

Literature

Literary Text Structures

Aladdin and the Magic Lamp

Ali Baba and the Forty Thieves

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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We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.



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Literary Text Structures

Aladdin and the Magic Lamp

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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).

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.

Unit Objectives

Reading: Use story elements (e.g., plot, setting, etc.) to clarify the meanings of words and passages in a story.

Word Power: Break words into prefixes and base words to increase understanding of words.

Writing: Draw a conclusion about the story, and give examples to support it.

Unit Overview

In this unit, students will work on using literary text structures, such as the characters, setting, and plot, to clarify difficult sentences or passages. Students should also look for problems and solutions, causes and effects, and sequences of events to clarify difficult ideas in literature. Understanding how the author organizes ideas in the story is important to clarifying difficult sections of the text.

For writing, students will draw conclusions about the story and give examples to support their ideas. This requires students to show the logic behind their thinking and explain their interpretations of characters or events from the text.

For word power, students will break words down into prefixes and base words to help clarify the meanings of the words.

Scores are not collected and recorded in Level 2-3 units for some classwork questions. Level 2-3 students will not earn scores in the graphic organizer/ notes or summary scores as indicated in the Lightning Round scores rows of the team score sheet and in the Classwork Scores columns of the teacher cycle record form.

Level 2-3 students earn word power scores by correctly answering the Team Talk questions as indicated with “word power” in parentheses. Correct Random Reporter responses earn 100 points for the individual student and 1 team celebration point for the team.

Unit Topic/Content

In cycle 1, students will read *Aladdin and the Magic Lamp*, retold by Carl Bowen as a graphic novel. Aladdin is a lazy child who leaves his mother to do all the work and earn money for the family while he plays. A sorcerer tricks Aladdin into helping him retrieve a lamp and a ring from a cave, but when Aladdin realizes he is being tricked, he refuses to give up the lamp. He soon learns that the lamp and ring are magic and uses them for wealth and to win the heart of the princess. When the sorcerer discovers that Aladdin is still alive and is using the lamp, he steals it, the palace of the sultan, and the princess. Aladdin has to defeat the sorcerer and return everything to normal.

In cycle 2, students will read *Ali Baba and the Forty Thieves*, retold by Matthew K. Manning as a graphic novel. Poor, humble Ali Baba stumbles upon the secret magic cave of a band of thieves. Ali Baba learns the secret to opening the cave and discovers the treasure that the thieves have stolen over the years. He takes some treasure and brings it home to help his family. When his wealthy and greedy brother learns his secret, he also tries to steal from the cave. He is caught by the thieves, who decide to find their stolen treasure. When they learn that Ali Baba might have stolen from them, they plan to attack him and his family. However, they are stopped by a clever maid, leaving Ali Baba and his family full access to the treasure cave.

Both of these stories are from the *One Thousand and One Nights*, a collection of Middle Eastern and South Asian folktales that were originally told orally and passed down for hundreds of years. The stories have been added to and lost over the centuries. The first European translation of the work was published in 1704 in French by Antoine Galland, with the first English translation appearing two years later. The stories are a part of a frame tale, about a young queen named Scheherazade who tells her husband a story each night for 1,001 nights to distract him from his plan to kill her.

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

Aladdin and the Magic Lamp

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 6–19	(Embedded) "Team Talk Response"
Lesson 2	pages 20–33	
Lesson 3	pages 34–47	
Lesson 4	pages 48–58 (ending with "...get the lamp back first.")	
Lesson 5	writing in response to reading	
Lesson 6	pages 58 (beginning with "Meanwhile...")–63	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Ali Baba and the Forty Thieves

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 6–19	
Lesson 2	pages 20–34 (ending with "I'll give it all back! I'll...")	
Lesson 3	pages 34 (beginning with "A few hours later...")–46	
Lesson 4	pages 47–56	
Lesson 5	writing in response to reading	
Lesson 6	pages 57–63	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Literary Text
Structures

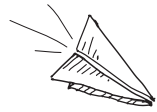
Lesson 1

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Teacher Background

Today students will begin reading *Aladdin and the Magic Lamp*. Aladdin and his mother, Miriam, live in the city of Al Kal’as, which is ruled over by a Sultan Shadid. Aladdin’s father died many years ago, leaving Miriam to work to feed both her and Aladdin. Most people in town consider Aladdin lazy for playing all day instead of helping his mother earn money. One day, a sorcerer pretending to be Aladdin’s uncle comes to visit and recruits Aladdin to help him retrieve a lamp from a cave. He promises Aladdin the treasure in the cave, but all Aladdin finds is a ring. When Aladdin refuses to give up the lamp, the sorcerer traps him in the cave, thinking he will return for the lamp when Aladdin is dead.

This is an adaptation of a classic story as a graphic novel. The story is told as much through the illustrations as it is the text. The format of a graphic novel is similar to that of a comic book, with panels of art. Dialogue appears in speech bubbles, while narration appears in small boxes within a panel. Generally speaking, graphic novels are read the same way as other literature—from left to right and top to bottom. However, readers have to determine in which order to read speech bubbles and allow their eyes to flow across the page.

**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: Imagine that you had access to unlimited wealth or power. Do you think you would use this access for selfish reasons or to help others? Why?

Set the Stage

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

Imagine that you had access to unlimited wealth or power. Do you think you would use this access for selfish reasons or to help others? Why?

I think I would use it for a little of both. I would want to give myself the things I want, or I would want to give my family nice things. But I think I would also use it to help other people. There are a lot of charities that need help.

There are a lot of people who need food and shelter. I would want to use my power to help them. I don’t think it would be fun to always just get anything I want because I could have it.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about the topic.

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 *Aladdin and the Magic Lamp*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

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

After previewing *Aladdin and the Magic Lamp*, 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 boy named Aladdin who finds a magic lamp. The lamp must have special powers that affect Aladdin's life in some way. I figured this out from the title of the book.

5. Point out to students that this text is a graphic novel. Use **Think-Pair-Share** to ask:

After previewing the text, have you seen other kinds of text that are told in a similar way to a graphic novel? What are they, and where have you seen them?

I think comic books and the comics in a newspaper are similar to this graphic novel. I see different sections or squares of artwork on the pages, and each square has characters in it. The characters speak in speech bubbles. I have seen that before in superhero comics or in the newspaper.

How is the format of a graphic novel different from other kinds of literature that you have read?

There are a lot of drawings to go along with the text. The drawings tell a lot of the story. I have to read the speech bubbles in the correct order to understand everything that is happening in the story.

6. Point out as necessary to students that narration in the story appears within boxes in the art panels, while dialogue or character thoughts appear in speech bubbles that usually appear near the speaking character's head.

Review the skill as necessary.

Interactive Read Aloud

1. This cycle our reading objective is to use story elements to clarify the meanings of words and passages in a story. Explain to students that literature is usually structured around a setting, characters, the plot, a problem, and a solution.

In literature, authors relate the ideas and events in the text in relation to the setting, characters, and plot. You can use these text structures to help you clarify difficult words and passages in the text. When you reach a word or passage you don't understand, you can think about whether the author is describing the characters or setting, or if the author is telling you something about the plot.

2. Point out that within the plot, students should look for other common ways authors organize information in literature.

The plot of the story is the events in it. When you think about the plot, think of the problem in the story and the events that lead to the solution. You can clarify difficult words or ideas by identifying them as part of the problem or solution. You should also think about the sequence of events, or how the actions of the characters cause certain events to happen. These can all help you clarify difficult words or passages in the text.

3. Explain to students that in a graphic novel, the illustrations are also an important part of the structure, since they help tell the story.
4. Read pages 6 and 7 aloud. A sample Think Aloud follows.

Refer students to pages 6–9 in the text.

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

Students: Actively listen.

Sample Think Aloud

Hmm, there is a word I don't quite understand from this passage in the text. The word is *sultan*. What is a sultan? I think I read some clues about the setting that might help me figure this out. On page 7, there is some narration that tells me there is a palace in the land of Al Kal'as. I know that the word *palace* is another word for castle. Kings usually live in castles, so a sultan must be a kind of king. I can check my understanding by rereading some other clues. It says the sultan was a powerful ruler. A king rules over a country, so it makes sense that Sultan Shadid is the king of Al Kal'as.

5. Point out to students how you used a description of the setting in Al Kal'as to help you clarify a difficult word. By realizing that there was a palace in the city, you were able to figure out that a sultan is a king.
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: *Aladdin and the Magic Lamp*

<p style="text-align: center;">Characters:</p> <p>Sultan Shadid Miriam Aladdin</p>	<p style="text-align: center;">Setting:</p> <p>Where: land of Al Kal'as a palace a city</p> <p>When:</p>
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Partner pairs: Read aloud/think aloud with the next passage to practice the skill/ strategy.



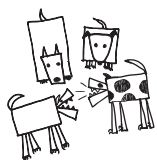
7. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students continue reading pages 8 and 9 aloud. Use **Think-Pair-Share** to ask:

What difficult words or passages did you read that you could clarify by using a literary text structure?

We did not understand why the stranger talks with the other boy at first. We reread and realized that the stranger says he can use Aladdin, so he asks a boy about him. When the stranger talks to Aladdin, he hints that he is related to Aladdin. He says that he is home and that Aladdin looks just like his brother. We understand now why the stranger asks the other boy about Aladdin. He wants to learn more about Aladdin so he can lie to him when they meet.



Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: SR
pages 10–19 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? **(Write)**
[CV] (strategy-use rubric)
100 = We did not understand the word oasis on page 16. We used the setting shown in the drawings to help us figure out the meaning of the word. Aladdin sees an area of plants and a pond of water inside the cavern, but he is in the desert. This must be a place where there is water and life in the desert. This helped us understand how the setting in the cavern is special.
90 = We did not understand the word oasis on page 16. We used the setting shown in the drawings to help us figure out the meaning of the word. Aladdin sees an area of plants and a pond of water inside the cavern, but he is in the desert. This must be a place where there is water and life in the desert.
80 = We did not understand the word oasis on page 16.

continued

Team Talk Questions *continued*

2. Does Aladdin enjoy being thought of as lazy by his mother and others? How can you tell? **[RE, SA]** (Team Talk rubric)

100 = *Aladdin does not enjoy being thought of as lazy and feels he has not been given **enough** chances to **prove** himself. On page 12, when his mother tells the sorcerer that Aladdin is lazy, he says, "I have never been given a chance." He wants to work and help the sorcerer get the treasure from the secret cavern. This shows that Aladdin is **excited** to prove that he can work and help his family.*

90 = *Aladdin does not enjoy being thought of as lazy and feels he has not been given chances to show that he can work. On page 12, when his mother tells the sorcerer that Aladdin is lazy, he says, "I have never been given a chance." He wants to work and help the sorcerer get the treasure from the secret cavern.*

80 = *Aladdin does not enjoy being thought of as lazy and feels he has not been given chances to show that he can work.*

3. Which of the following best describes how Aladdin feels about being tricked by the sorcerer? **[DC, RE]** (Team Talk rubric)

- A. angry that there is no treasure for him
- B. scared of being trapped in the cavern
- C. happy about keeping the lamp and ring
- D. upset that he doesn't really have an uncle

What evidence supports your answer?

100 = *Aladdin **repeats** to the sorcerer that there is no treasure. He says that if the ring is his treasure, then the trip was not worth his **trouble**. He keeps trying to ask the sorcerer about the treasure because he wants what he was promised. This shows that Aladdin is **angry** about being tricked into helping the sorcerer.*

90 = *Aladdin keeps saying that there is no treasure. He says that if the ring is his treasure, then the trip was not worth the work. He keeps trying to ask the sorcerer about the treasure because he wants what he was promised.*

80 = *Aladdin keeps saying that there is no treasure.*

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) and important ideas that they added to their graphic organizers.
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 and graphic organizers.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection



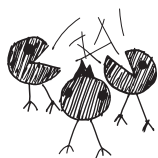
Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

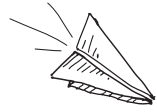
Lesson 2

Reading Objective: Use story elements (e.g., plot, setting, etc.) to clarify the meanings of words and passages in a story.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

In today’s reading, Aladdin finds himself trapped in the cavern after the sorcerer leaves him there to die. He discovers that the plain ring contains an ifrit (EE-freet) who can transport the wearer anywhere. Aladdin has the ifrit take him back home to safety. He tries to find work so he can help his mother, but no one wants to hire him. His mother decides that they can sell the lamp Aladdin brought back from the cavern, but when she tries to polish it, a jinni (GEE-nee) appears. Aladdin wisely asks the jinni for dinner on golden plates so he can sell the plates for money one at a time. After several years, Aladdin becomes a respected businessman in the market.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their 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
refuse (verb) (homograph) page 8	re-fuse (ri-FYOOZ)	say no to, decline	Even though we were full from the dinner, we could not <i>refuse</i> an offer of Mrs. Tate's famous chocolate brownies and some milk.
passage (noun) (homograph) page 15	pas-sage (PAS-ij)	a path or opening; way	Most teachers agree that the <i>passage</i> to achieving good grades in school is through simply doing assigned work and studying the material.
starve (verb) (connotation/ denotation) page 19	starve	die from lack of food	Contrary to popular belief, a dog won't <i>starve</i> if you don't feed it treats throughout the day between its morning and evening meals.
sealed (verb) (homograph) page 19	sealed (SEELD)	closed tightly	I wanted to make sure the envelope stayed shut, so I not only licked it, but <i>sealed</i> it with tape and a sticker before putting it in the mailbox.
disappeared (verb) (Latin root) page 22	dis-ap-peared (dis-uh-PEERD)	vanished from sight	The meteor streaking through the night sky <i>disappeared</i> just as quickly as it showed up while we were observing the constellations.
fabulous (adjective) page 44	fab-u-lous (FAB-yuh-luhs)	extremely good or unusual; superb	Monica often found the decorations at the school dance to be unexciting, but she thought the gym looked <i>fabulous</i> for the spring fling dance that night.
fueled (verb) (connotation/ denotation) page 49	fu-eled (FYOO-uhld)	given energy; fired up	Dominik's excitement for the movie was <i>fueled</i> by the thrilling trailer that hinted at several surprises and plot twists to his favorite character's story.

continued

Word	Pronunciation	Definition	Sample Sentence
ashamed (adjective) page 57	a-shamed (uh-SHEYMD)	embarrassed by feelings of guilt	Larry was <i>ashamed</i> that he had taken a few dollars from his sister's money can, so he repaid her with a ten-dollar bill.

