> at Ted after the baseball broke the window.
perceive (verb) page 37	per-ceive (per-SEEVE)	notice, understand	After Ted came in with his baseball bat, Dad could <i>perceive</i> that Ted probably broke the window.
assent (noun) page 37	as-sent (ah-SENT)	agreement	If everyone is in <i>assent</i> , we will have the picnic in the park on Saturday.
tranquilly (adverb) page 38	tran-quil-ly (TRAN-kwil-lee)	peacefully	The family settled down <i>tranquilly</i> and got ready for bed.
contrive (verb) page 56	con-trive (kon-TRIVE)	create, plan	It's Jenna's job to <i>contrive</i> how to get Juan to his surprise party.
relinquish (verb) page 56	re-lin-quish (reh-LING-kwish)	give up	If you will <i>relinquish</i> your baseball bat, there should be no more broken windows.

Lesson 3

Reading Objective: Use strategies to clarify figurative and connotative meanings.

Teacher Background

In chapter 6, Tom is totally unfamiliar with the people and events around him, and he is helped through his apparent madness by Lords St. John and Hertford and his sisters Lady Jane Grey and Lady Elizabeth. Both lords question whether Tom is really Edward, but they accept that he is because it doesn't make sense that Tom is an imposter.

Students will not read chapter 7. This chapter describes preparing Tom for the dinner and the elegance of these affairs. After the dinner, Tom returns to his rooms and finds a collection of books, including an etiquette book that he reads to learn how to act in the palace. He also cracks the nuts that he took from the dinner.

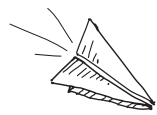
In chapter 8, Henry VIII realizes that he is dying and wants to have the Duke of Norfolk executed. To do so, he needs the Great Seal, a metal stamp used for marking documents official. Henry gave the Great Seal to Edward, but when the Lord Chancellor asks Tom for it, Tom doesn't know what he is talking about. With the Great Seal missing, Henry asks for the small seal to stamp Norfolk's execution order.

In this lesson, you will help students understand the meanings of the terms *satire* and *satirize*.

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.



Active Instruction tp

(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.

Clarify Complex Text

Model exploring a word in the word power journal.

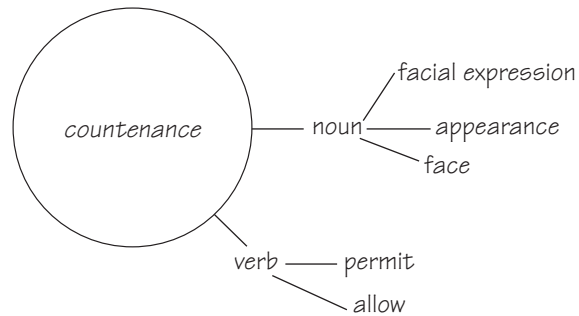
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud

I had to clarify the word *countenanced* in the phrase “stern-countenanced” on page 31. The context of the rest of the paragraph is describing what Henry VIII looks like. I think the last two sentences are related: Henry is “stern-countenanced,” but then his face “grew gentle.”

(Model looking up the word in the dictionary.) The dictionary has two definitions: one for *countenance* as a noun, meaning face, appearance, or facial expression and one for *countenance* as a verb, meaning to permit or allow. I think *countenance* as it is used in the passage means facial expression or appearance.

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

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. Have students review the events in chapters 4 and 5.
6. Have students read the glossary for chapters 6 and 8 (pages 203 and 204).
7. Refer students to the vocabulary for chapters 6 and 8 on pages 218 and 219. Remind students to use context to figure out unfamiliar words.

Teams review their cycle goals.

Post and present the reading objective.

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



Build background about the topic.

Review the skill as necessary.

Discuss the meaning of *satire*.

Refer students to pages 35 and 36 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

Interactive Read Aloud

1. This cycle our reading objective is to use strategies to clarify figurative and connotative meanings.

2. Tell students that *The Prince and the Pauper* is considered a satire. Have students read the second paragraph in the section titled “Genre” on page 7 silently.

Point out that satires are frequently used to make fun of or criticize things or people in society. Identify any satires you think your students would be familiar with—*The Simpsons* cartoon show, for example.

Point out that Twain uses irony and hyperbole to satirize the monarchy in the novel.

3. Read pages 35 and 36, stopping at “...commandment be dissolved” aloud. A sample Think Aloud follows.

Sample Think Aloud

Lord St. John brings a command from King Henry VIII. One sentence in this command is fifteen lines long! I think this is an example of Twain’s satire of the monarchy—writing a sentence that is so long with so many clauses. This is a satire of the formality of royalty—making things more complicated than they probably need to be.

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

What words or phrases does Twain use in the commandment that tells you it is a formal commandment?

(Answers will vary.) Answers may include “To wit,” “heir to England’s greatness,” “lowly birth,” “occasions of state,” “commanded of the King to be upon this service,” and “till this commandment be dissolved.”

5. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

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

1. What is the meaning of the sentence "Snags and sandbars grew less and less frequent, and Tom grew more and more at his ease..." in paragraph 1 on page 38? Explain why you think Twain chose the particular words *snags* and *sandbars*? (Hint: Think about Twain's background; see page 5 if necessary.) **[AC, RE, CV]** (Team Talk rubric)

100 = This sentence means that as time went on, there were fewer and fewer things to trip Tom up, and he made fewer and fewer mistakes. He adapted quickly to his situation and remembered things so he could give better answers and give the impression that he was the real prince. I think Twain chose the words snags and sandbars because he was once a river pilot. He knew that snags and sandbars were hazards to boats. Authors choose particular words to convey specific meanings or to create specific images for readers.

90 = This sentence means that as time went on, there were fewer and fewer things to trip Tom up, and he made fewer and fewer mistakes. He adapted quickly to his situation and remembered things so he could give better answers and give the impression that he was the real prince. I think Twain chose the words snags and sandbars because he was once a river pilot. He knew that snags and sandbars were hazards to boats.

80 = It means that as time went on, there were fewer and fewer things to trip Tom up, and he made fewer mistakes.

continued

Team Talk Questions *continued*

2. What is Twain’s purpose in paragraph 2 on page 39? Give at least two examples of Twain’s word choice that support his purpose. **(Write) [AP, AC, RE]** (Team Talk rubric)

100 = *The purpose of this paragraph is to use irony to continue Twain’s satire of royalty. Tom has so much help that he wonders if there aren’t servants to breathe for him too. Twain uses words and phrases such as “silk-and-velvet discomforter.” This is an example of irony; silk and velvet are not usually connected with discomfort. Twain also says at the end of the paragraph, “...he did not know enough to dismiss the latter [the servants], so they staid also, to his vast regret,—and theirs.” Tom doesn’t know all the rules of royalty yet, so he doesn’t know that no one leaves a royal’s presence unless dismissed formally. The servants have to stay until Tom tells them to go. **By showing** how a usually simple activity such as getting dressed becomes a big production for royalty, Twain is satirizing royalty.*

90 = *The purpose of this paragraph is to use irony to continue Twain’s satire of royalty. Tom has so much help that he wonders if there aren’t servants to breathe for him too. Twain uses words and phrases such as “silk-and-velvet discomforter.” This is an example of irony; silk and velvet are not usually connected with discomfort. Twain also says at the end of the paragraph, “...he did not know enough to dismiss the latter [the servants], so they staid also, to his vast regret,—and theirs.” Tom doesn’t know all the rules of royalty yet, so he doesn’t know that no one leaves a royal’s presence unless dismissed formally. The servants have to stay.*

80 = *It is to use irony to continue his satire of royalty.*

3. What is the Great Seal? Why does the king want it? Explain where the Great Seal is. **[MI]** (Team Talk rubric)

100 = *The Great Seal is used to make the king’s orders and papers official. The king knows he is dying, and he wants to order the execution of the Duke of Norfolk before he, the king, dies. The king wants the Great Seal so he can stamp the order to execute the Duke of Norfolk. The king gave the Great Seal to Prince Edward, but when Lord Hertford asks Tom (as the prince) for it, Tom doesn’t remember getting it, so he doesn’t know where it is. The king blames this on the prince’s madness and uses the small seal instead. **The location of the Great Seal probably has significance in the story.***

90 = *The Great Seal is used to make the king’s orders and papers official. The king knows he is dying, and he wants to order the execution of the Duke of Norfolk before he, the king, dies. The king wants the Great Seal so he can stamp the order to execute the Duke of Norfolk. The king gave the Great Seal to Prince Edward, but when Lord Hertford asks Tom (as the prince) for it, Tom doesn’t remember getting it, so he doesn’t know where it is. The king blames this on the prince’s madness and uses the small seal instead.*

80 = *It is used to make the king’s orders and papers official. The king wants the Great Seal so he can stamp the order to execute the Duke of Norfolk.*

continued

Team Talk Questions *continued*

4. What is the meaning of the king's statement at the end of page 46 "by the glory of God, an' thou gettest not about that traitor's [Norfolk's] business, thy mitre [special hat worn by churchmen] shall have a holiday the morrow for lack of a head to grace withal!"? Identify at least one word that you had to clarify. **[AC, RE, CV]** (Team Talk rubric)

100 = *The king means that if the Lord Chancellor doesn't go immediately to carry out the king's order about Norfolk, the Lord Chancellor will be beheaded. This statement is an indication of the setting because it is an example of an order and a threat (beheading) of a king hundreds of years ago. Today people aren't usually executed by beheading. I had to clarify old-fashioned words such as the use of an' for if, thy for your, and morrow for tomorrow. These words are not used today. **Because this is historical fiction, the author uses the words and phrases of the time, in this case, sixteenth-century England, and these words require clarification.***

90 = *The king means that if the Lord Chancellor doesn't go immediately to carry out the king's order about Norfolk, the Lord Chancellor will be beheaded. This statement is an indication of the setting because it is an example of an order and a threat (beheading) of a king hundreds of years ago. Today people aren't usually executed by beheading. I can also tell because of the language such as the use of an' for if, thy for your, and morrow for tomorrow. These words are not used today.*

80 = *The king means that if the Lord Chancellor doesn't go immediately to carry out the king's order about Norfolk, the Lord Chancellor will be beheaded.*

5. Which of the following is an example of something you would *relinquish*? Explain your answer. **[CV]**

- A. a bad test grade
- B. a first prize
- C. a win in the state championships
- D. your favorite thing

An example of something I would relinquish is a bad test grade. Relinquish means to give up; I would gladly give up a bad test grade. I would not want to give up the other answer choices.

