

Module Summary

“And remember, also,” added the Princess of Sweet Rhyme, “that many places you would like to see are just off the map, and many things you want to know are just out of sight or a little beyond your reach. But someday you’ll reach them all, for what you learn today, for no reason at all, will help you discover all the wonderful secrets of tomorrow.”

– Norton Juster, *The Phantom Tollbooth*

The English language, with its rich, hybrid history and innumerable sounds and word choices, is ripe with opportunity for wordplay. It almost begs for it! But why play with words? Comedians Bud Abbott and Lou Costello and writer Norton Juster prove that wordplay can be a worthy and thought-provoking challenge, a source of fantastic amusement, and a splendid avenue for conveying meaning.

For students to understand and appreciate these authors’ masterful use of wordplay, they must first understand how words and phrases in the English language—including homophones, homographs, and idiomatic expressions—can cause confusion because of their various possible meanings. They must grasp the idea that language can convey meaning in both a literal and a figurative sense. As students are increasingly called upon to read rich, complex texts, knowledge of how authors use wordplay and figurative language to convey meaning will empower them to unlock meaning, and it will further enrich their experiences of reading, writing, and the brilliant world around them.

This module explores how authors use wordplay to engage audiences, create humor and meaning, and express themes. This study centers on Norton Juster’s classic modern fantasy novel, *The Phantom Tollbooth*, which pulses with clever puns and vibrant wordplay. Juster turns abstract concepts into concrete places, characters, and events in his imaginary land called the Kingdom of Wisdom, turned upside down after its princesses, Rhyme and Reason, were banished to the Castle in the Air. Juster’s young hero, Milo, a bored, disengaged young boy accustomed to wasting time and not accustomed to thinking, is whisked away to this fantastical land one day after traveling through a mysterious tollbooth he discovers in his room. Milo soon discovers that he cannot navigate this strange world without thinking, especially if he is going to complete his quest to conquer the Mountains of Ignorance to rescue Rhyme and Reason.

Throughout the module, students study the richness and complexity of the English language from a humorous angle. The module begins with an exchange of riddles and jokes that rely on puns. Students then watch and read Bud Abbott and Lou Costello’s celebrated comedy routine “Who’s on First?” which illustrates how even misunderstanding simple words can cause humor and confusion for audiences. Complementing the module texts are two iconic Surrealist paintings—Salvador Dalí’s *The Persistence of Memory* and René Magritte’s *Time Transfixed*—which spark students’ curiosity and imagination, inviting them to think about how artists play with images as writers play with words. Norton Juster’s *The Phantom Tollbooth* rightfully and resoundingly anchors this dynamic study of wordplay.

For their End-of-Module (EOM) Task, students employ Juster-esque wordplay to write an “exploded moment” narrative in which Milo encounters one of the demons from the Mountains of Ignorance on his return journey and helps him resolve a conflict related to the wordplay of his name and his experiences in *The Phantom Tollbooth* by imparting wisdom he learned on his journey.

Essential Question

How and why do writers play with words?

Suggested Student Understandings

- Language can convey meaning in both a literal and figurative sense.
- Writers use wordplay and figurative language to engage readers, create humor and interest, develop plot and theme, and convey meaning.
- Writers make choices about narrative structure, characters, setting, and wordplay to create dramatic effects and develop themes.
- Characters in stories sometimes undertake journeys that can transform the way they perceive and approach the world. Along the way, characters learn about the world and themselves as they meet new people, discover new places, and face challenges.

Texts

CORE TEXTS

Novel (Literary)

- *The Phantom Tollbooth*, Norton Juster

SUPPLEMENTARY TEXTS

Comedy Routine

- “Who’s on First?” Bud Abbott and Lou Costello (Handout 3A)

Video

- “Who’s on First?” (<http://witeng.link/0147>)

Paintings

- *The Persistence of Memory*, Salvador Dalí (<http://witeng.link/0148>)
- *Time Transfixed*, René Magritte (<http://witeng.link/0149>)
- *Reading at a Table*, Pablo Picasso (<http://witeng.link/0066>)

Module Learning Goals

Knowledge Goals

- Analyze how authors use wordplay meaningfully.
- Explain the relationship between wordplay and humor and wordplay and meaning.
- Recognize and explain examples of wordplay in various media.
- Develop understanding of different ways that writers use wordplay to create humor, interest, and meaning.

Reading Goals

- Distinguish between the literal and figurative meanings of words and phrases, and determine their meanings in a text (RL.5.4, L.5.4.a, L.5.5.a, L.5.5.b, L.5.5.c).
- Trace and describe the narrative structure of individual episodes in *The Phantom Tollbooth*, and explain how they function in developing the story's overall plot structure (RL.5.5).
- Analyze how illustrations enrich readers' experiences of character, settings, and wordplay in *The Phantom Tollbooth* (RL.5.7).
- Explain how Norton Juster uses wordplay to develop characters, settings, and plot in *The Phantom Tollbooth*, and infer literal meanings of words through close analysis of Juster's descriptions of settings and characters (RL.5.4).
- Determine themes in *The Phantom Tollbooth* based on how the main character responds to challenges and changes as a result of his journey and experiences, supporting ideas with specific quotations from the text (RL.5.1, RL.5.2).