Review Vocabulary Vault.

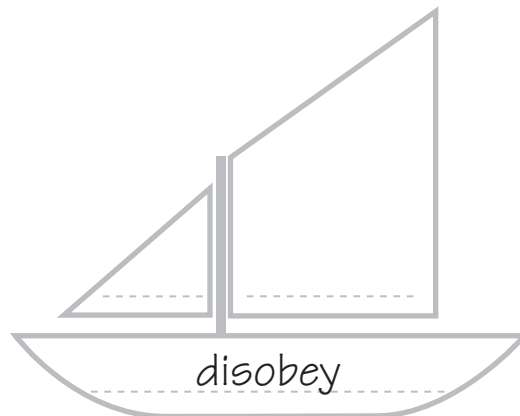
Introduce the word power skill.

Blackline master provided.

- Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
- 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.
- Introduce the word power skill (prefix and base word). Link the skill to the Word Treasure clue for prefix and base word.

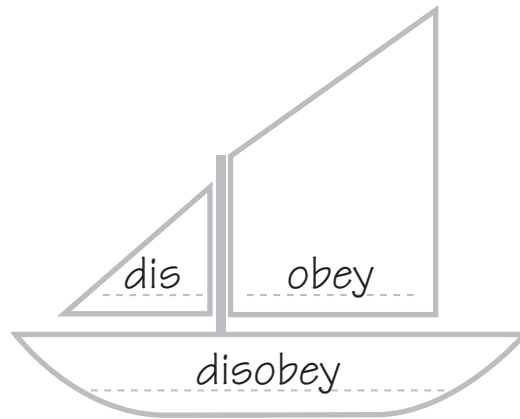
This cycle we will identify prefixes on base words. Sometimes a prefix is added to the beginning of a word and changes the meaning of the base word. The Word Treasure clue we use to remind us of prefixes and base words is a boat with a little sail and a big sail. This reminds us that a prefix goes on the little sail in front of the base word, which goes on the big sail.

- Display the clue, a boat with a little sail and a big sail, and write *disobey* on the bottom.



- Model separating the prefix and base word.

Sample Think Aloud
Let's look at the word <i>disobey</i> that is written on the boat. I need to separate the prefix from the base word. I recognize the base word <i>obey</i> , so the prefix must be <i>dis-</i> . So, I will write the prefix <i>dis-</i> on the little sail and the base word <i>obey</i> on the big sail. This helps me see how to separate prefixes from base words.



9. Point out that prefixes can change the meanings of words. Explain that the prefix *dis-* means not and that it gives a word a negative or opposite meaning. Model determining the meaning of a word with a prefix.

Sample Think Aloud

OK, let's figure out what the word *disobey* means now that we know that prefixes change the meanings of words. I know that *obey* means to follow directions or rules. So, when the prefix *dis-* is added to the word *obey*, it must make it mean not follow directions or rules. This makes the word *obey* mean the opposite.

10. Reveal the Word Treasure (skill).

Word Treasure

Some base words have certain beginnings or prefixes. If you're having trouble reading these words, read the base word first. Next read the prefix, and then read the whole word.

11. Point out to students that there is a word in their vocabulary list with the prefix *dis-* in it.
12. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

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 about the topic.



Review the skill as necessary.

Refer students to pages 20–23 in the text.

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

Students: Actively listen.

Teacher: Model making notes on a graphic organizer.

5. Refer students to the Big Question from yesterday: Imagine that you had access to unlimited wealth or power. Do you think you would use this access for selfish reasons or to help others? Why?

Explain that in today’s reading, Aladdin will meet a jinni, who in most stories will grant the master of the lamp three wishes. Use **Think-Pair-Share** to ask:

What do you know about Aladdin? What do you think he will ask a jinni for if given the opportunity?

I know that Aladdin and his mother are poor. They often do not have a lot of food to eat, and Aladdin’s mother has to work for the little money that they do have. I think that Aladdin might ask a jinni for money or riches so he and his mother will not have to work again. He wants them to live comfortably.

Interactive Read Aloud

1. This cycle our reading objective is to use story elements to clarify the meanings of words in a story. Review with students how they can use literary text structures to help clarify the meanings of difficult words or longer passages of text.
2. Read pages 20 and 21 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>OK, as I read, we were introduced to a new character in the story, the ifrit of the ring. I’m not sure what an ifrit is, but I think I can use some literary text structures to help me clarify it. First, the ifrit seems to change the setting instantly. One minute Aladdin is trapped in the cavern, and then the ifrit takes him home. I can see the walls and a bed in Aladdin’s home in the illustrations. The ifrit does this with a snap of his fingers, so I think he must be a magical creature.</p> <p>I could also think about the plot events to clarify the ifrit. Aladdin is in pretty deep trouble when he’s stuck in the cavern. The sorcerer expects him to die in it. However, the ifrit saves Aladdin’s life by taking him back home instantly. So, not only is the ifrit magical, but he is an important friend to Aladdin.</p>

3. Point out to students that you used a change in the setting to help clarify what a particular character in the text was. Explain that you also thought about the character’s importance in the plot to clarify his role in the story.
4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

Sample Graphic Organizer

Title: *Aladdin and the Magic Lamp*

Characters:

Sultan Shadid
 Miriam
 Aladdin
 the stranger/sorcerer
 the ifrit of the ring

Setting:

Where: land of Al Kal'as
 a palace
 a city
 the magic cavern

Event: *A stranger appears and says he is Aladdin's uncle. He offers Aladdin treasure if he helps him retrieve a lamp from a cavern.*

Event: *When Aladdin learns the stranger is a sorcerer and has tricked him, he keeps the lamp.*

Event: *The ifrit of the ring rescues Aladdin from the cave by bringing him back home.*

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



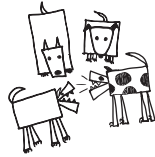
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 22 and 23 aloud. Use **Think-Pair-Share** to ask:

What difficult words or passages did you read that you could clarify using a literary text structure?

We had to clarify the word sorcerer because we have seen it several times. We thought about the characters and events in the story to solve it. The stranger that came to Aladdin and Miriam's house was actually a sorcerer. When they go to find the buried treasure, the sorcerer does magic to open a passage to a cave. He does magic again to seal it shut and trap Aladdin inside. So, we figured out that a sorcerer must be a person who can do magic. This helped us to better understand the character.

Use **Random Reporter** to debrief.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 24–33 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? **(Write)**
[CV] (strategy-use rubric)

100 = We did not understand what the word merchant meant. We used the plot of the story to figure out the meaning of this word. Aladdin sells the gold plates to a merchant in the market, which solves his problem of being poor. So, a merchant must be someone who buys and sells things. This helped us understand how Aladdin’s luck has changed since he has more money.

90 = We did not understand what the word merchant meant. We used the plot of the story to figure out the meaning of this word. Aladdin sells the gold plates to a merchant in the market, which solves his problem of being poor. So, a merchant must be someone who buys and sells things.

80 = We did not understand what the word merchant meant.

continued

Team Talk Questions *continued*

2. At this point in the text, which of the following best describes Aladdin? **[RE, SA]** (Team Talk rubric)

- A. desperate
- B. clever
- C. foolish
- D. greedy

What evidence from the text supports this description?

100 = *Aladdin sells his gold slowly and spends his money wisely. He asks the jinni for food on golden plates. After he and his mother eat, he takes one of the plates to sell it. He only sells another plate when they are out of money from the first one. This shows that Aladdin is clever for thinking about having the money last a long time rather than asking to be rich right away.*

90 = *Aladdin sells his gold slowly and spends his money smartly. He asks the jinni for food on golden plates. He takes one of the plates to sell it and only sells another plate when they are out of money.*

80 = *Aladdin sells his gold slowly and spends his money smartly.*

3. How can you use what you know about the character to clarify the statement that Aladdin “had grown out of his boyhood ways” on page 30? **[CV]** (Team Talk rubric)

100 = *Earlier, Aladdin was lazy and wanted to play instead of work. People said he was lazy for leaving his mother to make money for the family while he played. But after he sells the gold plates, he wants to work and do business. This shows that he has grown up and no longer acts like a little boy.*

90 = *Aladdin used to be lazy and wanted to play all day. People said he was lazy for leaving his mother to make money for the family while he played. After he sells the gold plates, he wants to work and do business.*

80 = *Aladdin used to be lazy and wanted to play all day.*

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

Many people put bird feeders out in winter so birds will not _____ when there are fewer seeds and berries on plants.

Starve. The word feeder is a clue. It seems like a feeder is something that gives food to birds. If you starve, it means you do not have enough food to eat. So, people put out feeders full of food so birds do not go hungry.

5. Write the prefix and the base word, and then write the word’s meaning. Draw a sailboat if you need help. **[CV]** (word power)

disconnect

dis + connect; to not connect, or make not connected

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) and important ideas that they added to their graphic organizers.

Cue students to discuss strategy use and graphic organizers.

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)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection



Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, 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.

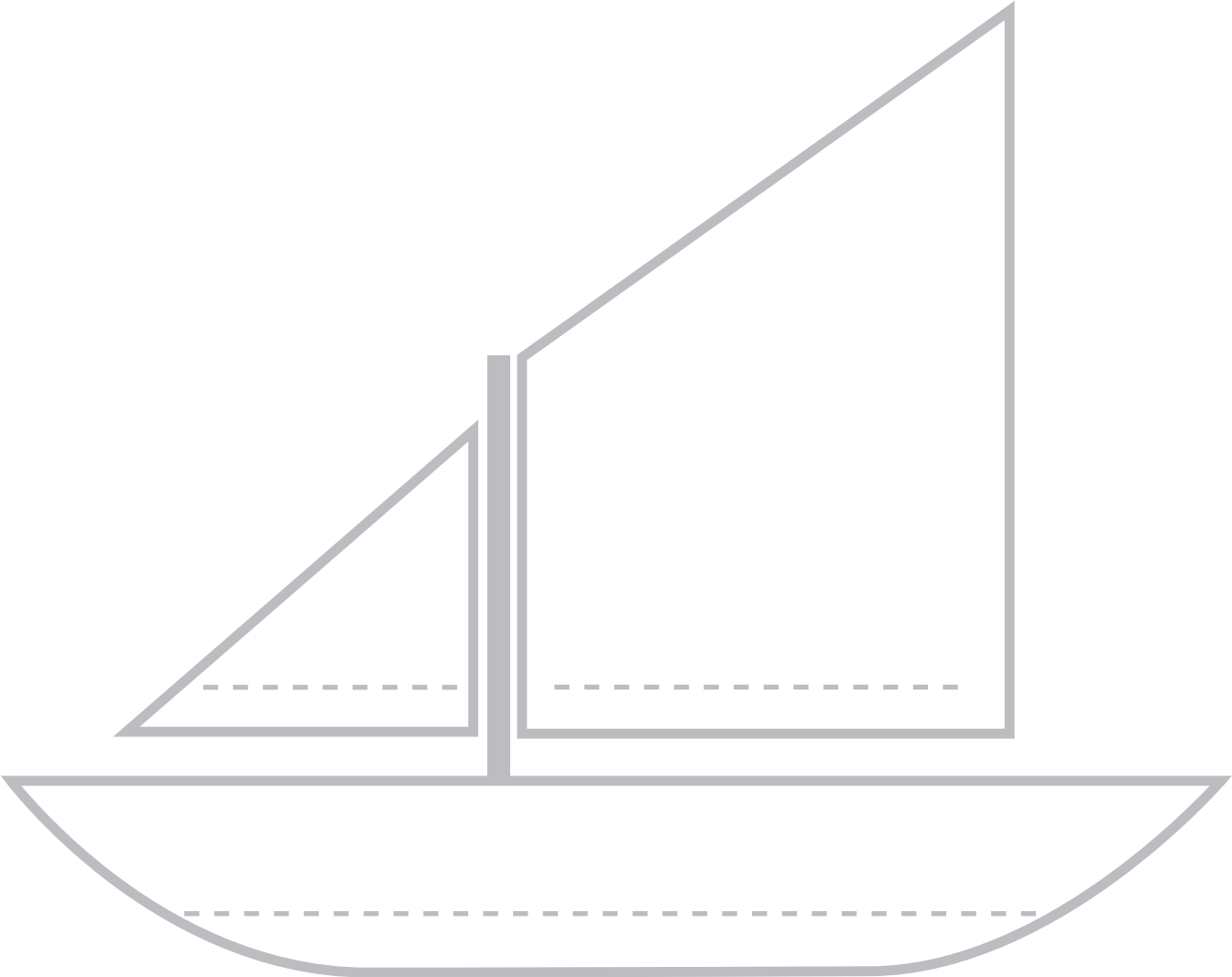
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Word	Pronunciation	Definition	Sample Sentence
refuse (verb) (homograph) page 8	re-fuse (ri-FYOOZ)	say no to, decline	Even though we were full from the dinner, we could not <i>refuse</i> an offer of Mrs. Tate's famous chocolate brownies and some milk.
passage (noun) (homograph) page 15	pas-sage (PAS-ij)	a path or opening; way	Most teachers agree that the <i>passage</i> to achieving good grades in school is through simply doing assigned work and studying the material.
starve (verb) (connotation/denotation) page 19	starve	die from lack of food	Contrary to popular belief, a dog won't <i>starve</i> if you don't feed it treats throughout the day between its morning and evening meals.
sealed (verb) (homograph) page 19	sealed (SEELD)	closed tightly	I wanted to make sure the envelope stayed shut, so I not only licked it, but <i>sealed</i> it with tape and a sticker before putting it in the mailbox.
disappeared (verb) (Latin root) page 22	dis-ap-peared (dis-uh-PEERD)	vanished from sight	The meteor streaking through the night sky <i>disappeared</i> just as quickly as it showed up while we were observing the constellations.
fabulous (adjective) page 44	fab-u-lous (FAB-yuh-luhs)	extremely good or unusual; superb	Monica often found the decorations at the school dance to be unexciting, but she thought the gym looked <i>fabulous</i> for the spring fling dance that night.
fueled (verb) (connotation/denotation) page 49	fu-eled (FYOO-uhld)	given energy; fired up	Dominik's excitement for the movie was <i>fueled</i> by the thrilling trailer that hinted at several surprises and plot twists to his favorite character's story.
ashamed (adjective) page 57	a-shamed (uh-SHEYMD)	embarrassed by feelings of guilt	Larry was <i>ashamed</i> that he had taken a few dollars from his sister's money can, so he repaid her with a ten-dollar bill.