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 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.

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.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.



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: Use strategies to clarify figurative and connotative meanings.

Teacher Background

Because students are skipping over chapter 9, you will summarize chapter 9 for them. A summary is provided in Set the Stage.

In chapter 10, the story goes back to Edward. At the end of chapter 4, Tom's father catches Edward and, thinking he is Tom, takes him home to Offal Court. Because Edward brought home no money and protests that he is the prince, he upsets the Canty family and is beaten. During the night, Mrs. Canty tries to figure out a way to tell if Edward is really Tom by devising a test. The next day, the family leaves in haste, taking Edward with them because Father Andrew, the man Mr. Canty hit, died. In the midst of a crowd, Edward escapes from Mr. Canty. Edward sees that Tom is considered the prince, and he vows to hang Tom for treason when Edward takes his rightful place again.

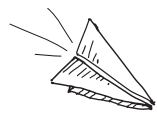
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.



Active Instruction

(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.

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 the topic.

Refer students to page 53 in the text.

Teacher: Read aloud.

Students: Actively listen.



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

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. Provide a summary of chapter 9:

There is more pomp and circumstance as Tom sees a river pageant with splendidly dressed participants, music, elaborate barges, silk flags, and other fancy trimmings. Twain's purpose is to highlight the wealth of the English realm and the vast differences between the pauper life of Tom Canty and the life of a prince.

6. Tell students that the story has many themes. Have students read the section titles "Themes" on page 8. Use **Team Huddle** to have students identify any themes they have seen in the story so far.

Answers may include that appearances can be deceiving and sometimes people are content with flashy shows rather than substance.

Tell students to keep the themes in mind as they continue to read.

7. In preparation for reading, have students review the glossary for chapter 10 (pages 204 and 205) and the vocabulary for chapter 10 (pages 220 and 221).

Remind students that using context may help them to figure out unfamiliar or old-fashioned words.

Interactive Read Aloud

1. Read page 53 aloud.
2. Use **Think-Pair-Share** to ask:

What is an example of irony in this passage?

(Answers may vary.) John Canty rewards the meddler by hitting him. The word reward is used ironically.

What is the connotation of the word *malignant* in the next-to-last line on page 53?

Twain uses the word malignant to tell the reader that the woman is mean and dangerous.

3. Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.

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. Both boys have been comforted by girls: Tom by his sisters Lady Elizabeth and Lady Jane and Edward by his sisters Nan and Bet. Why do you think Twain uses these parallel experiences? Identify at least one other parallel between the boys. [AC, RE] (Team Talk rubric) (Answers may vary.)</p> <p>100 = <i>I think Twain gives the boys similar experiences to illustrate that people are people, whatever their social status in life. Whether prince or pauper a boy wants support from his family. Other parallels include that both boys consider themselves captives, and both appear mad to others. Mrs. Canty questions her son’s madness and devises a test to see if Edward is really Tom. At the end of chapter 6, Lord Hertford also questions the prince’s madness. Twain conveys messages with a variety of techniques.</i></p> <p>90 = <i>I think Twain gives the boys similar experiences to show that people are people, whatever their social status in life. Other parallels include that both boys consider themselves captives.</i></p> <p>80 = <i>I think Twain gives the boys similar experiences to show that people are people, whatever their social status in life.</i></p> <p>2. What is the connotation of <i>growled</i> in the sentence in paragraph 3 on page 58? [AC, AP, CV] (Team Talk rubric)</p> <p>100 = <i>Growled is usually associated with a dog or other animal making a threatening noise. It is used here to illustrate that Mr. Canty is commanding his family to go to a specific meeting place if they are separated. Mr. Canty killed the priest, so he and his family must get away so he is not arrested. Mr. Canty is stressed out and probably afraid. One word can convey a lot of meaning.</i></p> <p>90 = <i>Growled is usually associated with a dog or other animal making a threatening noise. It is used here to show that Mr. Canty is commanding his family to go to a certain meeting place if they are separated. Mr. Canty killed the priest, so he and his family must get away so he is not arrested. Mr. Canty is stressed out and probably afraid.</i></p> <p>80 = <i>Growled is usually associated with a dog or other animal making a threatening noise. It is used here to show that Mr. Canty is commanding his family to go to a certain meeting place if they are separated.</i></p>

continued

Team Talk Questions *continued*

3. Twain describes the people of London as “that swarming hive of humanity” (page 58, paragraph 6) and “tossing sea of life” (end of the paragraph that continues on from page 58 to page 59). What does he mean by these phrases? Identify the type of figurative language these phrases represent. **(Write)**

[AC, AP, CV] (Team Talk rubric)

100 = Twain’s use of these phrases means that there are a lot of people. London is very crowded, and many people are in the streets. It will be easy for the Canty family and Edward to get lost in the crowd. These phrases are metaphors. A swarming hive usually refers to a beehive. Beehives have thousands of bees crawling around storing honey. A sea is vast. A sea of life would be a vast number of people. Twain uses these metaphors to create an image for the reader and to convey meaning.

90 = Twain’s use of these phrases means that there are a lot of people. London is very crowded, and many people are in the streets. It will be easy for the Canty family and Edward to get lost in the crowd. These phrases are metaphors. A swarming hive usually refers to a beehive. Beehives have thousands of bees crawling around storing honey. A sea is vast. A sea of life would be a vast number of people.

80 = These phrases mean that there are a lot of people because London is very crowded like a beehive.

4. What does the last paragraph on page 59 tell you about English law in the sixteenth century? Support your answer. Explain why you think Twain includes this description. **[DC, SA]** (Team Talk rubric)

100 = The description on page 59 tells me that English law in the sixteenth century was very harsh. Pretending to be the prince is considered high treason. The punishment is very severe—death by hanging, drawing, and quartering. That means being hanged and then cut into pieces. People are not punished this harshly today. Laws have gotten more humane. I think Twain includes this gruesome description to point out how different things were then as compared with today.

90 = The description on page 59 tells me that English law in the sixteenth century was very harsh. Pretending to be the prince is considered high treason. The punishment is very severe—death by hanging, drawing, and quartering. That means being hanged and then cut into pieces. People are not punished this harshly today. Laws have gotten more humane.

80 = The description on page 59 tells me that English law in the sixteenth century was very harsh.

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: “If we think carefully, I’m sure we can contrive a solution to the problem.”

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.

Clarify Complex Text

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 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.

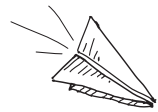
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Analyze and cite examples of the author’s word choice to support your point.

Teacher Background

This writing activity asks students to state an opinion about characters in the novel and support their opinions with examples of the author’s word choices. It requires close reading of the text.



Active Instruction

(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. 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 in this unit, they have been focusing on figurative language and how the author uses words to create images and convey meaning. Remind students that writers have a good command of language and use words and their connotations for specific reasons.

Tell students that for the writing activity today, they will focus on a specific passage in the text, identify the author’s meaning, and find support for the author’s meaning in the author’s word choices.

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

Read the prompt aloud.

Writing Prompt
Lord St. John and Lord Hertford attend Tom during the visit of Lady Elizabeth and Lady Jane to help him during the visit. (See paragraph 2 on page 38.) How do the lords feel about this task? Cite examples of the author’s word choice to support your point.



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?

The prompt is asking me to support a claim with reasons. The prompt asks me to give my opinion and to support my opinion with examples from the story.

Students identify the purpose for writing.

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to support a claim with reasons 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 to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> Begin by stating a position (claim). In the middle, tell supporting reasons. End with a closing statement.
Style	<ul style="list-style-type: none"> Use words and phrases that help the audience see how the reasons are related to the claim.
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 guidelines relate to our writing objective to analyze and cite examples of the author’s word choice to support your point?

The guidelines under the Ideas and Style sections relate to the writing goal.

7. 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.

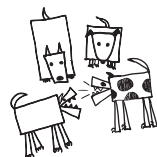
Model planning using a graphic organizer.

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. Refer students to page 16 (paragraph 2). Tell students that your task is to identify the conditions in Offal Court and find examples of Twain’s word choice that support your point.

Model creating a graphic organizer for this task:

Sample Graphic Organizer
Point: Conditions in Offal Court are terrible.
Support – Twain’s word choices: “drunkenness, riot, and brawling were the order” “Broken heads were as common as hunger” [simile] “his father would curse and thrash him” “the awful grandmother would do it all over again and improve on it” [irony] “starving mother” “miserable [connotation] scrap” “treason [connotation] and soundly beaten for it”



Teamwork tp

(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 to support a claim with reasons and the writing goal—to analyze and cite examples of the author's word choice 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 state his or her point clearly?**
- **Are events organized in a sequence that the reader can follow?**
- **Does the writer analyze and cite examples of the author's word choice to support his or her point?**
- **Does the writer use correct punctuation, spelling, and grammar?**

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 find examples of the author's word choice?

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

Lord St. John and Lord Hertford attend Tom during the visit of Lady Elizabeth and Lady Jane to help him during the visit. (See paragraph 2 on page 38.) How do the lords feel about this task? Cite examples of the author’s word choice to support your point.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none">• Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none">• Begin by stating a position (claim).• In the middle, tell supporting reasons.• End with a closing statement.
Style	<ul style="list-style-type: none">• Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none">• Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

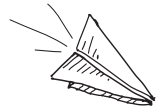
Reading Objective: Use strategies to clarify figurative and connotative meanings.

Writing Objective: Analyze and cite examples of the author's word choice to support your point.

Teacher Background

Today's cycle test challenges students to clarify Twain's use of figurative language and connotative meanings.

In chapter 11, while Tom attends and presides over a banquet, Edward tries to enter Guildhall, proclaiming that he is the real prince. Miles Hendon comes to Edward's defense. The banquet is interrupted by a messenger who announces that King Henry VIII has died and proclaims Tom the new king. Tom clarifies that his word is law, and then he frees the Duke of Norfolk.