Writing Goals

- Purposefully structure events in an imagined narrative to create exposition and develop characters, conflict, resolution, and meaning (W.5.3.a, W.5.3.b, W.5.3.d, W.5.3.e).
- Convey character personality, traits, and conflict using dialogue (W.5.3.b).
- Use descriptive and sensory language to convey setting and characters and illuminate wordplay (W.5.3.d).

- Strengthen narrative writing by planning and revising dialogue sequences to develop character and conflict and illuminate themes (W.5.3.b, W.5.5).
- Articulate and elaborate on a central theme of a literary text by writing an informative/explanatory paragraph (RL.5.2, W.5.2).

Speaking and Listening Goals

- Speak clearly at an understandable pace, adapting speech to audience and purpose and varying formality as appropriate (SL.5.4, SL.5.6).
- Listen attentively to a speaker, paying attention to description and details in order to visualize what is being said.

Language Goals

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in stories using context clues and by consulting reference materials (L.5.4.a, L.5.4.c, L.5.5.c).
- Identify and explain or interpret examples of figurative language, including idiomatic expressions, puns, and adages (L.5.5.a, L.5.5.b).
- Apply rules for comma use to set off the words *yes* and *no*, to set off tag questions and interjections, to indicate direct address in dialogue, and to separate introductory elements from the rest of the sentence (L.5.1.a, L.5.2.b, L.5.2.c).
- Use specific, concrete, and sensory words and phrases, including prepositional phrases, to convey ideas and events precisely and add detail to writing (L.3.3.a, L.4.3.a, L.5.1.a, L.5.3.a).
- Expand and rearrange sentences to include introductory elements (L.5.2.b, L.5.3.a).

Module in Context

Knowledge: After an emotionally charged first module, students are exposed to a more light-hearted and magical view of the world through Module 2, in which students' senses of humor are developed with an in-depth study of wordplay. Using the complexity and nuances of the English language, this module, which is rich in vocabulary, supports students in analyzing how writers use words to create humor through wordplay. Students also examine a variety of ways in which this humor is developed in a text. The comedy routine, "Who's on First?" introduces students to the idea of how words can cause confusion that can lead to humor. Then, students apply this understanding in the core text of Module 2, *The Phantom Tollbooth*, by analyzing the wordplay found in setting descriptions, character descriptions, dialogue exchanges, and the novel's overall plot. An understanding of how rich and joyful language can be will serve Grade 5 students well as they continue to develop their own personalities and styles as young people.

Reading: Students continue their work with foundational reading skills, utilizing story maps to organize information and monitor their comprehension in a fictional text, while also noticing and wondering about the playfulness of the English language in *The Phantom Tollbooth*. Students pay close attention to the narrative structure employed in the core text and use that understanding to follow the larger plot of the novel. Specific elements of a “hero’s quest” plot are introduced, and students examine how character interactions, dialogue exchanges, and conflicts can move a plot forward. Character words and actions remain an important element from Module 1, but students grow to use this evidence to track character transformations and lessons learned. With this new understanding of characters, students identify key themes in *The Phantom Tollbooth*. Finally, interwoven in the module, are opportunities for students to study illustrations and make meaning from those illustrations that complements that of the words in a text.

Writing: Students move from a focus on expository writing to narrative writing in Module 2, tapping into their creativity and playfulness. Using shorter writing tasks called “snapshots,” and slightly longer writing tasks called “exploded moments,” students practice the skill of using descriptive language to show, not tell, their descriptions of settings, characters, and conflict-driven dialogue exchanges. Students draft and revise dialogue sequences, strengthening their ability to use narration within dialogue exchanges to pace their characters’ interactions. Students begin the module focused on developing clear settings and characters, then move on to developing conflict, plot, and theme, all while artfully incorporating Juster-like wordplay with places and characters to enhance meaning and humor. Near the end of the module, students revisit their informative/explanatory paragraph skills as they write a paragraph explaining a theme in *The Phantom Tollbooth*, using two pieces of evidence to support a character’s transformation.

Speaking and Listening: Students practice adapting and delivering their speech to a specific audience during dramatic, expressive Read Alouds of a transcript of “Who’s on First?” as well as carefully chosen suspenseful scenes from *The Phantom Tollbooth*. In Socratic Seminars, students further this skill by speaking in clear, formal English to share sound, logical ideas with their classmates. Given the vivid nature of wordplay, students also practice the skill of visualizing descriptions and details to enhance meaning.