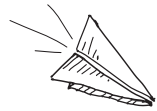
Lesson 3

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Word Power Objective: Students will break words into prefixes and base words to increase understanding of words.

Teacher Background

Aladdin wants to see what is so special about Princess Fatimah that commoners in the land cannot see her in public. He has the ifrit take him to her room while she sleeps, and he falls in love once he sees her. He is determined to marry her. He sends his mother to the palace with an offering of jeweled fruit and the promise of seeing more wealth the next day. He has the jinni create a parade of elephants and servants for the sultan. He and Fatimah are married that same day.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



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

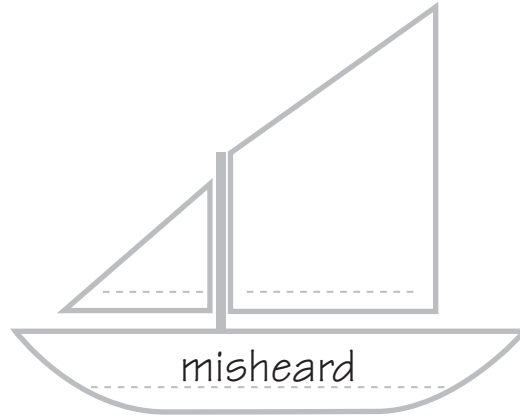
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they 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.
4. Remind students of the word power skill (prefix and base word) and the Word Treasure clue for prefix and base word (little sail and big sail).
5. Use **Think-Pair-Share** to ask:

Let's review: what prefix did we discuss in the previous lesson, and what does it mean?

We discussed the prefix dis-. It makes a word mean the opposite.

There is a word in your vocabulary list with this prefix. What is it, and how does the prefix change the meaning of the word?

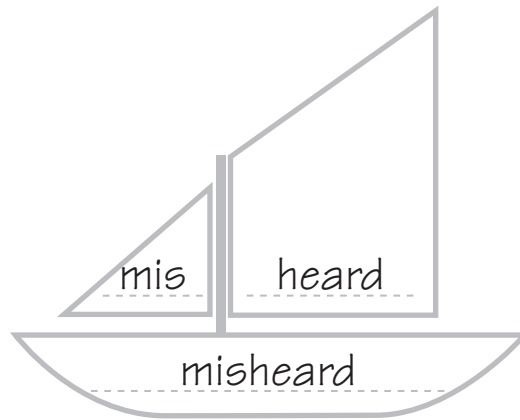
The word disappeared is in our vocabulary list. The word means to vanish from sight. So the word appear must mean to come into sight, while the prefix dis- makes it mean to leave from sight.



6. Display a boat with the word *misheard* written on the bottom. Introduce the prefix *mis-* to students by explaining that it is another prefix that makes a word mean incorrectly or the opposite. Use **Think-Pair-Share** to ask:

How would you break up the prefix and base word in *misheard*? What does the word mean?

You would put the prefix mis- in the little sail and the word heard in the big sail. It means to hear something incorrectly or not hear.



7. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Teams review their cycle goals.

Post and present the reading objective.

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



Review the skill as necessary.

Refer students to pages 34–38 in the text.

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

Students: Actively listen.

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.

Interactive Read Aloud

1. This cycle our reading objective is: use story elements to clarify the meanings of words and passages in a story.
2. Remind students of the format of a graphic novel and to make sure they are following the structure correctly as they read.

Remember that graphic novels, unlike other types of literature, are read by following panels and speech bubbles within the panels. You still follow the illustration panels from left to right. You also generally read the speech bubbles from left to right and top to bottom. If you ever get confused about the text, look at the speech bubbles and check that you read them in the correct order.

3. Read pages 34–37 aloud, stopping at the first illustration. A sample Think Aloud follows.

Sample Think Aloud

Hmm, I’m not sure I know the meaning of the word *canopy* that appears in the narration of the first illustration on page 37. Let me see if I can clarify it by thinking about literary text structures. I’ll think about the setting first, since Aladdin and the ifrit have just changed settings. Aladdin asks the ifrit to take him to Princess Fatimah’s room. I see in the illustrations that they end up in a large room with drapery in the middle of it. In the next illustration, Aladdin is moving the drapery aside to look at Fatimah in bed. So, a canopy must be a kind of drape or covering over a bed.



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

How did I use literary text structures to help clarify the meaning of a word?

You did not understand the word canopy, so you used the setting and the drawings in the graphic novel to help you figure it out. You saw that Aladdin and the ifrit are in a bedroom and that the bed is covered in drapes. Aladdin has to move these aside to look at Fatimah while she sleeps. You figured out that a canopy is a drape covering a bed.

5. 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: *Aladdin and the Magic Lamp*

<p style="text-align: center;">Characters:</p> <p>Sultan Shadid Miriam Aladdin the stranger/sorcerer the ifrit of the ring the jinni of the lamp Princess Fatimah</p>	<p style="text-align: center;">Setting:</p> <p>Where: land of Al Kal'as a palace a city the magic cavern</p>
--	--

Event: *A stranger appears and says he is Aladdin's uncle. He offers Aladdin treasure if he helps him retrieve a lamp from a cavern.*

Event: *When Aladdin learns the stranger is a sorcerer and has tricked him, he keeps the lamp.*

Event: *The ifrit of the ring rescues Aladdin from the cave by bringing him back home.*

Event: *Aladdin and his mother discover that there is a jinni in the lamp. The jinni provides them with food on golden plates.*

Event: *Aladdin sells the gold plates one at a time for money. This helps him get a job with a merchant.*

Event: *Aladdin asks the ifrit to bring him to Princess Fatimah's room so he can see her.*

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

6. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students continue reading pages 37 and 38 aloud. Use **Think-Pair-Share** to ask:

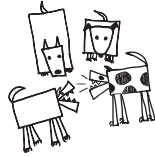
What difficult words or passages did you read that you could clarify using a literary text structure?

We clarified the meaning of the word convince using the plot and problem and solution. Now that he has seen Princess Fatimah, Aladdin is in love and wants to marry her. But we know that the sultan does not want common people to even see Fatimah, and Aladdin is a common person. Aladdin's mother says the sultan will not agree to him marrying Fatimah, but Aladdin says he can convince him. Aladdin seems like he is saying he can make the sultan agree with the marriage. So, convince must mean to make agree.



Aladdin is going to make the sultan agree with allowing Princess Fatimah to marry him, a common person.

Use **Random Reporter** to debrief.



Teamwork **tp**

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: **Sr**
pages 39–47 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? **(Write)**
[CV] (strategy-use rubric)

100 = We did not understand the meaning of the word Highness. We used what we knew about characters to clarify the word. Aladdin's mother and some other people in the palace use the word when they are talking to the sultan. Calling him Highness must be another way of calling him a king. This helped me understand who Aladdin's mother and the other people were talking about.

90 = We did not understand the meaning of the word Highness. We used what we knew about characters to clarify the word. Aladdin's mother and some other people in the palace use the word when they are talking to the sultan. Calling him Highness must be another way of calling him a king.

80 = We did not understand the meaning of the word Highness.

continued

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

Team Talk Questions *continued*

2. Aladdin's parade and show of wealth proves to the sultan that he is— **[RE, DC, SA]**
(Team Talk rubric)

- A. a loving husband.
- B. wasteful with his treasure.
- C. keeping a secret jinni.
- D. *not a common person.*

What evidence supports this answer?

100 = *The sultan does not allow **common** people to see Princess Fatimah.*

*Aladdin gives the sultan a bowl of jeweled fruit and a parade of elephants, animals, and servants as **proof** that he is a very rich person. This shows that Aladdin must be a rich man worthy of marrying Fatimah.*

90 = *The sultan does not allow normal people to see Princess Fatimah. When Aladdin's mother brings him the bowl of jeweled fruit, she is showing the sultan that a very rich man wants to marry his daughter.*

80 = *The sultan does not allow normal people to see Princess Fatimah, but normal people would not have Aladdin's wealth and treasure.*

3. The narrator says that the secret of the lamp nearly ruins everything. Describe something that could go wrong if the secret of the lamp was discovered. **[RE]**
(Team Talk rubric)

100 = *Fatimah and the sultan could become angry that Aladdin tricked them. Aladdin uses the jinni to create the fruit, parade, and servants. Aladdin only makes himself look **wealthy** and important to marry the princess. Fatimah or her father could find out and take everything away from Aladdin. This shows how dangerous it could be for others to learn Aladdin's secret.*

90 = *Fatimah and the sultan could become angry that Aladdin tricked them. Aladdin uses the jinni to create the jeweled fruit, parade, and servants. Aladdin only makes it look like he is rich and important. Fatimah or her father could find out and take everything away from Aladdin.*

80 = *Fatimah and the sultan could become angry that Aladdin tricked them.*

4. "Fueled by anger, the sorcerer hurried toward Al Kal'as to find Aladdin." In this sentence on page 49, the word *fueled* most nearly means— **[RE, DC, SA]**

- A. confused.
- B. *given energy.*
- C. educated.
- D. made upset.

5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

misplace

mis + place; to put in the wrong place

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.

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- 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) and important ideas that they added to their graphic organizers.
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, 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.

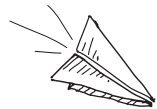
Lesson 4

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

It is several years after the sorcerer tricked Aladdin and sealed him in the magic cavern. The sorcerer returns to the cavern to take the lamp from Aladdin's body, but learns that the boy must still be alive and using the lamp. He discovers that Aladdin has married the princess and lives in the palace. He plots to steal the lamp back. Once he has the lamp, the sorcerer has the jinni remove the palace and princess to Morocco, where he becomes sultan. Aladdin has to figure out how to return everything to normal.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.

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.
4. Remind students of the word power skill (prefix and base word) and the Word Treasure clue for prefix and base word (little sail and big sail).

tps

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

Why do you think you should learn about prefixes and base words?

Prefixes change the meanings of the base words they are added to. It is important to recognize when a base word has a prefix and how that prefix affects the meaning of the word. This will help me to better clarify words when I read.

6. Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Teacher's Note:

The word *misleading* has a prefix, base word, and ending. Accept answers with or without the ending.

**Word Power
Challenge**

The doctor used a special liquid to disinfect the deep wound before he stitched it up.

After misleading his campers on the hike, Karlo promised to take a map and stick to the marked trail.

7. Use **Random Reporter** to choose a student to read each sentence orally and identify the prefix, base word, and meaning of each underlined word.

dis + infect: to make not infected or germy

mis + lead + ing: incorrectly leading or guiding

8. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

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.



Refer students to pages 48–52 in the text.

Teacher: Read aloud.

Students: Actively listen.



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

Interactive Read Aloud

1. Read pages 48–52 aloud.

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

I'm not sure I understand the phrase "call forth Aladdin's ghost" that the narrator uses in the last drawing on page 48. How can I use literary text structures to clarify this phrase?