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 using strategies to clarify figurative and connotative meanings. Use **Think-Pair-Share** to review the skill and what students have been doing to practice it.

(Answers will vary.) I have looked for irony by looking for contrasts such as improving on a beating.

Tell students that they will use this skill 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. Also have students read the glossary for chapter 11 on pages 205 and 206. Remind students that they can use the vocabulary section on page 221 for chapter 11 vocabulary words if they wish.

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 #3 ask about using strategies to clarify figurative and connotative meanings.
4. Ask students to underline key words or phrases in question #3.

3. What does Twain mean in the phrase "eyes grown familiar" on page 62, paragraph 2 in the sentence "...the ancient guardians of the city, contemplated the spectacle below them with eyes grown familiar to it in forgotten generations"? **[AC]**

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

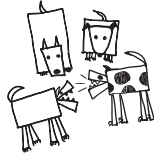
Today you will read more about Tom and Edward.



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.



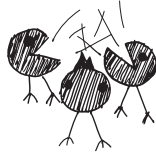
Teamwork tp

(10 minutes)

Team Discussion

Teams discuss the answers to the test questions.

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)

Lightning Round

Random Reporters share team discussion of a test question.



1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

Tom's first act as king is to release the Duke of Norfolk. What does this tell you about Tom's character?

Tom is a kind person.

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

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

Clarify Complex Text

Directions: Read *The Prince and the Pauper*, pages 61–64, 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. In paragraph 7 on page 30, in the passage beginning, “Ah, be merciful...” what is Tom saying? Explain how you clarified the passage. **[AC, RE, SA]**

20 points = Tom is begging Lady Jane to help him, telling her that he is not a prince and that the real prince will give him back his clothes and let him go unharmed; he asks for her mercy. I used the context; for example, sooth probably means truth, and prithee probably means please. I know from the beginning of the unit that thou means you. Also, since the sentence structure is very old-fashioned, for example, “...he will of his grace restore to me my rags,” I had to rearrange the words so it made sense. Readers must clarify the words and sentence structure of historical characters’ dialogue in a novel.

15 points = Tom is begging Lady Jane to help him, telling her that he is not a prince and that the real prince will give him back his clothes and let him go unharmed; he asks for her mercy. I used the context; for example, sooth probably means truth, and prithee probably means please. I know from the beginning of the unit that thou means you. Also, since the sentence structure is very old-fashioned, for example, “...he will of his grace restore to me my rags,” I had to rearrange the words so it made sense.

10 points = Tom is begging Lady Jane to help him, telling her that he is not a prince and that the real prince will give him back his clothes and let him go unharmed; he asks for her mercy.

2. What is the irony when Tom leaves the king’s presence and realizes that the king doesn’t believe him? See paragraphs 3–6 on page 34. **[AC]**

20 points = The irony in this situation is that Tom dreamed of being a prince, and now he is in the midst of royal finery and glamor, but he feels like he is a captive in a gilded cage. He can’t leave the palace, and no one will believe him even though everyone will obey his commands and fulfill his wishes. Twain uses irony to emphasize Tom’s situation.

15 points = The irony in this situation is that Tom dreamed of being a prince, and now he is in the midst of royal finery and glamor, but he feels like he is a captive in a gilded cage. He can’t leave the palace, and no one will believe him even though everyone will obey his commands and fulfill his wishes.

10 points = *The irony in this situation is that Tom dreamed of being a prince, and now he is in the midst of royal finery and glamor, but he feels like he is a captive in a gilded cage.*

3. What does Twain mean in the phrase “eyes grown familiar” on page 62, paragraph 2 in the sentence “...the ancient guardians of the city, contemplated the spectacle below them with eyes grown familiar to it in forgotten generations”? **[AC]**

20 points = *Twain means that the statues have seen the same kinds of spectacles many, many times because royalty likes spectacles, so they happen frequently. Probably the statues are bored by seeing the same thing over and over through many generations of kings and queens. Writers can express ideas indirectly with clever wording.*

15 points = *Twain means that the statues have seen the same kinds of spectacles many, many times because royalty likes spectacles, so they happen frequently. Probably the statues are bored by seeing the same thing over and over through many generations of kings and queens.*

10 points = *Twain means that the statues have seen the same kinds of spectacles many, many times because royalty likes spectacles, so they happen frequently.*

4. What does Hendon mean when he says in paragraph 2 on page 63, “Rest thy small jaw, my child; I talk the language of these base kennel-rats like to a very native”? To whom does *kennel-rats* refer, and what is the connotation of this word? Explain why Hendon does this. **[AC]**

20 points = *Hendon interrupts the crowd as they mock Edward, taking Edward’s side. Hendon tells Edward he can stop arguing because he, Hendon, speaks the crowd’s language just as if he were one of them. The term kennel-rats refers to the people in the crowd, and the connotation is that the crowd is behaving badly, as badly as rats in a kennel, the lowest of the low. While he doesn’t believe Edward is the prince, Hendon sees that Edward is a gallant lad and doesn’t deserve to be at the crowd’s mercy. Reading carefully and considering connotations can reveal the meaning of a character’s statement.*

15 points = *Hendon interrupts the crowd as they mock Edward, taking Edward’s side. Hendon tells Edward he can stop arguing because he, Hendon, speaks the crowd’s language just as if he were one of them. The term kennel-rats refers to the people in the crowd, and the connotation is that the crowd is behaving badly, as badly as rats in a kennel, the lowest of the low. While he doesn’t believe Edward is the prince, Hendon sees that Edward is a gallant lad and doesn’t deserve to be at the crowd’s mercy.*

10 points = *Hendon interrupts the crowd as they mock Edward, taking Edward’s side. Hendon tells Edward he can stop arguing because he, Hendon, speaks the crowd’s language just as if he were one of them. The word kennel-rats refers to the people in the crowd, and the connotation is that the crowd is behaving badly, as badly as rats in a kennel, the lowest of the low.*

5. What is the irony of the timing of the king’s death? **[AC]**

*20 points = The irony of the timing of the king’s death is that the king dies when both Edward and Tom are at the guildhall. Tom is inside being acclaimed as the prince, but the real king, Edward, is not recognized. The crowd jeers and mocks Edward and ignores his protestations of being royalty; they see only his rags and assume he is a pauper. Twain uses irony here to **emphasize** the contrast between Edward and Tom and to **satirize** people’s focus on a person’s appearance and the inability to see past appearances to the real person.*

15 points = The irony of the timing of the king’s death is that the king dies when both Edward and Tom are at the guildhall. Tom is inside being acclaimed as the prince, but the real king, Edward, is not recognized. The crowd jeers and mocks Edward and ignores his talk of being royalty; they see only his rags and assume he is a pauper.

10 points = The irony of the timing of the king’s death is that the king dies when both Edward and Tom are at the guildhall. Tom is inside being acclaimed as the prince, but the real king, Edward, is not recognized.

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

How does Twain describe the barge procession to the guildhall? Cite examples of the author’s word choice to support your point. (See page 61.)

The barge procession is a spectacle. Twain uses words and phrases such as “gorgeous fleet,” “illuminated boats,” “air laden with music,” “beruffled with joy-flames,” and “soft luminous glow.” These and other words and phrases create an image of splendor with lights, music, and cheers from the people—a scene suitable for carrying a prince to his destination.

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

Writing to Support a Claim with Reasons		
Ideas	<ul style="list-style-type: none"> Clearly states a position (claim) and includes good reasons that support that position 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by stating a position (claim) In the middle, tells supporting reasons Ends with a closing statement 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help the audience see how the reasons are related to the claim 	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"> Analyze and cite examples of the author’s word choice to support your point. 	0–15 pts.

Part III. Vocabulary (100 points)

1. What is a synonym for the word *sordidness*? What is an antonym for the word *sordidness*? **[CV]**

A synonym for sordidness is the word uncleanliness. An antonym for sordidness is cleanliness.

2. Which of the following is not an example of something you would assent to? Explain why. **[CV]**

- A. a reward
- B. praise
- C. a punishment
- D. your favorite food

Assent means an agreement. I would not agree to a punishment, but I would agree to the other answer choices.

3. Write a meaningful sentence using the word *relinquish*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: "Mom said if I will relinquish my sweater and give it to my brother, she will buy me a new one."

4. What is a synonym for the word *tranquilly*? What is an antonym for the word *tranquilly*? **[CV]**

A synonym for tranquilly is the word calmly. An antonym for tranquilly is excitedly.

5. From the look on your face, we _____ that you are very happy to be back home. **[CV]**

- A. perceive
- B. ignore
- C. hate
- D. disapprove

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: "Dad wants to contrive a way to get my mother to the restaurant to surprise her for their anniversary."

7. After I dropped my mother's best vase, she looked _____ at me, and I was ashamed. **[CV]**

- A. happily
- B. calmly
- C. nicely
- D. reproachfully

8. Which of the following is not an example of a *malady*? Explain why. **[CV]**
- A. a cold
 - B. the flu
 - C. a bigger muscle
 - D. a broken arm

Malady means illness or disease. All the answer choices except answer C are examples of illnesses.

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]**

We explored the word squalid. Squalid means dirty and wretched. The squalid pig pen needed to be cleaned and repaired.

10. As used in the sentence “He only begged just enough to save himself, for the laws against mendicancy [begging] were stringent, and the penalties heavy,” *stringent* most nearly means— **[CV]**
- A. straight.
 - B. strict.
 - C. stretch.
 - D. stride.

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

Students will explain their thinking. For example, I used the context. The passage talks about heavy penalties for begging, so the laws must be strict.

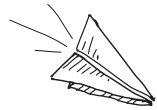
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use strategies to clarify figurative and connotative meanings.

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 tp

(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.

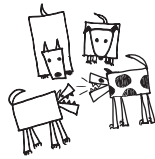
Two-Minute Edit



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

(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.

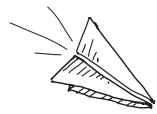
Lesson 8

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.

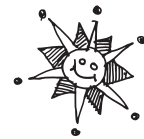


Active Instruction

(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 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.