Standards

FOCUS STANDARDS

Reading Literature	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Writing	
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Speaking and Listening	
SL.5.4*	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language	
L.5.1.a	Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase.
L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.

*SL.5.4 requires students to formally present information and reasoning to an audience. While it clearly specifies the importance of this content, it also emphasizes the method of delivery, or how the information is presented. Instruction on SL.5.4 in this module addresses part of this standard and builds discrete skills in the delivery of speech. Students apply these skills incrementally in various contexts, culminating in a more formal assessment of SL.5.4 in a later module.

CONTINUING STANDARDS

Reading Literature	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4–5 text complexity band independently and proficiently.
Language	
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

Major Assessments

Focusing Question Task	Elements that Support Success on EOM Task	Standards
1. Write an informative/explanatory paragraph to explain how words create both confusion and humor in Bud Abbott and Lou Costello's comedy routine "Who's on First?"	<ul style="list-style-type: none"> Identify the source of confusion and humor of words in context. Explain how a conflict in understanding can lead to confusion and humor. 	RL.5.1, RL.5.2; W.5.2
2. Write a character snapshot scene featuring Milo and an invented character from Abandon Elementary School, including wordplay to describe both the setting and the character.	<ul style="list-style-type: none"> Use descriptions and sensory language to show, not tell, about the setting, characters, and situation. Describe a setting and a character's traits using wordplay. 	W.5.3, W.5.4, W.5.5; L.3.3.a, L.4.3.a, L.5.1.a, L.5.3.a
3. Write an exploded moment scene featuring Milo and an invented character from Abandon Elementary School, including dialogue sequences to show conflicting ideas between characters.	<ul style="list-style-type: none"> Use dialogue and description to effectively pace dialogue sequences. Develop plot with a clear conflict and a new learning or understanding. 	W.5.3, W.5.4, W.5.5; L.4.2.b, L.5.1.a, L.5.2.c
4. Write an informative/explanatory paragraph to identify one overarching theme in Norton Juster's <i>The Phantom Tollbooth</i> , and explain how Juster reveals this theme by revealing how the main character, Milo, changes from the beginning to end of the story.	<ul style="list-style-type: none"> Identify and explain a theme from a novel. Analyze a character's transformation and explain its connection to a theme. 	RL.5.1, RL.5.2; W.5.2, W.5.9.a, L.4.2.b, L.5.2.b, L.5.3.a

New-Read Assessment	Elements that Support Success on EOM Task	Standards
1. Read an excerpt from <i>The Phantom Tollbooth</i> . Complete a character analysis chart for a new character, then answer multiple-choice questions about the literal and figurative meaning of words.	<ul style="list-style-type: none"> Explain the wordplay found in a character's name and description. Understand literal understandings and figurative meanings of words and phrases. 	RL.5.1, RL.5.4, RL.5.7 L.5.4.a, L.5.4.c; L.5.5.b
2. Read an excerpt from <i>The Phantom Tollbooth</i> . Complete a story map (optional) to organize events in a story; analyze how an illustration supports the text; and answer multiple-choice questions about plot structure.	<ul style="list-style-type: none"> Explain how an illustration enriches the text. Identify how individual episodes contribute to the overall structure of a text. 	RL.5.1, RL.5.5, RL.5.7

Socratic Seminars	Elements that Support Success on EOM Task	Standards
1. Explain how wordplay can create both confusion and humor, drawing on examples from the collection of jokes and riddles students shared and Abbott and Costello's famous comedy routine, "Who's on First?"	<ul style="list-style-type: none"> Establish an understanding of how language can convey meaning both literally and figuratively. Articulate how a writer uses wordplay, and explain how it creates confusion and humor for audiences. 	RL.5.1, RL.5.2; SL.5.1, SL.5.4, SL.5.6
2. Synthesize understanding of overarching themes in Norton Juster's novel, <i>The Phantom Tollbooth</i> , drawing on evidence of how Milo has changed since the beginning of the book, what he has learned throughout his journey to the Lands Beyond, and how he has confronted and overcome challenges along the way.	<ul style="list-style-type: none"> Express understanding of overarching themes in <i>The Phantom Tollbooth</i> and the wisdom the main character, Milo, has gained on his journey. Offer relevant evidence of how Milo has changed from the beginning to the end of the story. 	RL.5.1, RL.5.2; SL.5.1, SL.5.4, SL.5.6