You can think about the setting and what happened at this setting the last time. Earlier in the text, the sorcerer sealed Aladdin in the cavern. He expected Aladdin to die in the cavern. Now the sorcerer is back at the cavern and has opened it up. I know a ghost is the spirit of a dead person. He must be asking Aladdin's spirit to come out of the cavern. He wants the spirit to give him the lamp.

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

What do you think will happen once the sorcerer has the lamp and control of the jinni?

He will take everything away from Aladdin and give it all to himself. At the beginning of the story, he wanted the lamp from the cave. I think he wanted to use the jinni to give himself riches and power.

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

Sample Graphic Organizer

Title: Aladdin and the Magic Lamp

<p style="text-align: center;">Characters:</p> <p>Sultan Shadid Miriam Aladdin the stranger/sorcerer the ifrit of the ring the jinni of the lamp Princess Fatimah</p>	<p style="text-align: center;">Setting:</p> <p>Where: land of Al Kal'as a palace a city the magic cavern</p>
--	--

Event: *A stranger appears and says he is Aladdin's uncle. He offers Aladdin treasure if he helps him retrieve a lamp from a cavern.*

Event: *When Aladdin learns the stranger is a sorcerer and has tricked him, he keeps the lamp.*

Event: *The ifrit of the ring rescues Aladdin from the cave by bringing him back home.*

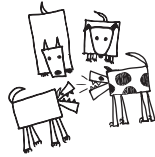
Event: *Aladdin and his mother discover that there is a jinni in the lamp. The jinni provides them with food on gold plates.*

Event: *Aladdin sells the gold plates one at a time for money. This helps him get a job with a merchant.*

Event: *Aladdin asks the ifrit to bring him to Princess Fatimah's room so he can see her.*

Event: *Aladdin asks the jinni to create a parade and treasure for him to impress the sultan so he can marry Princess Fatimah.*

Event: *The sorcerer returns to the cavern and discovers that Aladdin is not dead but has been using the lamp. He plots to steal the lamp back.*



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 53–58 (ending with “...get the lamp back first.”) 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? (Write) cv (strategy-use rubric)</p> <p><i>100 = We did not understand the phrase “Fatimah’s heart lifted” on page 57. We thought about plot events. The sorcerer moves the palace of Al Kal’as and Princess Fatimah to Morocco. Fatimah must be upset to have been kidnapped, but then Aladdin appears. I think seeing Aladdin gives her hope that he will fix what happened. This helped us understand what the characters are feeling.</i></p> <p><i>90 = We did not understand the phrase “Fatimah’s heart lifted” on page 57. We thought about plot events to help us clarify the phrase. The sorcerer moves the palace of Al Kal’as and Princess Fatimah to Morocco. Fatimah must be upset to have been kidnapped. I think seeing Aladdin gives her hope that he will fix what happened.</i></p> <p><i>80 = We did not understand the phrase “Fatimah’s heart lifted” on page 57.</i></p>

continued

Team Talk Questions *continued*

2. Do you think the sorcerer is aware of the ifrit's ring? Why or why not? **[DC, SA]** (Team Talk rubric)

100 = *No, I don't think the sorcerer knows about the ring. Earlier in the story, the sorcerer tricked Aladdin by offering him a treasure that wasn't there, except for the ring. He believes the lamp is the only way Aladdin could have escaped from the cave. This shows that either he does not know that the ring was in the cavern, or he does not realize that the ring is also magical.*

90 = *No, I don't think the sorcerer knows about the ring. The sorcerer tricked Aladdin by offering him a treasure that wasn't there, except for the ring. He believes the lamp is the only way Aladdin could have escaped from the cave.*

80 = *No, I don't think the sorcerer knows about the ring.*

3. Is Aladdin ready to share his secrets before he travels to save Fatimah? Support your thinking with evidence from the text. **[DC, SA]** (Team Talk rubric)

100 = *No, Aladdin chooses to keep them secret a little while longer. The sultan tells Aladdin to go and find Fatimah and his palace. The narrator says that Aladdin walks to a quiet spot to put on his ring. He doesn't want anyone else to see him talking with the ifrit. This shows that Aladdin is not ready to share his secrets.*

90 = *No, Aladdin chooses to keep them secret a little while longer. The sultan tells Aladdin to go and find Fatimah and his palace. The narrator says that Aladdin walks to a quiet spot to put on his ring. He doesn't want anyone else to see him talking with the ifrit.*

80 = *No, Aladdin chooses to keep them secret a little while longer.*

4. What is a synonym for the word *fabulous*? What is an antonym for the word *fabulous*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**
The word fabulous means extremely good or unusual, so a synonym is the word amazing. An antonym for fabulous is ordinary.

5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

dishonor

dis + honor; to take away honor or respect

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

Cue students to discuss strategy use and graphic organizers.

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)

Randomly select team representatives who will share:



- strategy use
- oral and written Team Talk responses
- fluency selection

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

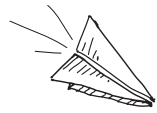
Remind students of the Read and Respond homework assignment.

Lesson 5

Writing Objective: Draw a conclusion about the story, and give examples to support it.

Teacher Background

For this unit, students will draw a conclusion based on a prompt and provide the evidence from the text that led them to this conclusion. The activity requires students to justify their ideas about the text and explain their understanding of the story.



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. Explain to students that different people may have different ideas or understandings of a text.

It is possible for two people to read the same story and come away from it with different ideas. What is important is to explain why you have certain ideas about the text. When you draw a conclusion or share your ideas, you need to provide evidence from the text to show why you have that idea. This helps other readers understand where you got your ideas.

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

Read the prompt aloud.

Writing Prompt
Why do you think Aladdin didn't want to share the secret of the lamp or the ring with Fatimah or the sultan? Support your thinking with evidence from the text.



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

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

I'm writing a literary response. I'm answering a question about something that happened in literature. I'm answering a question about the characters and story events.

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

Which guidelines relate to our writing objective: draw a conclusion about the story and give examples to support it?

The ideas, organization, and syle guidelines relate to the writing objective.

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 a Skill

Model revising one's work.

1. Remind students that part of the writing process is revising their work based on partner feedback. Point out that revising their work will help them make sure they include the correct details and information in their writing.
2. Display the following sample passage.

Blackline master provided.

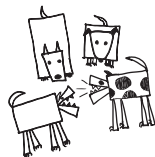
Aladdin did not share the secrets of his lamp and ring with Fatimah or the sultan because he feared they would punish him for using magic to marry Fatimah and live in the palace. Aladdin was not really rich or born wealthy, but had used the jinni of the lamp to sell gold plates and create the treasures that impressed the sultan. Aladdin matured as he worked in the market and found a job with a successful merchant. The sultan probably believes that Aladdin was born into a rich and important family, not that he created treasure and wealth out of thin air.



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

Did all the information in the sample passage seem relevant to answering the question from the writing prompt? Why or why not?

No, there is a sentence about Aladdin maturing and working in the market. This does not seem to relate to the answer. The writer's argument is that Aladdin does not want Fatimah or the sultan to find out that he was poor and that it has only been through the help of the jinni that he has so much wealth.



Teamwork tp

(20 minutes)

Independent Work

Students write for 10 minutes.

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

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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 a literary response and the writing objective—draw a conclusion about the story and give examples to support it.

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

For example, ask:

- **Does the writer make a clear point about a literary work?**
- **Does the writer support the point with evidence from the text?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use quotes, phrases, and dialogue from the text to support the point?**

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 examples in your writing? Do you think the examples were effective?

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

Why do you think Aladdin didn't want to share the secret of the lamp or the ring with Fatimah or the sultan? Support your thinking with evidence from the text.

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

Aladdin did not share the secrets of his lamp and ring with Fatimah or the sultan because he feared they would punish him for using magic to marry Fatimah and live in the palace. Aladdin was not really rich or born wealthy, but had used the jinni of the lamp to sell gold plates and create the treasures that impressed the sultan. Aladdin matured as he worked in the market and found a job with a successful merchant. The sultan probably believes that Aladdin was born into a rich and important family, not that he created treasure and wealth out of thin air.

Lesson 6

Reading Objective: Use story elements (e.g., plot, setting, etc.) to clarify the meanings of words or passages in a story.

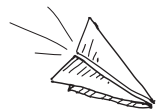
Writing Objective: Draw a conclusion about the story, and give examples to support it.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

Today's cycle test challenges students to continue thinking about story elements and how they can help clarify different words or passages in the text.

In today's reading, Aladdin will have to figure out how to stop the sorcerer from continuing his evil plans and return everything to normal in the land of Al Kal'as. He sends Fatimah back home with the ifrit. Meanwhile, the sorcerer plans to steal Fatimah from Aladdin and make her his wife. As he enters Fatimah's room, Aladdin attacks him. As they fight, the sultan returns with the ifrit, and the sorcerer is knocked unconscious. The sultan knows everything but is more interested in returning his kingdom to normal than punishing Aladdin for keeping secrets.

**Active Instruction** 

(5 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 review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

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.

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 story elements to clarify the meanings of words in a story, and drawing a conclusion about the story and giving examples to support it. Use **Think-Pair-Share** to ask:

How has thinking about the story elements, such as plot or setting, helped you clarify difficult words or passages from the reading?

We have thought about how the plot and setting have affected characters and what they are feeling, or how the setting influences the kinds of things that characters see and experience. When a word that relates to these things appears in the text, we can use the story to figure out what it means.

Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes 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 question #1 asks about clarifying strategies.
4. Ask students to identify key words or phrases in question #1.

1. What word or passage from today's reading did you clarify? How did you figure it out? **[CV]** (strategy-use rubric)

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

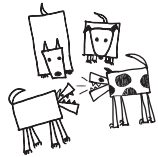
Today you will find out just how Aladdin solves his problem with the sorcerer.



Test tp

(30 minutes)

1. 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.
2. Spot-check the Read and Respond homework.



Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

Random Reporters share team discussion of a test question.



Celebrate

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?

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

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

Cycle 1 Test

Literary Text Structures

Directions: Read *Aladdin and the Magic Lamp*, pages 58 (beginning with “Meanwhile...”)–63, 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. What word or passage from today’s reading did you clarify? How did you figure it out? **[CV]** (strategy-use rubric)

20 points = I didn’t understand what the sorcerer means when he says, “You’ve had your fun! Now I shall have mine!” on page 60. I thought about past events in the story. Aladdin used the lamp to help himself and his mother become wealthier. This is what the sorcerer is talking about. This helped me figure out that the sorcerer is jealous of Aladdin.

15 points = I didn’t understand what the sorcerer means when he says, “You’ve had your fun! Now I shall have mine!” on page 60. I thought about past events in the story. Aladdin used the lamp to help himself and his mother become wealthier. This is what the sorcerer is talking about.

10 points = I didn’t understand what the sorcerer means when he says, “You’ve had your fun! Now I shall have mine!” on page 60.

2. What would have happened differently had Aladdin trusted Fatimah with his secrets? **[RE]** (Team Talk rubric)

20 points = Fatimah would never have tried to surprise Aladdin with a new lamp. When she learns that a man is trading new lamps for old ones, she thinks she is giving Aladdin a gift by replacing his old brass lamp. She doesn’t realize why Aladdin’s old lamp is special to him. This is why Aladdin’s secret leads to the sorcerer being able to steal the lamp and cause trouble.

15 points = Fatimah would never have tried to surprise Aladdin with a new lamp. When she learns that a man is trading new lamps for old ones, she thinks she is giving Aladdin a gift by giving him a new one. She doesn’t know why Aladdin’s old lamp is special.

10 points = Fatimah would never have tried to surprise Aladdin with a new lamp.

3. How would you compare the way Aladdin uses the lamp to the way the sorcerer uses the lamp? Support your thinking with evidence from the text. **[RE, SA]** (Team Talk rubric)

*20 points = Both use the lamp to create **wealth**, but the sorcerer uses it for **evil**. Aladdin only has the jinni make him enough money to live well and make the sultan like him so he can marry Fatimah. The sorcerer is different because he has the jinni create large amounts of treasure and make him sultan of Morocco. This shows that Aladdin uses the lamp out of love, while the sorcerer uses it to give himself more power.*

15 points = Both use the lamp to become rich, but the sorcerer uses it to do bad things. Aladdin only has the jinni make him enough money to live well and make the sultan like him. The sorcerer has the jinni create large amounts of treasure and make him sultan of Morocco.

10 points = Both use the lamp to become rich, but the sorcerer uses it to do bad things.

4. What happens to the sorcerer between pages 60 and 61? How does the graphic novel tell this event differently from a regular novel? **[AC, RE]** (Team Talk rubric)

*20 points = The sorcerer is knocked out by Sultan Shadid. In the graphic novel, we are shown this in the drawing. The **narrator** in a regular novel would have to describe what happened, or a character would have to say it in **dialogue**. This shows that in graphic novels, the drawings are important to telling the story.*

15 points = The sorcerer is knocked out by Sultan Shadid. In the graphic novel, we are shown this in the pictures. A regular novel would have to describe what happened, or a character would have to say it.

10 points = The sorcerer is knocked out by Sultan Shadid. The graphic novel shows it, but a regular novel would tell it.