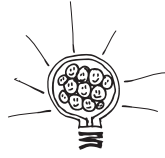
Distribute team score sheets and celebration certificates.

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:

Clarify
Complex
Text

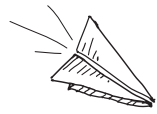
Lesson 1

Reading Objective: Use strategies to clarify figurative and connotative meanings.

Teacher Background

Because students are skipping over chapters 12–14, summarize the events in those chapters. A summary is provided in Set the Stage.

In chapter 15, as Tom tries to get comfortable in his new role, he sees a mob of people going past the palace. Tom wants to find out what the commotion is all about. He learns the story of three criminals, a poisoner and a woman and her daughter, who have sold themselves to the devil. After learning their stories, Tom questions them and the authorities and points out the errors in logic in the accusations and judgments against the criminals. He frees them and vows to change the laws.

**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: Edward and Tom have changed places. With whom would you like to trade places? Why?

Set the Stage tp

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

Edward and Tom have changed places. With whom would you like to trade places? Why?

(Answers will vary.) I would like to trade places with David Ortiz of the Red Sox because I love to play baseball, and I hope to play in the major leagues one day. The Red Sox is my favorite team.

What would you lose in this trade?

(Answers will vary.) I would lose my family and friends; that would be very hard for me.

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, ask questions, and make predictions.



Build background about chapters 12–14.

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. Provide a summary of chapters 12–14:

Miles defends Edward against John Canty by taking him to his quarters at an inn. While Miles doesn't believe that Edward is the prince, he vows to care for him. Edward learns his new protector's story. Miles's younger brother, Hugh, conspired against him, forcing him to leave England for years. Hugh also wanted to marry the girl who Miles loves, Lady Edith. Miles has just returned home. Edward knights Miles.

When Miles returns from an errand, he finds Edward missing. The innkeeper tells Miles that a youth came and told Edward that Miles wanted him, so Edward left. Miles goes to find Edward.

Meanwhile, Tom is still king, much to his dismay. He encounters the annoying attendants who do everything for him, a council meeting where Tom is astounded by the amount of money the monarchy uses, and the prince's whipping boy. Since no one can touch the prince or the king, the whipping boy takes the punishments for the prince's misdeeds. Tom sees that though it is unfair for the whipping boy to take his punishments, he can be a useful source of information about the palace and its people.

6. In preparation for reading the chapter, have students read the glossary for chapter 15 (pages 207 and 208) and the vocabulary for chapter 15 (pages 223 and 224).

Interactive Read Aloud

1. Read pages 87 and 89, stopping at paragraph 1, aloud.

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

At the end of paragraph 1, Twain says, “He looked sufficiently like a king, but he was ill able to feel like one.” What is the irony here? To what idea is this connected?

The irony is that the appearance of things is opposite of reality. This is a continuance of “The clothes make the man” idea that the book is based on; people think Tom is the king because he dresses like one, even though he doesn't really act like one. Appearance is everything to those around him.

The word *fetters* means chains or shackles. Why does Twain use this word in the sentence on page 87 “Even the two hours devoted to certain princely pastimes and recreations were rather a burden to him than otherwise, they were so fettered by restrictions and ceremonious observances”?

Twain chooses this word specifically to indicate how Tom feels about even the entertainment he is allowed. Tom feels shackled by all the restrictions and ceremonies; he can't have any fun.

Refer students to pages 87–89 in the text.



Teacher: Read aloud.

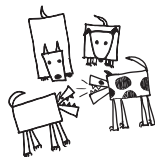
Students: Actively listen.

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

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

- Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.

Sample Graphic Organizer	
Title: <u><i>The Prince and the Pauper</i></u>	
<p style="text-align: center;">Characters:</p> <p>Tom Canty Edward Tudor Mr. and Mrs. Canty sisters Bet and Nan Canty grandmother Christ's Church Hospital boys Lady Jane Grey King Henry VIII Lord Hertford Lord St. John Lady Elizabeth Miles Hendon</p>	<p style="text-align: center;">Setting:</p> <p>Where: London, England</p> <p>When: 1547</p>
Event: <u>Tom sees a mob marching by and wants to know what it is about.</u>	



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 89 (paragraph 1)–95 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.

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.

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. Why does Twain use the phrase “fierce age” in paragraph 2 on page 91? Translate paragraph 2 on page 91 into your own words. [AC, RE] (Team Talk rubric)</p> <p><i>100 = The connotation of the phrase “fierce age” is that in this time, the punishments for breaking the law are very harsh. The earl is glad that Tom wants the punishment of being boiled alive to end. The earl is a kind man in a time when most in authority are not kind or merciful. It seems that there are those in the royal court who think like Tom in terms of laws and punishments, but they are unwilling to go against the ideas of the fierce age.</i></p> <p><i>90 = The meaning of the phrase “fierce age” is that in this time, the punishments for breaking the law are very harsh. The earl is glad that Tom wants the punishment of being boiled alive to end. The earl is a kind man in a time when most in authority are not kind or merciful.</i></p> <p><i>80 = The meaning of the phrase “fierce age” is that in this time, the punishments for breaking the law are very harsh.</i></p> <p>2. What is the irony that Tom notes in paragraph 16 on page 93? (Hint: See also paragraphs 12–15 on page 93.) (Write) [AC] (Team Talk rubric)</p> <p><i>100 = English law says that a child cannot enter into a contract with any English person, but a child can agree to a contract with the devil. By his statement, Tom points out the irony that English law gives certain privileges to the devil that it denies to Englishmen. English law at this time is full of inconsistencies.</i></p> <p><i>90 = English law says that a child cannot enter into a contract with any English person, but a child can agree to a contract with the devil. Tom points out the irony that English law gives certain privileges to the devil that it denies to Englishmen.</i></p> <p><i>80 = Tom points out the irony that English law gives certain privileges to the devil that it denies to Englishmen.</i></p>

continued

Team Talk Questions *continued*

3. According to page 8, one of Twain's themes in the book is that superstition and irrationality can be extremely dangerous to a society. How does chapter 15 provide evidence for this theme? **[AC]** (Team Talk rubric)

100 = Chapter 15 describes two criminal cases that Tom becomes aware of. Both cases involve witchcraft and superstition. During this period of time, people were very superstitious and believed in witches and the devil. Most people were uneducated, and even educated people were superstitious. People did not question things or ask for real **evidence** that could be proved or disproved. Witchcraft was accepted as a natural part of life. Superstition is bad for a society because people can be wrongly accused, and they have no **recourse**. In those days, superstition probably killed a lot of people.

90 = Chapter 15 describes two criminal cases that Tom becomes aware of. Both cases involve witchcraft and superstition. During this period of time, people were very superstitious and believed in witches and the devil. Most people were uneducated, and even educated people were superstitious. Witchcraft was accepted as a natural part of life.

80 = Chapter 15 describes two criminal cases that Tom becomes aware of. Both cases involve witchcraft and superstition.

4. How do the courts in sixteenth-century England compare with the legal system today in terms of evidence and authority? **[DC]** (Team Talk rubric)

100 = The courts in sixteenth-century England had very low requirements for **evidence**. People such as doctors were taken at their word; no real proof or evidence was needed. The accused were not believed at all and not given a chance to provide evidence of their innocence. It does not seem as if people were judged by a jury of their peers. The person in charge, the judge, could give out judgments and punishments alone. The king's word was law; he could give out or change judgments and punishments as he wished, not by following any **established** laws. The **legal** system in the sixteenth century was pretty primitive. People had few, if any, legal rights in court.

90 = The courts in sixteenth-century England had very low requirements for proof. People such as doctors were taken at their word; no real proof was needed. The accused were not believed at all and not given a chance to prove their innocence. It does not seem as if people were judged by a jury of their peers. The person in charge, the judge, could give out judgments and punishments alone. The king's word was law; he could give out or change judgments and punishments as he wished. Today a person is innocent until proven guilty.

80 = The courts in sixteenth-century England had very low requirements for proof. The person in charge, the judge, could give out judgments and punishments alone. The king's word was law; he could give out or change judgments and punishments as he wished. Today a person is innocent until proven guilty.

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.

Clarify Complex Text

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 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

(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: Use strategies to clarify figurative and connotative meanings.

Teacher Background

You will provide a summary of chapter 16. See Build Background.

In chapter 17, Miles is unable to locate Edward, so he goes toward his family home—Hendon Hall. Meanwhile, Edward is led by the youth (Hugo) into the woods to a barn where they are joined by John Canty, now named Hobbs, and later by a gang of vagrants. Edward hears some of the vagrants’ sad stories at the hands of English law and tells them that when he is restored as king, he will change the laws. The gang mocks Edward and crown him Foo-foo, King of the Mooncalves.

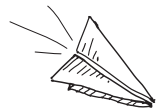
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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
tolerable (adjective) page 87	tol-er-able (TAH-ler-able)	fair, acceptable	Mia’s dance was only <i>tolerable</i> , and she lost the contest to Janet, who danced extremely well.
compassion (noun) page 89	com-pas-sion (kom-PASS-shun)	awareness of the suffering of another and the wish to relieve it	Because of Dan’s <i>compassion</i> for animals, he worked to raise money for the local animal shelter.

continued

Word	Pronunciation	Definition	Sample Sentence
formidable (adjective) page 91	for-mid-able (FOR-mih-dah-ble)	powerful	The <i>formidable</i> storm knocked over many trees.
abhor (verb) page 92	ab-hor (ab-HORE)	despise, hate	I <i>abhor</i> cold winds in the winter, and I just want to stay home where it is nice and cozy.
derisive (adjective) page 103	de-ri-sive (dee-RYE-sive)	mocking, jeering	The <i>derisive</i> laughter made Jason feel bad.
motley (adjective) page 107	mot-ley (MOT-lee)	varied, dissimilar	The kennel had a <i>motley</i> group of dogs, including St. Bernards, terriers, Chihuahuas, and poodles.
repudiated (verb) page 155	re-pu-di-ated (ree-PEW-dee-ated)	rejected	The principal <i>repudiated</i> Wanda's excuse for being late and asked her to bring a note from home.
interminable (adjective) page 174	in-ter-min-able (in-TUR-min-able)	endless	The <i>interminable</i> speech seemed to last forever.

Review Vocabulary Vault.

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

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 story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. Provide a summary of chapter 16:

Post and present the reading objective.

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



Build background about the topic.

Tom attends the banquet—a glorious occasion, as usual, for royalty—and performs well in spite of the fact that everyone is watching.

- In preparation for reading the chapter, have students read the glossary for chapter 17 (pages 208 and 209) and the vocabulary for chapter 15 (pages 224 and 225).

Interactive Read Aloud

- Read pages 101 and 102 (paragraph 10) aloud.
- Use **Think-Pair-Share** to ask:

What is the connotation of “shod with lead” on page 102, paragraph 4?

This means that Edward doesn't think the youth is moving fast enough; it is as if he has heavy lead on his feet.

- Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.

Refer students to pages 101 and 102 in the text.



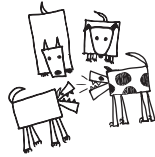
Teacher: Read aloud.

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.

Sample Graphic Organizer	
<p>Title: <u>The Prince and the Pauper</u></p>	
<p style="text-align: center;">Characters:</p> <p>Tom Canty Edward Tudor Mr. and Mrs. Canty sisters Bet and Nan Canty grandmother Christ's Church Hospital boys Lady Jane Grey King Henry VIII Lord Hertford Lord St. John Lady Elizabeth Miles Hendon Hugo</p>	<p style="text-align: center;">Setting:</p> <p>Where: London, England</p> <p>When: 1547</p>
<p>Event: <u>Edward follows the youth (Hugo), supposedly looking for Miles.</u></p>	



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 102 (paragraph 11)–108 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

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 irony in paragraph 2 on page 106? **[AC]** (Team Talk rubric)

*100 = The irony in this paragraph is when Yokel says his family is better off dead than living in England because the laws are so unfair. He thinks English law was good for his mother since it burned her for being a witch, and now she doesn't have to starve anymore. Yokel and his family are thrown off their farm and left to beg in the streets, but being hungry is a crime in England. They were lashed several times just for trying to get food; Yokel was put in the stocks and sold as a slave. This is another **instance** where the poor have no rights and are subject to unfair treatment.*

90 = The irony in this paragraph is when Yokel says his family is better off dead than living in England because the laws are so unfair. He thinks English law was good for his mother since it burned her for being a witch, and now she doesn't have to starve anymore. Yokel and his family are thrown off their farm and left to beg in the streets, but being hungry is a crime in England. They were lashed several times just for trying to get food; Yokel was put in the stocks and sold as a slave.

80 = The irony in this paragraph is when Yokel says his family is better off dead than living in England because the laws are so unfair.

continued

Team Talk Questions *continued*

2. How does Edward's response to Yokel's tale on page 106 compare with Tom's response to the criminals in chapter 15? **[RE]** (Team Talk rubric)

100 = Both boys have the same response; they want the laws and punishments changed. Both incidents have a strong impact on the boys; they are able to see how unfairly the law treats the so-called criminals. The boys see the law from the point of view of the accused and the poor. Because the boys are kindhearted, they want the laws changed to be more **humane**.

90 = Both boys have the same response; they want the laws and punishments changed. Both incidents have a strong impact on the boys; they are able to see how unfairly the law treats the so-called criminals. The boys see the law from the point of view of the accused and the poor.

80 = Both boys have the same response; they want the laws and punishments changed.

3. What is the meaning of the Ruffler's speech in paragraph 6 on page 107? **[AC]** (Team Talk rubric)

100 = The Ruffler corrects Edward's threats to the vagabonds. The Ruffler says that if Edward wants to be king, he should not be harmful in it. He then goes on to say that even though the gang is made up of bad men, they are not traitors. He encourages the gang to honor the real king. Even though the Ruffler's gang **commits crimes**, they **remain loyal** to the king.

90 = The Ruffler corrects Edward's threats to the vagabonds. The Ruffler says that if Edward wants to be king, he should not be harmful in it. He then goes on to say that even though the gang is made up of bad men, they are not traitors. He encourages the gang to honor the real king.

80 = The Ruffler corrects Edward's threats to the vagabonds. The Ruffler says that if Edward wants to be king, he should not be harmful in it.

continued

Team Talk Questions *continued*

4. What is Twain satirizing when the gang crowns Edward as Foo-foo, King of the Mooncalves? Identify words and phrases that Twain uses to support his purpose. How does the gang’s treatment affect Edward? **(Write) [AC, AP]** (Team Talk rubric)

100 = *Twain is satirizing the **monarchy and the pomp and splendor** that goes with it. Twain uses a variety of words and phrases to support the satire. The gang gives Edward a silly name, Foo-foo, King of the Mooncalves. Twain also satirizes the ceremonies that the monarchy uses; the gang crowns Edward with “a tin basin,” they “robed [Edward] in a tattered blanket,” they “throned [him] on a barrel,” and they make formal requests of Foo-foo (“Trample not upon by beseeching worms”). Edward is hurt by their mocking; he is only trying to be kind to them. Twain chooses **specific words and phrases** to make fun of the monarchy.*

90 = *Twain is satirizing the king and his court. Twain uses a variety of words and phrases to support the satire. The gang gives Edward a silly name, Foo-foo, King of the Mooncalves. Twain also satirizes the ceremonies of the court; the gang crowns Edward with “a tin basin,” they “robed [Edward] in a tattered blanket,” they “throned [him] on a barrel,” and they make formal requests of Foo-foo (“Trample not upon by beseeching worms”). Edward is hurt by their mocking; he is only trying to be kind to them.*

80 = *He is satirizing the king and his court. Edward is hurt by their mocking; he is only trying to be kind to them.*

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: “The formidable sled dogs can pull a sled over miles of snow.”

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 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



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.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Clarify Complex Text

Word	Pronunciation	Definition	Sample Sentence
tolerable (adjective) page 87	tol-er-able (TAH-ler-able)	fair, acceptable	Mia's dance was only <i>tolerable</i> , and she lost the contest to Janet, who danced extremely well.
compassion (noun) page 89	com-pas-sion (kom-PASS-shun)	awareness of the suffering of another and the wish to relieve it	Because of Dan's <i>compassion</i> for animals, he worked to raise money for the local animal shelter.
formidable (adjective) page 91	for-mid-able (FOR-mih-dah-ble)	powerful	The <i>formidable</i> storm knocked over many trees.
abhor (verb) page 92	ab-hor (ab-HORE)	despise, hate	I <i>abhor</i> cold winds in the winter, and I just want to stay home where it is nice and cozy.
derisive (adjective) page 103	de-ri-sive (dee-RYE-sive)	mocking, jeering	The <i>derisive</i> laughter made Jason feel bad.
motley (adjective) page 107	mot-ley (MOT-lee)	varied, dissimilar	The kennel had a <i>motley</i> group of dogs, including St. Bernards, terriers, Chihuahuas, and poodles.
repudiated (verb) page 155	re-pu-di-ated (ree-PEW-dee-ated)	rejected	The principal <i>repudiated</i> Wanda's excuse for being late and asked her to bring a note from home.
interminable (adjective) page 174	in-ter-min-able (in-TUR-min-able)	endless	The <i>interminable</i> speech seemed to last forever.

Lesson 3

Reading Objective: Use strategies to clarify figurative and connotative meanings.

Teacher Background

Students will be skipping over chapters 18–26, so you will summarize those chapters. A summary is provided in Set the Stage.

In chapter 27, while in jail, Miles learns how Hugh came to marry Lady Edith from Blake Andrews, a loyal servant, who comes to see Miles. Andrews also discusses the madness of the prince with Miles and Edward, which upsets Edward. Two women, in jail for being Baptists, comfort Edward, and he can't believe that they will be lashed (scourged) for their so-called crime. The next day, he is appalled to see them burned at the stake. As Edward talks with other prisoners, he learns more about the injustice of English law and vows to change these laws.

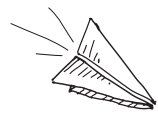
Teacher's Note:

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.



Active Instruction

(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.

Clarify Complex Text

Model exploring a word in the word power journal.

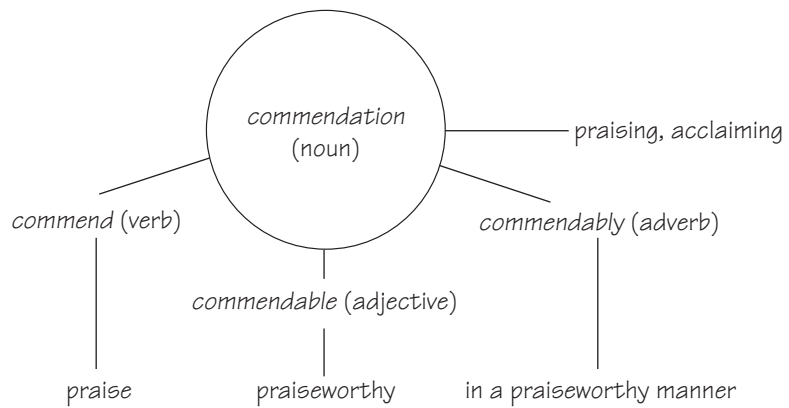
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud

I want to clarify the word *commendation*. From the context, I think *commendation* must mean praise or reward since the sentence says "...a goodly wench and worthy all commendation."

(Model looking up the word.) I was right; *commendation* means the act of praising, and it is a noun. Related words are *commend*, a verb, *commendable*, an adjective, and *commendably*, an adverb. So you can indicate praise with several parts of speech.

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

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.

Teams review their cycle goal.

Post and present the reading objective.

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



Build background for today's reading.

Refer students to page 155 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

5. Provide a summary of chapters 18–26:

In these chapters, Edward lives with the vagrants for a while, learning the life they lead and learning more about the difficult lives of his subjects. One of the vagrants, Hugo, conspires to get Edward arrested for theft, but Edward is rescued by Miles. Miles and Edward go to Hendon Hall where Miles learns that his father is dead and that Hugh has married Lady Edith. Miles tries to reclaim his position as the older brother, but everyone denies that he is Miles. Miles is warned about Hugh's evil motivations by Lady Edith, but when Miles and Edward try to leave, they are taken to prison for trying to claim Miles's rights.