5. Based on the text in the first drawing on page 63, which of the following best describes how the jinni is used in the future? **[RE, SA]** (Team Talk rubric)
- to make the sultan and his family wealthier than ever
 - to make Aladdin more worthy of marrying Princess Fatimah
 - to help the citizens of Al Kal'as and make the city rich
 - to help the sultan take over neighboring kingdoms

Support your choice with evidence from the text.

*20 points = The narrator says the lamp is used only for the good of Al Kal'as. **Earlier in the story**, many people in the kingdom worked hard but were poor. Using the jinni to help the city would help everyone in the city live better. This shows that the jinni is not used for selfish reasons at the end of the story.*

15 points = *The narrator says the lamp is used only for the good of Al Kal'as. Many people in the kingdom worked hard but were poor. Using the jinni to help the city would help everyone in the city live better.*

10 points = *The narrator says the lamp is used only for the good of Al Kal'as.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Why do you think the people of Morocco were happy to see the palace leave while the people of Al Kal'as were happy to see it return? Support your thinking with evidence from the text.

I think the people of Morocco were unhappy with the sorcerer's sudden rise to power, while the people of Al Kal'as were happy to have things back to normal. In the story, the sorcerer was from Morocco, but he was not the sultan there before he stole the lamp from Aladdin. He had the jinni bring the palace there from Al Kal'as. In the drawing on page 59, the palace sits high over the city. I think that the people of Morocco were not happy that he made himself sultan. The people of Al Kal'as were probably upset by the sudden change in the city. Its return meant that things would go back to normal in the city. The people in both cities did not like the sudden changes in their lives.

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

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

Part III. Vocabulary (100 points)

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

A synonym for fueled is charged or energized. An antonym for the word fueled is emptied.

2. "But Aladdin was ashamed of himself. This was all his fault." In this passage from page 57, the word *ashamed* most nearly means— **[CV]**
- satisfied.
 - most proud.
 - felt guilty.*
 - comfortable.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The sights and sounds under the big top at the circus were so fabulous, the small children didn't know whether to watch the trapeze artists or the animal trainers first.

4. Choose the word that belongs in the blank.

Lillia's mother knew Lillia would not _____ to babysit her cousin because she was looking for jobs to make money for a new bike. **[CV]**

- refuse*
 - disappeared
 - sealed
 - starve
5. What is a synonym for the word *starve*? What is an antonym for the word *starve*? **[CV]**

A synonym for starve is go hungry or diet. An antonym for the word starve is eat or gorge.

6. Choose the word that belongs in the blank.

On stage, the magician _____ in a puff of smoke, only to show up in the balcony, sitting with the audience. **[CV]**

- sealed
 - starve
 - disappeared*
 - refuse
7. Write a meaningful sentence using the word *passage*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The passage into my grandfather's garden was cleverly hidden by climbing vines, so it always felt like we were sneaking into a secret place when we went to play there.

8. "The sorcerer sealed the passage, burying Aladdin inside the cavern." In this sentence from page 19, the word *sealed* most nearly means— **[CV]**
- A. freed.
 - B. loosened.
 - C. opposed.
 - D. *locked*.

Write the prefix and base word for each word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

9. mistrust

mis + trust; not trust or believe

10. disapprove

dis + approve; to not approve or say yes to

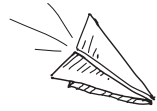
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use story elements (e.g., plot, setting, etc.) to clarify the meanings of words and passages in a story.

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.

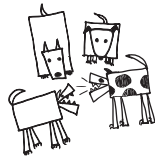
Two-Minute Edit



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 written Team Talk responses and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

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

Celebrate

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

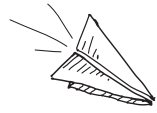
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

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.

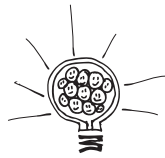


Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

Literary
Text
Structures

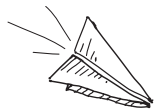
Lesson 1

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Teacher Background

This cycle, students will continue using literary text structures to help them clarify difficult words or passages in literature.

Today students will begin reading *Ali Baba and the Forty Thieves*. Ali Baba is a poor man who one day has to hide from a band of thieves while he gathers firewood. He sees the captain of the thieves open their secret treasure cave using the password “open sesame.” After the thieves leave to collect more treasure, Ali Baba opens the cave and helps himself to the gold and jewels.

**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: A popular proverb says, “Two wrongs don’t make a right.” What does this mean?

Set the Stage 

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

A popular proverb says, “Two wrongs don’t make a right.” What does this mean?

It means that just because someone else does something wrong, or performs a bad act, it does not give you the right to also do something wrong to correct that action. So if someone steals your ball, it does not make it right for you to steal something else from that person in order to correct him or her.

Do you agree with this proverb? Why or why not?

I do agree with it. Doing something bad in return for something bad happening to you does not solve the problem. It does not replace what was stolen or done to you. You and the other person will also not have learned a lesson for your bad actions.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about graphic novels.

Refer students to pages 6–9 in the text.



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

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of *Ali Baba and the Forty Thieves*. 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, legendary, tale, etc. in the subtitle or blurb on the back of the book.

After previewing Ali Baba and the Forty Thieves, 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 man named Ali Baba and forty thieves. Maybe Ali Baba gets in trouble with the forty thieves. He might be a thief too.

5. Remind students that they are reading a graphic novel. Review as needed what students remember about graphic novels from the previous cycle. Point out as necessary to students that narration in the story appears within boxes in the art panels, while dialogue or character thoughts appear in speech bubbles that usually appear near the speaking character’s head.

Interactive Read Aloud

1. Read pages 6–9 aloud.
2. Use **Think-Pair-Share** to ask:

After reading these pages, I’m unsure of what the word *caravan* means. How can I use the setting, characters, or plot to clarify this word?

The setting of the story seems to be in a desert in ancient Persia. Ali Baba is all alone until he hears a rumbling sound and sees a large cloud of dust. He mistakes the large group of people riding toward him for a caravan, so a caravan must be a large group of travelers. I have heard of desert caravans before. Some people travel in groups, often on camels, across the desert. A caravan would probably ride slower or not be carrying swords, like in the drawing on page 8. That must be how he figures out that they are thieves.

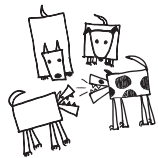
3. Remind students that a story map is a good way to organize information from literature. Use **Think-Pair-Share** to ask:

What can you add to a story map for this text that might be important later in the story?

Ali Baba has to hide from the thieves that are riding toward him and his donkeys. I think Ali Baba will see the thieves do something.

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

Sample Graphic Organizer	
Title: <u>Ali Baba and the Forty Thieves</u>	
<p style="text-align: center;">Characters:</p> <p>Ali Baba</p>	<p style="text-align: center;">Setting:</p> <p>Where: <i>ancient Persia</i></p>
<p>Event: <u>Ali Baba sees thieves riding toward him and has to hide to save his life.</u></p>	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 10–19 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric)</p> <p style="margin-left: 20px;"><i>100 = We did not understand what the captain meant when he said, “mount up,” on page 13. We thought about the events that have happened in the story so far. The men arrive at the cave on horses. This is how they are traveling. So the captain must be telling them to get back on their horses so they can travel again. Figuring this out helped us understand what is going to happen next in the story. The thieves are going to ride off, leaving Ali Baba near the cave.</i></p> <p style="margin-left: 20px;"><i>90 = We did not understand what the captain meant when he said, “mount up,” on page 13. We thought about the events that have happened in the story so far. The men arrive at the cave on horses. This is how they are traveling. So the captain must be telling them to get back on their horses so they can travel again.</i></p> <p style="margin-left: 20px;"><i>80 = We did not understand what the captain meant when he said, “mount up,” on page 13.</i></p> <p>2. Why do you think the captain decides to keep riding after stopping to listen? Support your thinking. [DC, SA] (Team Talk rubric)</p> <p style="margin-left: 20px;"><i>100 = The captain thinks he made a mistake about what he heard. In the third drawing on page 14, one of the donkeys says, “neigh,” and the captain hears it. But he doesn’t hear the donkey make a noise again when he stops to listen more carefully. This explains why the captain decides he made a mistake about hearing something strange.</i></p> <p style="margin-left: 20px;"><i>90 = The captain thinks he is wrong about what he heard. On page 14, one of the donkeys says, “neigh,” and the captain hears it. He doesn’t hear the donkey make a noise again when he stops to listen more carefully.</i></p> <p style="margin-left: 20px;"><i>80 = The captain thinks he is wrong about what he heard.</i></p>

continued

Team Talk Questions *continued*

3. How do Ali Baba's actions in this section of the text relate to the proverb "two wrongs don't make a right"? **[RE]** (Team Talk rubric)

100 = *Ali Baba is also a thief for stealing stolen treasure from the cave.*

The thieves do something wrong by stealing gold and other treasure.

But *Ali Baba decides he will steal from them once after he learns the secret of the cave. Ali Baba's actions are also wrong, since he is stealing already stolen goods.*

90 = *Ali Baba is a thief for stealing stolen treasure from the cave. The thieves do something wrong by stealing gold and other treasure from people and towns. Ali Baba's decision to steal from them makes him a thief too, even if he only does it once.*

80 = *Ali Baba is a thief for stealing stolen treasure from the cave.*

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

Cue students to discuss strategy use and graphic organizers.



Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection



Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

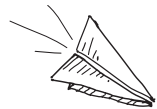
Lesson 2

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

In today’s reading, Ali Baba returns home with his sudden wealth and plans to bury it in his backyard. His wife reveals his secret to his wealthy brother Kasim, who wants part of the treasure. Ali Baba reluctantly tells Kasim about the cave and password. His greedy brother travels to the cave, and just as he is about to start stealing treasure, he is locked inside. He forgets the password and has to wait in the dark. The first people to return to the cave are the thieves, who confront Kasim when they discover him hiding inside.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their 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
stubborn (adjective) page 8	stub-born (STUHB-ern)	unreasonable, unmoving	The <i>stubborn</i> chocolate stain would not wash out from Rayne’s pants, no matter how much soap and sweat she used.

continued

Word	Pronunciation	Definition	Sample Sentence
secure (adjective) (connotation/ denotation) page 13	se-cure (si-KYOOR)	safe; not exposed to harm	A pilot will not take off before the flight attendants inform him or her that all belongings in the cabin are <i>secure</i> and will not hurt any passengers on the plane.
unbelievable (adjective) (synonym/ antonym) page 24	un-be-liev-a-ble (uhn-bi-LEE-vuh-buhl)	beyond the imagination	The size of the Grand Canyon was <i>unbelievable</i> to Brandon, who could not imagine how a river carved a gigantic hole out of rock over thousands of years.
intruder (noun) (connotation/ denotation) page 41	in-trud-er (in-TROOD-er)	a person who goes where he or she is not wanted; trespasser	The store owner set up a camera to show him who the <i>intruder</i> was that continued stealing from his store, only to discover it was a raccoon sneaking in at night.
gruesome (adjective) (connotation/ denotation) page 43	grue-some (GROO-suhm)	horrible, awful; causing great horror	The sight of the venomous spider on the nature show was just too <i>gruesome</i> for Jaquan, who changed the station for something less frightening to watch.
mind (verb) (homograph) page 48	mind (MAHYND)	pay attention to	Since dogs weren't allowed in the ice cream shop, I had to <i>mind</i> Rexi outside on the sidewalk while my friend went in to buy us some treats.
generous (adjective) page 55	gen-er-ous (JEN-er-uhs)	not selfish; big hearted	Mr. Simmons's <i>generous</i> donation to the library helped it to buy thousands of new books to replace old, damaged copies.

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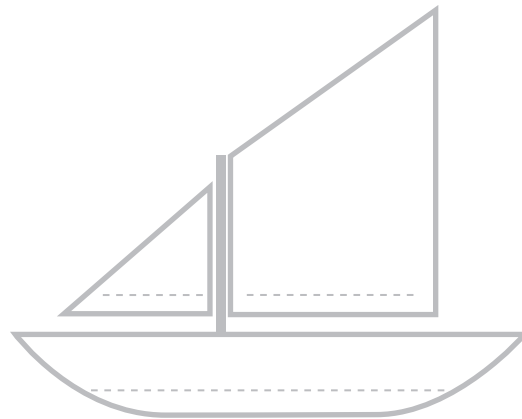
Word	Pronunciation	Definition	Sample Sentence
majestic (adjective) (connotation/ denotation) page 58	ma-jes-tic (muh-JES-tik)	impressive, splendid	As we drove further west, the <i>majestic</i> Rocky Mountains began rising from the landscape, impressing us with their size and beauty from winter snow.

Review Vocabulary Vault.

Introduce the word power skill.

Blackline master provided.

- Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
- 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.
- Review the word power skill (prefix and base word). Link the skill to the Word Treasure clue for prefix and base word as needed.
- Display the clue, a boat with a little sail and big sail.

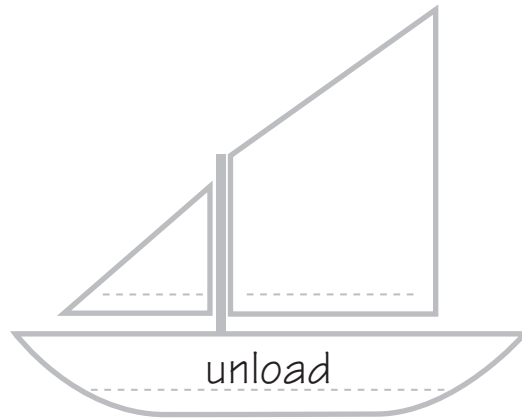


- Use **Think-Pair-Share** to ask:

Remember that we saw this clue in the previous cycle. What does this clue tell us that we'll be doing with words?