6. In preparation for reading the chapter, have students read the glossary for chapter 27 (pages 211 and 212) and the vocabulary for chapter 27 (pages 227 and 228).

Interactive Read Aloud

1. Read page 155, paragraph 1 aloud.

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

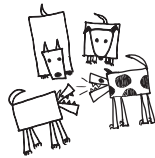
What is the irony that Miles faces, and how does Twain summarize the irony at the end of the paragraph?

The irony is that Miles expected a jubilant homecoming, but he was met with denial and conspiracy; he is now in jail because of his brother Hugh. Twain's last sentence in the paragraph uses a metaphor to highlight the irony—"[Miles] had danced blithely out to enjoy a rainbow, and got struck by lightning."

3. Read pages 155 (paragraph 2)–157 (paragraph 4) aloud.
4. Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.

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

Sample Graphic Organizer	
Title: <i>The Prince and the Pauper</i>	
Characters: Tom Canty Edward Tudor Mr. and Mrs. Canty sisters Bet and Nan Canty grandmother Christ's Church Hospital boys Lady Jane Grey King Henry VIII Lord Hertford Lady Elizabeth Lord St. John Miles Hendon Hugo Lady Edith Hugh Blake Andrews	Setting: Where: London, England When: 1547
Event: In jail, Miles and Edward learn what happened to Miles's family from a loyal servant, Blake Andrews.	



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**
pages 157 (paragraph 5)–162 aloud with partners.
(if skipping Interactive Read Aloud, pages 155–162)
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

1. Translate Edward's statement in paragraph 3 on page 158 "Methinks they must needs find him first," into your own words. Explain how you clarified the sentence. **[AC, CV]** (strategy-use rubric)

100 = This sentence means I think they'll have to find him first. Since people don't talk that way today, I had to clarify the vocabulary and the sentence structure. From the context, methinks means I think. To make the sentence make sense, I dropped out the word needs. Twain creates believable characters by having them use the language of the time in their dialogue.

90 = This sentence means I think they'll have to find him first. Since people don't talk that way today, I had to clarify the vocabulary and the sentence structure. From the context, methinks means I think. To make the sentence make sense, I dropped out the word needs.

80 = This sentence means I think they'll have to find him first.
2. What is the irony in paragraph 2 on page 160? **[AC]** (Team Talk rubric)

100 = The irony in this paragraph is that one might expect harsh punishments in a nonChristian or heathen country and better treatment in a Christian country, but this is not so. Some people were punished for their religion; the two women in jail with Edward are awaiting punishment just for being Baptists. Twain continues to point out the inconsistencies in the English legal system and that these inconsistencies are felt, to a large degree, by the unfortunate.

90 = The irony in this paragraph is that one might expect harsh punishments in a nonChristian or heathen country and better treatment in a Christian country, but this is not so. Some people were punished for their religion; the two women in jail with Edward are awaiting punishment just for being Baptists.

80 = The irony is that one might expect harsh punishments in a nonChristian or heathen country and better treatment in a Christian country, but this is not so.

continued

Team Talk Questions *continued*

3. Twain uses the phrase “froze the marrow in his bones” in paragraph 4 on page 160. What does this metaphor mean? **(Write) [AC, CV]** (Team Talk rubric)
- 100 = *This metaphor means that what Edward sees (his two friends being burned at the stake) is so shocking that he is stunned and unmoving, as if frozen solid. If a person’s bone marrow freezes, the person would be frozen through like a block of ice. The metaphor is used to show how shocking the image is for Edward. The punishment itself is shocking, but especially so because Edward knows the women and their crime. The women were kind to him, and now they are being burned. Metaphors can convey a lot of meaning, even the horror of a situation such as Edward experiences.*
- 90 = *This metaphor means that what Edward sees (his two friends being burned at the stake) is so shocking that he is stunned and unmoving, as if frozen solid. If a person’s bone marrow freezes, the person would be frozen through like a block of ice. The metaphor is used to show how shocking the image is for Edward. The punishment itself is shocking, but especially so because he knows the women and their crime. The women were kind to him, and now they are being burned.*
- 80 = *This metaphor means that what Edward sees (his two friends being burned at the stake) is so shocking that he is stunned and frozen in place.*
4. Why do you think Twain uses the episodes when Edward is with the gang of vagabonds and his time in jail? What impact do these episodes have on Edward? Explain how you know. **[DC, AC, AP]** (Team Talk rubric)
- 100 = *Twain uses these episodes to have Edward see how his subjects really live and to have him gain some understanding and sympathy. These episodes have a serious impact on Edward, especially the two women in jail. Edward comes to know them, and yet they are burned at the stake. At the end of the chapter, Edward says, “The world is made wrong kings should go to school to their own laws, at times, and so learn mercy.” Edward’s **statement** supports two of Twain’s **themes**: a ruler or any lawmaker should be made to live under his or her own laws, and a ruler can be judged by how that ruler treats his or her poorest subjects.*
- 90 = *Twain uses these episodes to have Edward see how his subjects really live and to have him gain some understanding and sympathy. These episodes have a serious impact on Edward, especially the two women in jail. Edward comes to know them, and yet they are burned at the stake. At the end of the chapter, Edward says, “The world is made wrong kings should go to school to their own laws, at times, and so learn mercy.”*
- 80 = *Twain uses these episodes to have Edward see how his subjects really live and to have him gain some understanding and sympathy.*
5. What is a synonym for the word *interminable*? What is an antonym for the word *interminable*? (Reminder: An antonym is a word that means the opposite.) **[CV]**
Interminable means endless, so a synonym is the word long. An antonym for interminable is limited.

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

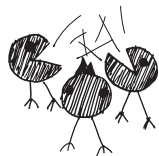


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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 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

(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.

Lesson 4

Reading Objective: Use strategies to clarify figurative and connotative meanings.

Teacher Background

Students will be skipping over chapters 28–30, so you will summarize those chapters. A summary is provided in Set the Stage.

In chapter 31 and the first part of chapter 32, Tom proceeds to Westminster Abbey for the coronation. The Recognition procession moves through magnificently decorated streets filled with thousands of adoring subjects. He sees some of his old friends and his mother. Startled by her appearance, Tom makes his usual sign with the palm of his hand facing outward. His mother recognizes him and comes to him, but he denies her. He feels guilty about this and is depressed for the rest of the procession. At Westminster Abbey, regular people who want to see the coronation have to get there early and wait hours while the privileged have their places reserved and can come close to the time of the coronation. Tom enters the abbey, royally robed, and the Archbishop of Canterbury starts to crown him as king.

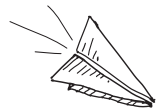
Teacher's Note:

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.



Active Instruction

(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.

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 chapters 28–30.

Refer students to pages 173–175 in the text.



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.
5. Provide a summary of chapters 28–30:

In jail, Miles is punished for having a bad attitude, and Edward narrowly escapes the stocks when Miles comes to his defense. Miles takes Edward's punishment, and Edward rewards him by naming him an earl. When they are finally released, they go to London where they realize it is coronation day. Meanwhile, Tom is adapting to his new position in life and starting to enjoy it and its privileges. He changes unjust laws.

6. In preparation for reading the chapters, have students read the glossary for chapters 31 and 32 (pages 212 and 213) and the vocabulary for chapters 31 and 32 (pages 229 and 230).

Interactive Read Aloud

1. Read pages 173–175 (paragraph 5) aloud.
2. Use **Think-Pair-Share** to ask:

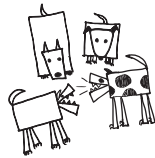
What is the irony when Tom sees his old friends?

The irony is that he had made his friends nobles in his mimic court, and now he is going to be the king, but they are still paupers.

3. Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.

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

Sample Graphic Organizer	
Title: <i>The Prince and the Pauper</i>	
Characters: Tom Canty Edward Tudor Mr. and Mrs. Canty sisters Bet and Nan Canty grandmother Christ's Church Hospital boys Lady Jane Grey King Henry VIII Lord Hertford Lady Elizabeth Lord St. John Miles Hendon Hugo Lady Edith Hugh Blake Andrews	Setting: Where: London, England When: 1547
Event: Tom processes to Westminster Abbey for his coronation.	



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**
pages 175 (paragraph 6)–181 (paragraph 5) aloud with partners.
(if skipping Interactive Read Aloud, pages 173–181 (paragraph 5))
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

1. How does Tom feel after he rejects his mother? Cite words and phrases in the text as evidence for your answer. **(Write) [AC]** (Team Talk rubric)
 - 100 = *Tom feels terrible after he rejects his mother. Evidence for this conclusion includes use of the following words and phrases: shame, "ride to ashes," "withered his stolen royalty," "stricken valueless," and "they seemed to fall away from him like rotten rags." Twain uses specific words and phrases to create an image of Tom's feelings.*
 - 90 = *Tom feels terrible after he rejects his mother. Evidence for this conclusion includes use of the following words and phrases: shame, "ride to ashes," "withered his stolen royalty," "stricken valueless," and "they seemed to fall away from him like rotten rags."*
 - 80 = *Tom feels terrible after he rejects his mother because of the word shame.*
2. On page 177 in paragraph 1, what example of hyperbole does the Lord Protector use? Explain what it means. Explain why it is important that the king (Tom) look happy? **[AC, CV]** (Team Talk rubric)
 - 100 = *The hyperbole is the phrase "the sun of royalty." In saying this, the Lord Protector means that the king is the supreme person in England. The king is so splendid and glorious, just like the sun. On coronation day, it is important for the king to show that he is happy. His subjects want to know he is happy so they can look forward to a good future. In these superstitious days, if the king looked depressed, his subjects would think it was a bad omen for the future. Twain uses a variety of figurative language to convey meaning.*
 - 90 = *The hyperbole is the phrase "the sun of royalty." In saying this, the Lord Protector means that the king is the supreme person in England. The king is so splendid and glorious, just like the sun. On coronation day, it is important for the king to show that he is happy. His subjects want to know he is happy so they can look forward to a good future.*
 - 80 = *The hyperbole is the phrase "the sun of royalty" meaning the king is as important as the sun. His subjects want to think he is happy so he must show he is happy.*

continued

Team Talk Questions *continued*

3. What is Twain saying about social classes in paragraph 2 on page 179? **[AP]**
(Team Talk rubric)

100 = Regular people have to get to the cathedral very early in the morning (4 a.m.) if they want seats for the coronation. The privileged people, the wealthy and royalty, have seats saved for them, so they can come when they want. The special people get special privileges. The rest of us don't have any influence. The seating in the cathedral for the coronation gives Twain an opportunity to **comment** on the **inequality** of people's social standing.

90 = Regular people have to get to the cathedral very early in the morning (4 a.m.) if they want seats for the coronation. The privileged people, the wealthy and royalty, have seats saved for them, so they can come when they want. The special people get special privileges. The rest of us don't have any influence.

80 = Regular people have to get to the cathedral very early in the morning (4 a.m.) if they want seats for the coronation. The privileged people, the wealthy and royalty, have seats saved for them, so they can come when they want.

4. What is the irony in paragraph 4 on page 181? **[AC]** (Team Talk rubric)

100 = The irony is that Tom is among splendor, about to be crowned king and, thus, have everything he could wish for, but he is not happy. He knows he isn't the real king. He knows he has lost his friends and family. He knows that the nobles and servants around him don't really know him as a person. He knows he will certainly be a captive now. It is also ironic that the recognition ceremony doesn't really recognize the real king. Twain **maintains** his ironic approach by **contrasting** a person's situations with his or her feelings.

90 = The irony is that Tom is among splendor, about to be crowned king and, thus, have everything he could wish for, but he is not happy. He knows he isn't the real king. He knows he has lost his friends and family. He knows that the nobles and servants around him don't really know him as a person. He knows he will certainly be a captive now. It is also ironic that the recognition ceremony doesn't really recognize the real king.

80 = The irony is that Tom is among splendor, about to be crowned king and, thus, have everything he could wish for, but he is not happy. It is also ironic that the recognition ceremony doesn't really recognize the real king.

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

The band gave only a _____ performance, so it was not chosen to march in the July 4th parade.

Tolerable. Tolerable means fair or acceptable. I think to march in a parade you would want a band that played really well.

6. How does the story map help you understand the story?

(Answers will vary.) With the story map, I can keep the events in the right order. This helps me when I read the next section of the book. Referring to the story map helps me remember specific characters and what has happened to them.

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

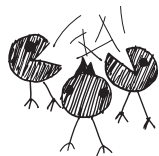


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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 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

(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.

Lesson 5

Writing Objective: Analyze and cite examples of the author’s word choice to support your point.

Teacher Background

Today’s writing activity provides another opportunity for students to state an opinion about the novel and support their opinions with examples of the author’s word choices. The activity requires close reading of the text.

In this lesson, you will instruct students on the use of connecting words and phrases.

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.

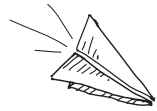
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.
Introduce the writing project.



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. 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 in this unit, they have been focusing on figurative language and how the author uses words to create images and convey meaning. Remind students that writers have a good command of language and use words and their connotations with specific intentions.

Tell students that for the writing activity today, they will focus on a specific passage in the text, identify the author’s meaning, and find support for the author’s meaning in the author’s word choices.

Point out that making a good argument for your point includes using words and phrases to connect the evidence to the point.

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

Read the prompt aloud.

Writing Prompt
In chapter 17, Edward spends time with Hugo’s gang. What is your opinion of the gang? Cite examples of the author’s word choice to support your point.



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?

The prompt is asking me to support a claim with reasons. The prompt asks me to give my opinion and to support my opinion with examples from the story.

Students identify the purpose for writing.

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to support a claim with reasons 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 to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> • Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> • Begin by stating a position (claim). • In the middle, tell supporting reasons. • End with a closing statement.
Style	<ul style="list-style-type: none"> • Use words and phrases that help the audience see how the reasons are related to the claim.
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 guidelines relate to our writing objective to analyze and cite examples of the author’s word choice to support your point?

From the Ideas section, the guideline to make a clear point about style and from the Style section, the guideline to choose and quote words to support your point relate to the writing goal.

7. 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 using words and phrases to connect support to points.

Blackline master provided.

Model a Skill

1. Tell students that there are certain words and phrases they can use to connect supporting examples to the points they wish to make. Display the following, and review with students.

First, second, third...
In addition...
Another important example is...
A final example...
Furthermore...
It is because...
For instance...
For example...
In summing up/In conclusion it can be said that...

Point out that by using these words and phrases, writers help readers to follow their points.

2. Provide an example. Display the following, and review with students.

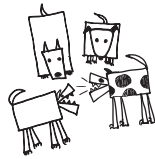
Blackline master provided.

I think Mark Twain is very skilled in using figurative language. There are many examples in his novel *The Prince and the Pauper*. For example, Twain uses personification in descriptions such as “Houses...the third [story] sticking its elbows out beyond the second [story]” and “They [houses] were skeletons of strong crisscross beams....” In addition, he uses a simile in “clothed like butterflies.” This simile tells the reader that the people had very colorful clothes because butterflies are colorful. A final example is the metaphor on page 161 “...tale of woes wrung his heart.” This metaphor tells the reader that what Edward is hearing is very sad and terrible. Twain uses language to paint vivid descriptions, convey meaning, and make his writing interesting to read.

Have students identify the connecting words or phrases.

“For example,” “in addition,” and “a final example.”

Point out that there are many words and phrases similar to those on the list; students are not restricted to the particular ones that you have reviewed.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

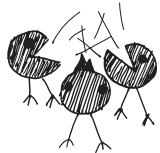
Students revise and edit their writing projects.

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.



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 to support a claim with reasons and the writing goal—to analyze and cite examples of the author's word choice 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 state his or her point clearly?**
- **Are reasons organized in a sequence that a reader can follow?**
- **Does the writer analyze and cite examples of the author's word choice to support his or her point?**
- **Does the writer use correct punctuation, spelling, and grammar?**

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 include connecting words and phrases? Do you think they were effective?

Answers will vary.

Celebrate

Celebrate team successes!

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?

The top team chooses a cheer.

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.

Remind students of the Read and Respond homework assignment.

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

First, second, third...

In addition...

Another important example is...

A final example...

Furthermore...

It is because...

For instance...

For example...

In summing up/In conclusion it can be said that...

I think Mark Twain is very skilled in using figurative language. There are many examples in his novel *The Prince and the Pauper*. For example, Twain uses personification in descriptions such as “Houses...the third [story] sticking its elbows out beyond the second [story]” and “They [houses] were skeletons of strong crisscross beams....” In addition, he uses a simile in “clothed like butterflies.” This simile tells the reader that the people had very colorful clothes because butterflies are colorful. A final example is the metaphor on page 161 “...tale of woes wrung his heart.” This metaphor tells the reader that what Edward is hearing is very sad and terrible. Twain uses language to paint vivid descriptions, convey meaning, and make his writing interesting to read.

Writing Prompt

In chapter 17, Edward spends time with Hugo’s gang. What is your opinion of the gang? Cite examples of the author’s word choice to support your point.

Writing to Support a Claim with Reasons	
Ideas	<ul style="list-style-type: none"> Clearly state a position (claim) and include good reasons that support that position.
Organization	<ul style="list-style-type: none"> Begin by stating a position (claim). In the middle, tell supporting reasons. End with a closing statement.
Style	<ul style="list-style-type: none"> Use words and phrases that help the audience see how the reasons are related to the claim.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Lesson 6

Reading Objective: Use strategies to clarify figurative and connotative meanings.

Writing Objective: Analyze and cite examples of the author’s word choice to support your point.

Teacher Background

Today’s cycle test challenges students to clarify Twain’s use of figurative language and connotative meanings.

In chapter 32, all is revealed. Edward enters the abbey and tries to stop the coronation. Tom declares that Edward is the true king. Naturally, there is confusion about the two boys. The Lord Protector begins to test Edward, asking him questions about the court and the late king. Finally, the Lord Protector decides that asking about the missing Great Seal will be the true test. When the Great Seal still cannot be found, Tom asks Edward to think about their first meeting. Finally, Edward remembers where he put the Great Seal; the seal is retrieved, and Edward is crowned king.

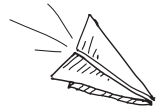
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.



Active Instruction tp

(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.



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using strategies to clarify figurative and connotative meanings. Use **Think-Pair-Share** to review the skill and what students have been doing to practice it.

(Answers will vary.) I have looked at the connotations of words and phrases; for example, the gang is described as “tattered gutter-scum.” This tells me that these people are extremely poor and behave badly.

Tell students that they will use this skill 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 using strategies to clarify figurative and connotative meanings.
4. Ask students to underline key words or phrases in question #2.

2. What is Twain saying in paragraph 3 on page 183? What is the connotation of *stranded* and the metaphor “sweeping the other out to sea”? **[AC, CV]**

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

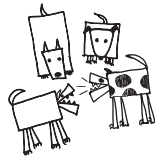
Today you will read more about Tom and Edward.



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.

How have the boys changed as a result of switching places?

(Answers may vary.) Both boys appreciate their original lives and their switched lives. Both show a remarkable sensitivity upon learning of the many injustices that affect the king's subjects.

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

Clarify Complex Text

Directions: Read *The Prince and the Pauper*, pages 181 (paragraph 6)–187, 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. Why is the crowning of Foo-foo, King of the Mooncalves, an example of irony? **[AC]**

20 points = Twain uses irony in this situation to satirize the monarchy. The gang uses its own version of pomp and circumstance to crown Foo-foo. The irony is that they are crowning the real king with a “tin basin,” a “tattered blanket” for a robe, and a barrel for a throne. Twain uses irony to mock the ceremonies of royalty and make a point that a democracy with elected officials is better than a monarchy.

15 points = Twain uses irony in this situation to satirize the monarchy. The gang uses its own version of pomp and circumstance to crown Foo-foo. The irony is that they are crowning the real king with a “tin basin,” a “tattered blanket” for a robe, and a barrel for a throne.