We will be looking for words with prefixes and base words. We'll be separating the prefix from the base word. We'll figure out how the prefix changes the meaning of the word.

9. Remind students that words sometimes have prefixes on them, and when we can't recognize a word, we can separate the prefix from the base word to recognize the base word.

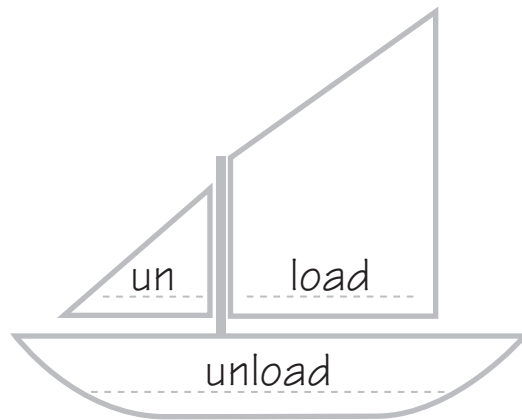


10. Write the word *unload* in a boat with a little sail and a big sail.

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

How can we break down the word *unload* into its prefix and base word?

The prefix is un- and the base word is load. You put un in the little sail and load in the big sail.



12. Remind students that prefixes change the meanings of base words. Explain that the prefix *un-* gives words a negative or opposite meaning. Use **Think-Pair-Share** to ask:

What does the word *load* mean? What does it mean when you add the prefix *un-* to it?

The word load means to put on or in something. When you add the prefix un- to it, it means to take off or out of something.

13. Remind students that they learned the prefixes *dis-* and *mis-* in the last cycle, which also give words a negative meaning.

14. Review the Word Treasure (skill).

Word Treasure

Some base words have certain beginnings or prefixes. If you're having trouble reading these words, read the base word first. Read the prefix next, and then read the whole word.

15. Point out to students that there is a word in their vocabulary list with the prefix *un-* in it.

16. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

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.

Interactive Read Aloud

1. Read pages 20–23 (ending with "...keep it a secret.") aloud.
2. Use **Think-Pair-Share** to ask:

On page 20, Ali Baba's wife uses the phrase *blood money*, but I'm not sure what that means. How could we use story elements to clarify this phrase?

We can think about the plot events and characters to clarify the phrase blood money. Ali Baba took the treasure from the cave the thieves use for hiding it. The thieves appear to be violent people. They carry swords, and the captain threatens the men with their lives if they drop or lose the gold. I think the thieves probably steal the gold by attacking people and towns. I think that Ali Baba's wife means that the treasure was collected through violence and murder rather than peacefully.

How did figuring out this phrase help us understand the text?

It helped us figure out why Ali Baba's wife does not want to accept the treasure at first. The treasure was stolen, and people were probably attacked for it. She might think it is unlucky.

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

What event happens in this section of the text that will probably be important later on?

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 20–23 (ending with "...keep it a secret.") in the text.



Teacher: Read aloud.

Students: Actively listen.

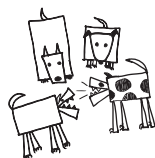
Partner pairs: Think aloud to practice the skill/strategy.

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

Ali Baba shares the secret of the cave with his brother Kasim. I can tell that Kasim must be greedy from what Ali Baba has said about him. Kasim is already a wealthy man because he married into a wealthy family. He hints that Kasim shouldn't know about the cave because he will want some treasure.

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

Sample Graphic Organizer	
<p>Title: <u>Ali Baba and the Forty Thieves</u></p>	
<p style="text-align: center;">Characters:</p> <p>Ali Baba the thieves Ali Baba's wife Kasim</p>	<p style="text-align: center;">Setting:</p> <p>Where: ancient Persia</p>
<p>Event: <u>Ali Baba sees thieves riding toward him and has to hide to save his life.</u></p>	
<p>Event <u>The captain of the thieves uses a magic password to open and close the cave entrance.</u></p>	
<p>Event <u>Ali Baba uses the password to steal some treasure from the thieves.</u></p>	
<p>Event <u>Kasim learns about Ali Baba's treasure and wants the secret to the cave.</u></p>	



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 23 (beginning with “Here’s the tree...”)-34 (ending with “No, please!!”) aloud with partners.

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

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

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? **(Write)** **[CV]** (strategy-use rubric)

100 = We did not understand the phrase "the fault is mine" on page 29. We thought about plot events and the characters to help clarify this phrase. Ali Baba gave greedy Kasim the information about the cave. We think Ali Baba means that he will take the blame for whatever happens to Kasim. This helped us understand how Ali Baba feels and the kind of character he is.

90 = We did not understand the phrase "the fault is mine" on page 29. We thought about plot events and the characters to help clarify this phrase. Ali Baba gave greedy Kasim the information about the cave. We think Ali Baba means that he will take the blame for whatever happens to Kasim.

80 = We did not understand the phrase "the fault is mine" on page 29.

2. Foreshadowing is a literary device where the author hints at future plot events. How does the author use foreshadowing on page 24? **[AC]** (Team Talk rubric)

*100 = Kasim **states** that he hopes he can remember the password into the cave. When he does give the password, he seems to be **unsure** of it. The author writes it as "Open sesame?!" as if Kasim is asking if that is correct. Then Kasim forgets the password and becomes trapped in the cave. **This shows that the author is setting us up to know that Kasim would get into trouble.***

90 = Kasim hopes he can remember the password into the cave. When he does give the password, he is not sure he gives the right one. The author writes it as "Open sesame?!" as if Kasim is asking if that is correct. When the cave closes, Kasim has forgotten the password.

80 = Kasim hopes he can remember the password into the cave.

continued

Team Talk Questions *continued*

3. Kasim’s mistake on pages 32 and 33 will most likely— **[DC, SA]** (Team Talk rubric)
- A. cost him his pride.
 - B. cost him his life.
 - C. cost him his treasure.
 - D. cost him his mules.

What evidence from the text supports this conclusion?

100 = *Kasim is **facing** a large group of dangerous, angry thieves. His mistake is that he attacks the captain and thinks he is safe to escape from the cave. **But** the rest of the thieves are at the cave’s **entrance** and see him. I don’t think the thieves will be happy with Kasim. **That is why** they are likely to hurt or even kill him as punishment.*

90 = *Kasim is up against a large group of dangerous, angry thieves. His mistake is that he attacks the captain and thinks he is safe. The rest of the thieves are at the cave’s opening and see him. I don’t think the thieves will be happy with Kasim.*

80 = *Kasim is up against a large group of dangerous, angry thieves.*

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

The word gruesome means horrible, so a synonym is the word terrifying. An antonym for gruesome is wonderful or pleasant.

5. Write the prefix and the base word, and then write the word’s meaning. Draw a sailboat if you need help. **[CV]** (word power)

unfamiliar

un + familiar; not recognized or known

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) and important ideas that they added to their graphic organizers.
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 and graphic organizers.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- 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, 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.

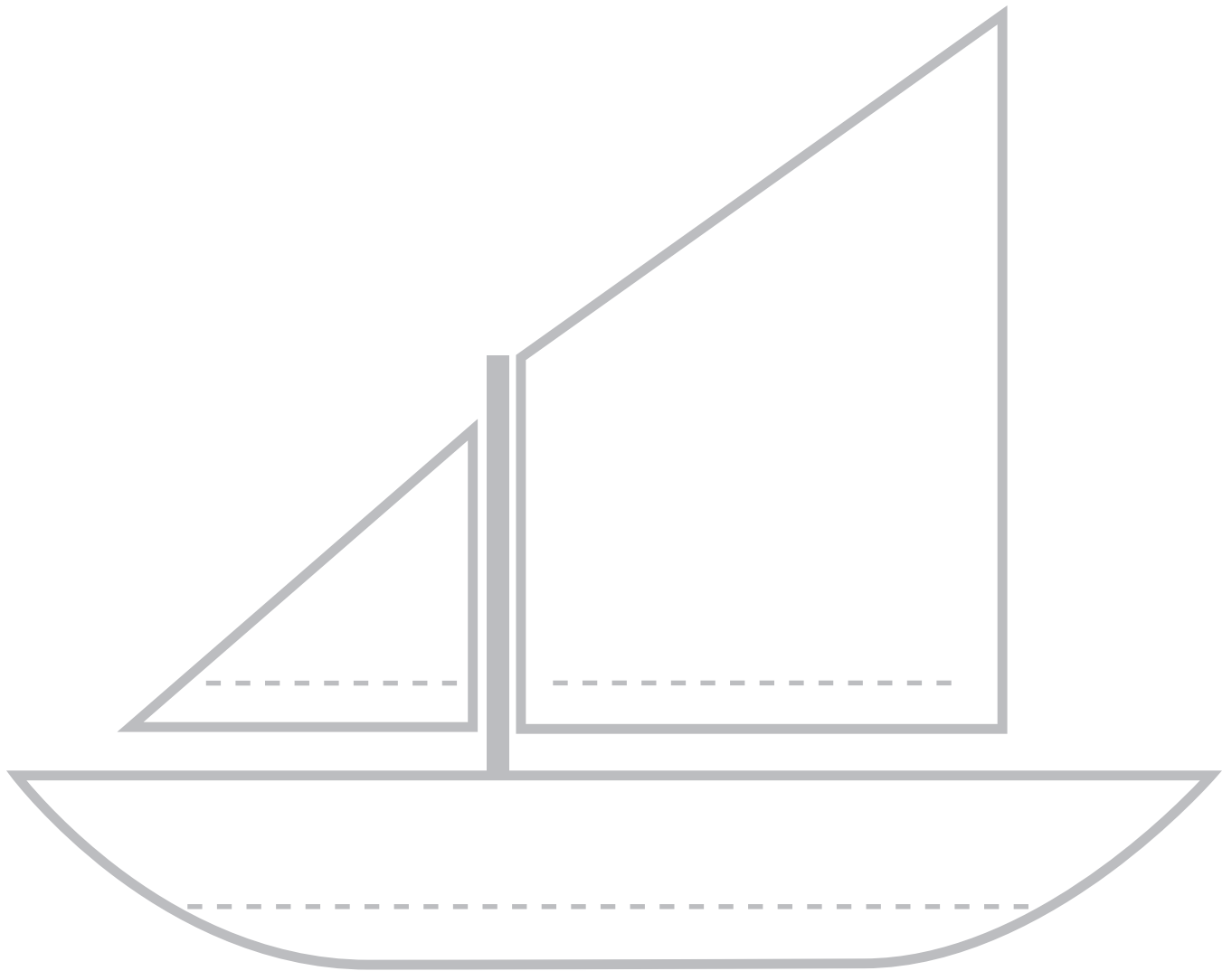
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Word	Pronunciation	Definition	Sample Sentence
stubborn (adjective) page 8	stub-born (STUHB-ern)	unreasonable, unmoving	The <i>stubborn</i> chocolate stain would not wash out from Rayne’s pants, no matter how much soap and sweat she used.
secure (adjective) (connotation/ denotation) page 13	se-cure (si-KYOOR)	safe; not exposed to harm	A pilot will not take off before the flight attendants inform him or her that all belongings in the cabin are <i>secure</i> and will not hurt any passengers on the plane.
unbelievable (adjective) (synonym/ antonym) page 24	un-be-liev-a-ble (uhn-bi-LEE-vuh-buhl)	beyond the imagination	The size of the Grand Canyon was <i>unbelievable</i> to Brandon, who could not imagine how a river carved a gigantic hole out of rock over thousands of years.
intruder (noun) (connotation/ denotation) page 41	in-trud-er (in-TROOD-er)	a person who goes where he or she is not wanted; trespasser	The store owner set up a camera to show him who the <i>intruder</i> was that continued stealing from his store, only to discover it was a raccoon sneaking in at night.
gruesome (adjective) (connotation/ denotation) page 43	grue-some (GROO-suhm)	horrible, awful; causing great horror	The sight of the venomous spider on the nature show was just too <i>gruesome</i> for Jaquan, who changed the station for something less frightening to watch.
mind (verb) (homograph) page 48	mind (MAHYND)	pay attention to	Since dogs weren’t allowed in the ice cream shop, I had to <i>mind</i> Rexi outside on the sidewalk while my friend went in to buy us some treats.
generous (adjective) page 55	gen-er-ous (JEN-er-uhs)	not selfish; big hearted	Mr. Simmons’s <i>generous</i> donation to the library helped it to buy thousands of new books to replace old, damaged copies.
majestic (adjective) (connotation/ denotation) page 58	ma-jes-tic (muh-JES-tik)	impressive, splendid	As we drove further west, the <i>majestic</i> Rocky Mountains began rising from the landscape, impressing us with their size and beauty from winter snow.



Lesson 3

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

In today’s reading, Ali Baba discovers the cruel fate that met Kasim after he was discovered in the thieves’ cave. He brings his brother’s body home to prepare for a funeral. Meanwhile, the thieves realize that another person must know the secret of the cave, since Kasim’s body is missing from it. They start investigating around the city to learn who arranged the funeral for Kasim. The captain learns that Ali Baba knows the secret and plots to take his revenge for stealing his treasure.