10 points = Twain uses irony in this situation to satirize the monarchy. The irony is that the gang is crowning the real king.

2. What is Twain saying in paragraph 3 on page 183? What is the connotation of *stranded* and the meaning of the metaphor “sweeping the other out to sea”? **[AC, CV]**

20 points = Everyone is confused when Edward comes to the coronation, claims that he is the true king, and is acknowledged as the king by Tom. The crowd goes back and forth between believing Edward and Tom and disbelieving them. The connotation of stranded is that the crowd is favoring Tom as the king, a position he does not want. He doesn’t want to be stranded in the position of king. The metaphor “sweeping the other out to sea” continues the idea of the crowd favoring Tom as king; they would get rid of Edward because they do not think he is the true king. Twain uses figurative language to convey meaning and make his writing interesting to read.

15 points = Everyone is confused when Edward comes to the coronation, claims that he is the true king, and is acknowledged as the king by Tom. The crowd goes back and forth between believing Edward and Tom and disbelieving them. The connotation of stranded is that the crowd is favoring Tom as the king, a position he does not want. He doesn’t want to be stranded in the position of king. The metaphor “sweeping the other out to sea” continues the idea of the crowd favoring Tom as king; they would get rid of Edward because they do not think he is the true king.

10 points = *The crowd goes back and forth between believing Edward and Tom and not believing them. The connotation of stranded is that the crowd is favoring Tom as the king, a position he does not want. The metaphor “sweeping the other out to sea” continues the crowd’s favoring of Tom as king; they would get rid of Edward because they do not think he is the true king.*

3. What is the irony in paragraph 5 on page 183? **[AC]**

20 points = *The irony is that the fate of Edward and his reign rests on Edward’s memory of a small event—where he put the Great Seal. One would normally think that a king’s reign would rest on a more important test or event. Twain uses irony here to point out how **insignificant** events can sometimes be important.*

15 points = *The irony is that the fate of Edward and his reign rests on Edward’s memory of a small event—where he put the Great Seal. One would normally think that a king’s reign would rest on a more important test or event.*

10 points = *The irony is that the fate of Edward and his reign rests on Edward’s memory of a small event—where he put the Great Seal.*

4. What does paragraph 7 on page 187 tell you about Tom? Identify Twain’s words and phrases that support your answer. **[AC, CV]**

20 points = *Tom feels embarrassed. Twain says that “red blood began to steal up into Tom’s cheeks and he dropped his eyes and was silent.” I’ve felt just that way when I was embarrassed. Twain’s **word choice** describes feelings and situations without having to say things **directly**, such as “Tom is embarrassed.”*

15 points = *Tom feels embarrassed. Twain says that “red blood began to steal up into Tom’s cheeks and he dropped his eyes and was silent.” I’ve felt just that way when I was embarrassed.*

10 points = *Tom feels embarrassed because “red blood” goes to his cheeks.*

5. What big idea or comment on human society did you get from this book? Cite evidence from the text. **[RE, SA]**

(Answers will vary.)

20 points = *I think this story is a good example of the saying “don’t judge a book by its cover.” From the very beginning when the two boys change clothing, everyone around them judges them by their appearance; the real prince, Edward, is considered a pauper, and the pauper, Tom, is thought to be the prince. Everyone **discounts** their claims of prince and pauper **status**, and nothing is ever investigated until the end of the story. Another time that Twain **emphasizes** this point is when Edward is with the gang. Many of the gang members wear disguises, such as a fake leg, to get people to feel sorry for them and give them money. Twain uses this story to make the point that you should always look at the real person behind the clothes; good people can dress badly, and bad people can dress well.*

15 points = *I think this story is a good example of the saying “don’t judge a book by its cover.” From the very beginning when the two boys change clothing, everyone around them judges them by their appearance; the real prince, Edward, is considered a pauper, and the pauper, Tom, is thought to be the prince. Everyone ignores their claims of being prince and pauper, and nothing is ever investigated until the end of the story. Another time that Twain brings up this point is when Edward is with the gang. Many of the gang members wear disguises, such as a fake leg, to get people to feel sorry for them and give them money.*

10 points = *I think this story is a good example of the saying “don’t judge a book by its cover” because people judged prince and pauper by their clothing.*

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

How does the crowd feel about the appearance of Edward (page 182, paragraph 8)? Cite examples of the author’s word choice to support your point. **[AC, CV]**

When Edward enters the cathedral and makes his way toward the coronation, proclaiming that he is the true king, the crowd is confused. Twain uses words and phrases such as paralysis, “all minds were struggling to right themselves,” and “tangled minds still floundered helplessly.” Twain creates a picture that people have difficulty realizing what is happening; the king is about to be crowned, and now here another king appears. It would be confusing to anyone.

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

Writing to Support a Claim with Reasons		
Ideas	<ul style="list-style-type: none"> Clearly states a position (claim) and includes good reasons that support that position 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by stating a position (claim) In the middle, tells supporting reasons Ends with a closing statement 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help the audience see how the reasons are related to the claim 	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"> Analyze and cite examples of the author’s word choice to support your point. 	0–15 pts.

Part III. Vocabulary (100 points)

1. "...after the Protector followed a seeming interminable procession of resplendent nobles attended by their vassals...." In this sentence, the word *interminable* most nearly means— **[CV]**
 - A. *never-ending*.
 - B. short.
 - C. lovely.
 - D. amazing.

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

Fred's _____ comments about Natalia's dress were terrible.

 - A. complimentary
 - B. pleasing
 - C. strong
 - D. *derisive*

3. What is a synonym for the word *compassion*? What is an antonym for the word *compassion*? **[CV]**

A synonym for compassion is the word sympathy. An antonym for compassion is indifference.

4. "Weighty evidence, this—in that simple age. Tom recognized its formidable nature, and said...." In this sentence, the word *formidable* most nearly means— **[CV]**
 - A. light.
 - B. insignificant.
 - C. *impressive*.
 - D. easy.

5. What is a synonym for the word *repudiated*? What is an antonym for the word *repudiated*? **[CV]**

A synonym for repudiated is the word opposed. An antonym for repudiated is accepted.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: "My closet has a motley assortment of colors such as red, black, green, and blue."

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

I _____ mint ice cream, but I love chocolate.

 - A. *abhor*
 - B. love
 - C. make
 - D. eat

8. Write a meaningful sentence using the word *tolerable*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: "While I feel that this dress is tolerable, I really want one that will stand out in a crowd."

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]**

We clarified the word rue. Rue means to regret. Mom said if I continue to argue with her, I will rue the day I was born, so I stopped arguing.

10. As used in the sentence "Then he blushed scarlet, and a sort of apology sprung to his lips, but observing that his order had wrought no sort of surprise in the earl or the waiting page, he suppressed the words he was about to utter," *suppressed* most nearly means— **[CV]**

- A. said.
- B. silenced.
- C. shared.
- D. showed.

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

Students will explain their thinking. For example, I used the context. The passage talks about starting to apologize, but when he saw that no one took exception to his action, he didn't say anything.

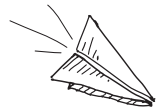
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use strategies to clarify figurative and connotative meanings.

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 tp

(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.

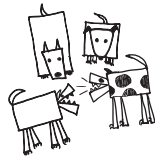
Two-Minute Edit



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

(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.

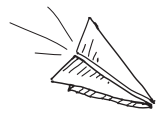
Lesson 8

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

(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 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)

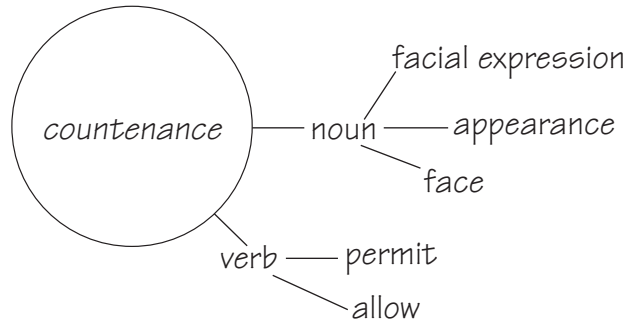
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

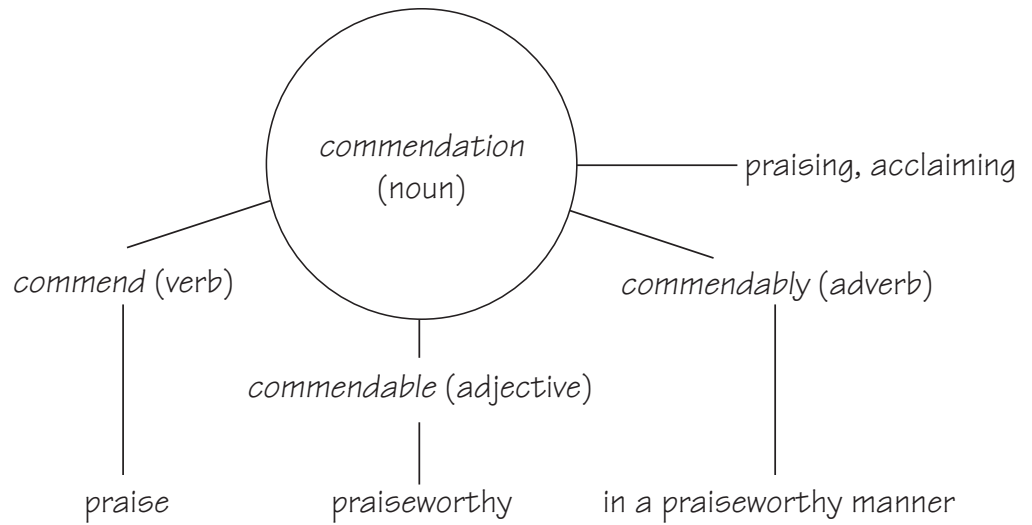
How will use of this skill improve your success in other classes?

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 Clarify Complex Text

English Language Arts Standards: Reading: Literature

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).

Key Ideas and Details

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.

English Language Arts Standards: Writing

Text Types and Purposes

W.8.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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