Teacher’s Note:

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

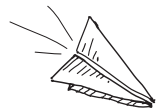
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Review the word power skill.



- Remind students of the word power skill (prefix and base word) and the Word Treasure clue for prefix and base word (little sail and big sail).

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

Let's review: what prefix did we discuss in the previous lesson, and what does it mean?

We discussed the prefix un-. It makes a word mean the opposite.

There is a word in your vocabulary list with this prefix. What is it, and how does the prefix change the meaning of the word?

The word unbelievable is in our vocabulary list. The word means that something is beyond the imagination. The word believable must mean that one knows or trusts that something is real, while the prefix un- makes it mean not known or not trusting that it is real.

- Display the words *imperfect* and *inactive*, and introduce the prefixes *im-* and *in-*. Explain that these prefixes also make words mean the opposite. Use **Think-Pair-Share** to ask:

How would you break up the prefixes and base words in *imperfect* and *inactive*? What do the words mean?

In a boat, you would put the prefixes im- and in- in the little sail, and the base words perfect and active in the big sail. The word imperfect means not perfect. The word inactive means not active.

- Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

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

Interactive Read Aloud

- Read pages 34 (beginning with "A few hours later...")–37 aloud.
- Use **Think-Pair-Share** to ask:

Marjana says that she'll "make arrangements" in the morning, but I'm not sure what that means. How can we use story elements to help us clarify what Marjana's comment means?

We can think about what events happened in the past that might give us a clue to what she is talking about. We know that Kasim was attacked by the

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 34 (beginning with "A few hours later...")–37 in the text.



thieves and that Ali Baba found blood and his brother's body inside the cave. So Kasim must have been killed. Marjana has to figure out what to do with Kasim's body after Ali Baba brings it home. This is what she means when she says "make arrangements."

How did figuring this out help us better understand the text?

We know what the next plot events will be related to. I think Kasim's death will seem suspicious, since he was murdered.

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

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

**What is something important that happens in this section of the text?
How do you think it will impact later events?**

Ali Baba discovers his brother's dead body in the magic cave. He brings the body home to Marjana so they can make arrangements. I think the thieves will wonder who removed Kasim's body from the cave. They will know that another person knows the cave's secret.

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

Sample Graphic Organizer

Title: *Ali Baba and the Forty Thieves*

<p style="text-align: center;">Characters:</p> <p>Ali Baba the thieves Ali Baba's wife Kasim Marjana</p>	<p style="text-align: center;">Setting:</p> <p>Where: ancient Persia</p>
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Event: *Ali Baba sees thieves riding toward him and has to hide to save his life.*

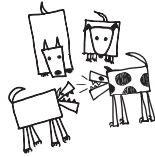
Event: *The captain of the thieves uses a magic password to open and close the cave entrance.*

Event: *Ali Baba uses the password to steal some treasure from the thieves.*

Event: *Kasim learns about Ali Baba's treasure and wants the secret to the cave.*

Event: *Kasim travels to the cave but becomes trapped. He is discovered and is killed by the thieves.*

Event: *Ali Baba finds Kasim's body and brings it home to Marjana.*



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 38–46 aloud with partners.
(if skipping Interactive Read Aloud, pages 34 [beginning with “A few hours later...”]–46)
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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? **(Write) [CV]** (strategy-use rubric)

100 = *We did not understand what the thief captain means when he says, "That tailor was kind enough to tell us the whereabouts of our little intruder," on page 46. We used past plot events to clarify. Earlier in the story, the thief captain sent his men into the city to find out if there were any funerals. We think he wanted to know who had the funeral and where that person lived. This helped us understand that the thieves plan on showing up at Ali Baba's house.*

90 = *We did not understand what the thief captain means when he says, "That tailor was kind enough to tell us the whereabouts of our little intruder," on page 46. We used past plot events to clarify. Earlier in the story, the thief captain sent his men into the city to find out if there were any funerals. We think he wanted to know who had the funeral and where that person lived.*

80 = *We did not understand what the thief captain means when he says, "That tailor was kind enough to tell us the whereabouts of our little intruder," on page 46.*

2. Why do you think Marjana works to cover up what happened to Kasim? Support your thinking. **[DC, SA]** (Team Talk rubric)

100 = *Marjana does not want others to know why or how Kasim died. Kasim was **murdered** for stealing from the thieves' cave. If people knew he was murdered, I think everyone would want to know why or by whom. The tailor **also** says that Kasim was murdered in a very **gruesome** way. I don't think Marjana wants people to know that about his death. That is why she makes up the story about his illness and hires a tailor to stitch him up.*

90 = *Marjana does not want others to know why or how Kasim died. Kasim was killed for stealing from the thieves' cave. If people knew he was killed, I think other people would learn about the cave. He was also killed in a very horrible way. I don't think Marjana wants people to know that about his death.*

80 = *Marjana does not want others to know why or how Kasim died.*

continued

Team Talk Questions *continued*

3. The phrase “didn’t take our little warning to heart” on page 41 most likely means— **[CV, SA]** (Team Talk rubric)

- A. didn’t respond to an invitation.
- B. didn’t answer the love note.
- C. *didn’t think about it seriously.*
- D. didn’t return the greeting.

Explain how you figured out this meaning.

100 = *The thief captain thought seeing Kasim’s body would scare anyone away from the cave. He had his men **stake** Kasim’s body on the wall as punishment. The thieves think that anyone else who entered the cave would think that the same thing could happen to them. That is why the person who **retrieved** Kasim’s body must be foolish or does not think he’ll be caught.*

90 = *The thief captain thought seeing Kasim’s body would scare anyone away from the cave. He had his men hang Kasim’s body on the wall as punishment. The thieves think that anyone else who entered the cave would think that the same thing could happen to them.*

80 = *The thief captain thought seeing Kasim’s body would scare anyone away from the cave.*

4. What word from the vocabulary list belongs in the blank? How do you know?

Before the big storm and heavy winds hit, we made sure that our bikes and toys were _____ in the garage.

Secure. The topic of the sentence is a big storm with heavy winds. I think bikes and other toys would be in danger of being damaged if they were outside in the storm. So making sure they are safe inside a building would be important.

5. Write the prefix and the base word, and then write the word’s meaning. Draw a sailboat if you need help. **[CV]** (word power)

impatient

im + patient; not patient or not willing to wait

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) and important ideas that they added to their graphic organizers.
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 and graphic organizers.

Randomly select team representatives who will share:



- strategy use
- oral and written Team Talk responses
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(20 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, 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 story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

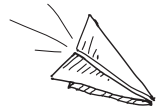
Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

In today's reading, the thief captain tricks his way into Ali Baba's home by pretending to be an oil salesman in need of a place to stay. In reality, his thieves are hiding in empty oil jars, waiting for the order to attack Ali Baba. Marjana realizes what is happening when she goes to borrow some oil for the house lamps. She thwarts his plan by pouring boiling oil into each of the jars containing a thief. The captain is not sure why his thieves are not responding to his orders to attack.

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.



Active Instruction

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

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.

Review the word power skill.



- Remind students of the word power skill (prefix and base word) and the Word Treasure clue for prefix and base word (little sail and big sail).

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

Why do you think you should learn about prefixes and base words?

Prefixes change the meanings of the base words they are added to. It is important to recognize when a base word has a prefix and how that prefix affects the meaning of the word. This will help me to better clarify words when I read.

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

<p>Word Power Challenge</p>	<p>People were becoming angry with the <u>undecided</u> customer who kept changing his mind about what to order.</p> <p>The teacher warned students that they would not receive full credit for <u>incomplete</u> answers on the test.</p>
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- Use **Random Reporter** to choose a student to read each sentence orally and identify the prefix, base word, and meaning of the underlined words.

un + decided; not decided or not making a choice

in + complete; not finished or whole

- Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

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



Refer students to pages 47 and 48 in the text.



Interactive Read Aloud

1. Read pages 47 and 48 aloud.
2. Use **Think-Pair-Share** to ask:

I'm not sure what Ali Baba's son means when he says, "don't blame the messenger," on page 48. How can we use story elements to help clarify this phrase in the text?

We can look at plot events to figure out what is happening in this section. On the page before, Ali Baba welcomes the thief captain into his home for dinner, thinking that he is an oil salesman. He must tell his son to warn Marjana that she will need to serve more food than she originally planned. Ali Baba's son doesn't want Marjana to blame him for adding to her work.

How did figuring out the meaning of this phrase help us understand the text?

It helped us figure out the relationship between Ali Baba's son and Marjana. Marjana is a servant, but I think she and Ali Baba's son are friends. He jokes with her and doesn't want her to be angry with him for what his father has done.

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

What happens in today's reading that might affect the thieves' plot for revenge on Ali Baba?

The thieves plan on surprising Ali Baba and attacking him in his home. Ali Baba has invited the captain into his home, and the other thieves are waiting in the oil jars for the attack.

Sample Graphic Organizer

Title: *Ali Baba and the Forty Thieves*

Characters:

Ali Baba
the thieves
Ali Baba's wife
Kasim
Marjana
Ali Baba's son

Setting:

Where: *ancient Persia*

Event: *Ali Baba sees thieves riding toward him and has to hide to save his life.*

Event *The captain of the thieves uses a magic password to open and close the cave entrance.*

Event *Ali Baba uses the password to steal some treasure from the thieves.*

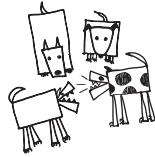
Event *Kasim learns about Ali Baba's treasure and wants the secret to the cave.*

Event *Kasim travels to the cave but becomes trapped. He is discovered and is killed by the thieves.*

Event *Ali Baba finds Kasim's body and brings it home to Marjana.*

Event *Marjana pretends that Kasim became ill and died. She hires a tailor to sew his body up before the funeral.*

Event *The thieves discover what happened to Kasim and plan to attack Ali Baba. The captain has the other thieves hide in oil jars while he pretends to be an oil salesman.*



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 51–56 aloud with partners.
(if skipping Interactive Read Aloud, pages 47–56)
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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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 word or passage did your team clarify? How did you figure it out? **(Write)**
[CV] (strategy-use rubric)

100 = We did not understand what Marjana means when she says, “stick to the plan,” on page 50. We used plot events to clarify what she means. A hiding thief tells Marjana their attack plan by accident. They are supposed to attack when the captain signals them with stones. We think Marjana means for them to keep waiting for the signal. She does not want the thieves jumping out of the jars yet.

90 = We did not understand what Marjana means when she says, “stick to the plan,” on page 50. We used plot events to clarify what she means. A hiding thief tells Marjana that they are supposed to attack when the captain signals them with stones. We think Marjana means for them to keep waiting for the signal.

80 = We did not understand what Marjana means when she says, “stick to the plan,” on page 50.

continued

Team Talk Questions *continued*

2. Marjana's comment, "I just finished heating things up, Ali Baba," on page 54 has a double meaning. Explain what her comment means. **[AC, SA]** (Team Talk rubric)

100 = *Marjana's comment can be about making dinner or pouring boiling oil on the thieves. She was making dinner when Ali Baba invited the thief captain inside. I can tell from the drawings on page 53 that she pours boiling oil in the jars that the thieves are hiding in. Her comment doesn't give away the thieves' plan to Ali Baba or let the captain know what she has done. Only she and the reader know what she means.*

90 = *Marjana is talking about making dinner and pouring boiling oil on the thieves. She was making dinner when Ali Baba brought the thief captain inside. She also pours boiling oil in the jars that the thieves are hiding in. She doesn't give away the thieves' plan to Ali Baba or let the captain know what she has done.*

80 = *Marjana is talking about making dinner and pouring boiling oil on the thieves.*

3. Marjana is quick to distract the thief captain in the stable because— **[RE, SA]** (Team Talk rubric)

- A. she does not want him to know that his men are dead.
- B. she wants to make sure he enjoys her food hot.
- C. she thinks he is taking too long and is being rude.
- D. she doesn't want him to know she took some oil.

Explain why you selected your answer.

100 = *Marjana knows that the thief captain is still dangerous. If he discovers that his men are dead, he will probably be angry and attack. The author hints at this in a drawing on page 56. There is a sword tucked into the thief's belt. This shows that Marjana is afraid he could still hurt Ali Baba even without his men.*

90 = *Marjana knows that the thief captain is still dangerous. If he figures out that his men are dead, he will probably be angry and attack. The author shows that he has a sword tucked into his belt.*

80 = *Marjana knows that the thief captain is still dangerous and could get angry.*

4. "For your entertainment, the house of Ali Baba now presents the 1,001 dances of Marjana the Majestic!" In this sentence, the word *majestic* most nearly means— **[CV]**

- A. ordinary.
- B. awkward.
- C. *amazing*.
- D. promising.

5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

incorrect

in + correct; not correct or not right

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection

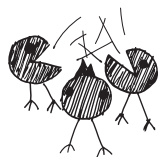


Celebrate team successes!

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) and notes that they added to their graphic organizers.
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, 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.

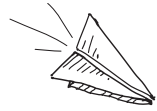
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Draw a conclusion about the story, and give examples to support it.

Teacher Background

Students will continue to practice drawing a conclusion based on a prompt, and will provide the evidence from the text that led them to this conclusion. The activity requires students to justify their ideas about the text and explain their understanding of the story.



Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

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

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that when they draw a conclusion, they express their own ideas about something in the text. Explain that it is important to include the details from the text that led you to your conclusions.

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

Read the prompt aloud.



Writing Prompt
How could things have gone differently for Kasim if he had not attacked the thief captain in the cave? Support your thinking.

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?

I am writing a literary response. I am writing about my ideas of what happens in a story. I am not supporting a claim or argument, and I am not explaining ideas or information.

Students identify the purpose for writing.

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

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

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

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: draw a conclusion about the story and give examples to support it?

The ideas, organization, and syle guidelines relate to the writing objective.

Highlight the writing objective.

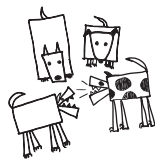
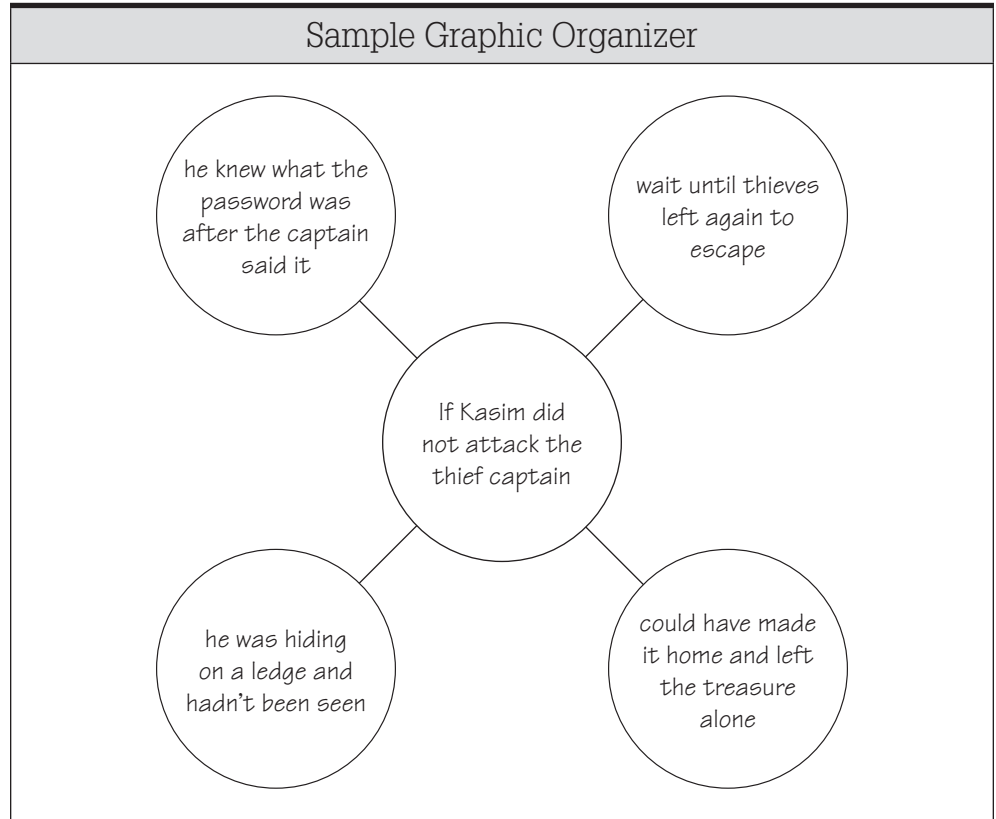
- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model planning using a graphic organizer.

Model a Skill

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

Display the following graphic organizer.



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.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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

(30 minutes)

Lightning Round

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

Refer students to the writer's guide for writing a literary response and the writing objective—draw a conclusion about the story and give examples to support it.

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

For example, ask:

- **Does the writer make a clear point about a literary work?**
- **Does the writer support the point with evidence from the text?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use quotes, phrases, and dialogue from the text to support the point?**

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.

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

Did you find it easy or difficult to include examples in your writing? Do you think the examples 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.

Writing Prompt

How could things have gone differently for Kasim if he had not attacked the thief captain in the cave? Support your thinking.

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

Lesson 6

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words and passages in a story.

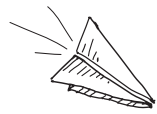
Writing Objective: Draw a conclusion about the story, and give examples to support it.

Word Power Objective: Break words into prefixes and base words to increase understanding of words.

Teacher Background

Today's cycle test challenges students to continue thinking about story elements and how they can help clarify different words or passages in the text.

Today students will learn how Marjana keeps the thief captain from carrying out his plan to kill Ali Baba. She arranges to perform a dance for Ali Baba and his guest before dinner starts. In the dance, she carries a sword and takes the thief by surprise, attacking and killing him. Ali Baba is so grateful that he frees her from being a servant and allows his son to marry her. Now only Ali Baba and his son know the secret of the cave.



Active Instruction tp

(5 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 review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

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.

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

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using story elements to clarify the meaning of words in a story, and drawing a conclusion about the story and giving examples to support it. Use **Think-Pair-Share** to ask:

How can using story elements to clarify difficult words or passages help give you a deeper understanding of the text?

Using story elements to clarify requires me to review what I have read about the plot, characters, and setting. That helps me not only clarify smaller parts of the text like words but also better remember the whole story.

Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes 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 question #1 asks about clarifying strategies.
4. Ask students to identify key words or phrases in question #1.

1. What word or passage from today's reading did you clarify? How did you figure it out? **[CV]** (strategy-use rubric)

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

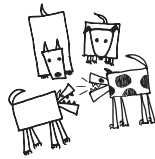
Today you will find out how Marjana solves the problem Ali Baba faces.



Test

(30 minutes)

1. 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.
2. Spot-check the Read and Respond homework.



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

Literary Text Structures

Directions: Read *Ali Baba and the Forty Thieves*, pages 57–63, 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. What word or passage from today’s reading did you clarify? How did you figure it out? **[CV]** (strategy-use rubric)

20 points = I didn’t understand what Ali Baba means on page 63 when he says, “this gift carries much more weight.” I thought about the setting in the drawings to clarify. The drawing shows the treasure cave. The gift of the treasure cave is much better than the mule, which Ali Baba’s son thought he was receiving. This helped me understand how only Ali Baba and his son now know the secret of the cave.

15 points = I didn’t understand what Ali Baba means on page 63 when he says, “this gift carries much more weight.” I thought about the setting in the drawings to clarify. The drawing shows the treasure cave. The gift of the treasure cave is much better than the mule, which Ali Baba’s son thought he was receiving.

10 points = I didn’t understand what Ali Baba means on page 63 when he says, “this gift carries much more weight.”

2. How does Ali Baba feel about his guest before Marjana tells him to check the oil jars? Support your thinking. **[RE, SA]** (Team Talk rubric)

*20 points = Ali Baba is not **suspicious** of his guest and welcomes him. **First**, Ali Baba welcomes him into his home and invites him to put his horses and oil in the stable. He **arranges** for Marjana to serve them dinner. **Then** he is upset when Marjana attacks him during the dance. This shows that Ali Baba is trusting and does not think the thieves will find him.*

15 points = Ali Baba does not think his guest could be a thief and welcomes him. Ali Baba invites him to dinner and tells him to put his horses and oil in the stable. He is upset when Marjana attacks him during the dance.

10 points = Ali Baba does not think his guest could be a thief and welcomes him.

3. Compare and contrast Ali Baba and his brother Kasim and how this affects their lives. **[RE]** (Team Talk rubric)

20 points = *Ali Baba is simple, while Kasim's greediness gets them into trouble. Ali Baba **mentions** how he married for love, while Kasim married for wealth. **Later**, when Ali Baba steals from the cave, he only takes what his donkeys will carry. Kasim is annoyed that he didn't bring enough donkeys to take all the treasure. **If Kasim had been happy with his wealth, they might not have gotten in trouble with the thieves.***

15 points = *Ali Baba is simple, while Kasim's greediness gets them into trouble. Ali Baba says he married for love, while Kasim married for wealth. When Ali Baba steals from the cave, he only takes what his donkeys will carry. Kasim is annoyed that he didn't bring enough donkeys to take all the treasure.*

10 points = *Ali Baba is simple, while Kasim's greediness gets them into trouble.*

4. Do you think the people in town know what happened in Ali Baba's house? Why or why not? Support your thinking. **[DC, SA]** (strategy-use rubric)

20 points = *The people in town do not know what happened in Ali Baba's house. In the first drawing on page 62, there is a speech bubble that says, "Rumor has it she saved his life." A rumor is a story that spreads, but people cannot **prove** it really happened. **This shows that people don't seem to know what happened, just that she saved his life.***

15 points = *The people in town do not know what happened in Ali Baba's house. On page 62, there is a speech bubble that says, "Rumor has it she saved his life." A rumor is a story that spreads, but people cannot show it really happened.*

10 points = *The people in town do not know what happened in Ali Baba's house.*

5. How has Marjana's position changed within Ali Baba's family? Support your thinking. **[RE]**

20 points = *Marjana is no longer a servant, **but** is married to Ali Baba's son. The title of this **chapter** is "Wedding Day," and I see Ali Baba's son and Marjana looking happy together. Marjana was **originally** Kasim's servant. Ali Baba must have rewarded Marjana for saving them all from the thieves by freeing her. **This shows that Ali Baba is grateful and generous to others.***

15 points = *Marjana is married to Ali Baba's son and is not a servant anymore. It is their wedding day, and I see Ali Baba's son and Marjana looking happy together. Marjana was Kasim's servant. Ali Baba must have rewarded Marjana for saving them all from the thieves.*

10 points = *Marjana is married to Ali Baba's son and is not a servant anymore.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

In the story, who is most responsible for the problems Ali Baba has after finding the treasure cave? Support your thinking with evidence from the text.

Ali Baba's wife is the most responsible for the trouble everyone experiences. In the story, she goes to Kasim's house to borrow a scale so they can weigh the treasure that Ali Baba brought him. Ali Baba warns her that Kasim does not need to know about the treasure. This shows that Ali Baba knows that his brother is greedy and will want to know where to find the treasure. She promises him that she will not tell Kasim. But Ali Baba is not surprised when Kasim knocks on his door the next morning. He knows his wife told Kasim about the treasure. After that, Kasim's greedy nature gets him into trouble. This shows that if Ali Baba's wife had kept her promise and not told Kasim about the treasure, this trouble might not have happened.

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

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

Part III. Vocabulary (100 points)

1. "Then it appears we've had another intruder and he didn't take our little warning to heart." In this sentence, the word *intruder* most nearly means— **[CV]**

- A. guest.
- B. friend.
- C. traveler.
- D. thief.

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

A synonym for the word stubborn is unruly or disobedient. An antonym for the word stubborn is obedient.

3. The score of the baseball game was _____ because both teams kept sending the game into extra innings.

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

- A. generous.
- B. unbelievable.
- C. secure.
- D. majestic.

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

A synonym for majestic is awesome or outstanding. An antonym for the word majestic is average.

5. "Mind the fire, will you?" In this sentence, the word *mind* most nearly means— **[CV]**

- A. watch over.
- B. build up.
- C. put out.
- D. think about.

6. What is a synonym for the word *secure*? What is an antonym for the word *secure*? **[CV]**

A synonym for secure is the word protected. An antonym for the word secure is unsafe.

7. Trina was thankful she had such _____ friends who all shared parts of their lunches with her when she forgot her lunch at home.

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

- A. gruesome.
- B. secure.
- C. generous.
- D. unbelievable.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The effects of the contagious disease were quite gruesome, so doctors wanted to find a cure to keep people from being harmed by it again.

Write the prefix and base word for each word, and then write each word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

9. impossible

im + possible; not possible or not able

10. unusual

un + usual; not normal, out of the ordinary

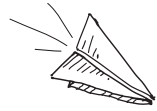
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use story elements (e.g., plot, setting) to clarify the meanings of words in a story.

Teacher Background

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

**Active Instruction** 

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

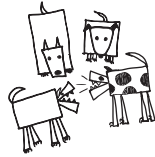
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

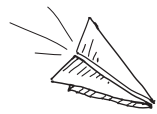
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

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.

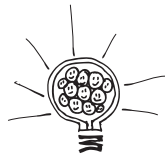


Use **Random Reporter** to ask:

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

Accept supported answers.

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?

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 2-3 Literary Text Structures

English Language Arts Standards: Reading: Literature

Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integration of Knowledge and Ideas

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

English Language Arts Standards: Reading: Foundational Skills

Phonics and Word Recognition

RF.2-5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.2-5.4. Read with sufficient accuracy and fluency to support comprehension.

RF.2-5.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards: Writing

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

English Language Arts Standards: Language

Vocabulary Acquisition and Use

L.2-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 (through 8) reading and content, choosing flexibly from a range of strategies.

L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Media Acknowledgements

We wish to acknowledge the following organizations and individuals for allowing their background videos to be included in the Reading Edge:

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

National Oceanic and Atmospheric Administration, National Ocean Service
(Ocean Today video series)

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute
of Technology

We would also like to thank Robert Lippencott and Alicia Levi at PBS LearningMedia for their advice and assistance with this project.