EOM Task	Elements that Support Success on EOM Task	Standards
Write an exploded moment scene in which Milo encounters one of the demons from the Mountains of Ignorance on his return journey and helps him resolve a conflict related to the wordplay of his name and his experiences in <i>The Phantom Tollbooth</i> , by conveying wisdom related to the story's central themes.	<ul style="list-style-type: none"> Orient readers by establishing characters, setting, and a situation. Create dialogue between Milo and a character from Juster's book to establish and develop a conflict that the character faces, related to the wordplay of his name and role in the story. Provide a resolution in which Milo helps the character resolve his conflict by sharing important, relevant wisdom from Milo's journey that reinforces an overarching theme of <i>The Phantom Tollbooth</i>. 	RL.5.2; W.5.3, W.5.4, W.5.5; L.4.2.b, L.5.1.a, L.5.2.b, c, L.5.3.a

Vocabulary Assessments*	Elements that Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> Acquire and use grade-appropriate academic terms. Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.5.6

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: How can wordplay create confusion and humor?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	<p><i>The Persistence of Memory</i>, Salvador Dalí</p> <p><i>Time Transfixed</i>, René Magritte</p> <p>Collection of Puns</p>	Wonder What do I notice and wonder about the paintings, jokes, and riddles?	N/A	<ul style="list-style-type: none"> Describe observations of two paintings, noting how each painting plays with images (RL.5.1). Explain the humor of a pun by identifying examples of how homophones, homographs, and idioms are used as wordplay (RL.5.1, L.5.5.c). Demonstrate understanding of homophones and homographs by writing sentences with pairs of each (L.5.5.c).
2	"Who's on First?" Bud Abbott and Lou Costello (video of live performance)	Organize What's happening in "Who's on First?"	Examine Why is it important to adapt delivery to an audience when speaking?	<ul style="list-style-type: none"> Summarize the main conflict in "Who's on First?" (RL.5.2). Observe and explain how a speaker adapts delivery to an audience (SL.5.6). Demonstrate understanding of the word <i>peculiar</i> by studying the context and generating synonyms, examples, and nonexamples (L.5.4.a).

Focusing Question 1: How can wordplay create confusion and humor?				
3	<p>“Who’s on First?,” Bud Abbott and Lou Costello</p>	<p>Reveal What does a deeper exploration of wordplay in “Who’s on First?” reveal?</p>	<p>Experiment How does adapting delivery to an audience work?</p> <p>Examine Why are interjections important?</p>	<ul style="list-style-type: none"> ▪ Explain and elaborate on the characters’ confusion about words in “Who’s on First?” and reflect on the humor it creates (RL.5.1, W.5.9.a). ▪ Employ qualities of speech delivery to perform a section of “Who’s on First?” (SL.5.4, SL.5.6). ▪ With support, identify and punctuate interjections (L.5.1.a, L.5.2.c).
4 ✓FQT	<p>“Who’s on First?,” Bud Abbott and Lou Costello</p> <p><i>The Persistence of Memory</i>, Salvador Dalí</p> <p><i>Time Transfixed</i>, René Magritte</p>	<p>Know How do “Who’s on First” and other jokes and riddles build your knowledge of wordplay?</p>	<p>Execute How do I adapt my delivery to speak in a Socratic Seminar?</p> <p>Experiment How do tag questions and nouns of direct address work?</p>	<ul style="list-style-type: none"> ▪ Analyze, in both speaking and writing, how wordplay creates confusion and humor in a series of riddles and jokes and in the comedy routine “Who’s on First?” (RL.5.1, RL.5.2, W.5.2, SL.5.1, SL.5.4, SL.5.6). ▪ With support, identify and punctuate tag questions and nouns of direct address (L.5.2.c).

Focusing Question 2: How can writers use wordplay to develop a story's settings and characters?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
5	<i>The Phantom Tollbooth</i> , map of the Lands Beyond and chapter 1	Reveal What does a deeper exploration of the main character, Milo, reveal in chapter 1 of <i>The Phantom Tollbooth</i> ?	N/A	<ul style="list-style-type: none"> Make inferences about Milo's traits, based on the illustration and author's descriptions in chapter 1 of <i>The Phantom Tollbooth</i> (RL.5.1). Explore the relationships between <i>wisdom</i>, <i>knowledge</i>, and <i>ignorance</i> to deepen understanding of each word's meaning (L.5.5.c).
6	<i>The Phantom Tollbooth</i> , pages 16–27	Wonder What do I notice and wonder about the places Milo visits and the characters he meets in chapter 2?	Examine Why is description of settings and characters important in stories?	<ul style="list-style-type: none"> Infer word meanings based on descriptions and illustrations of settings and characters in <i>The Phantom Tollbooth</i>, and explain how their names are examples of wordplay (RL.5.1, RL.5.4, RL.5.7, L.5.4.a). Distinguish shades of meaning for words related to think, using a dictionary (L.5.4.c, L.5.5.c).
7	<i>The Phantom Tollbooth</i> , pages 28–31	Organize What's happening in chapter 2 of <i>The Phantom Tollbooth</i> ?	Examine Why are snapshots important in stories and especially in <i>The Phantom Tollbooth</i> ?	<ul style="list-style-type: none"> Make observations and inferences about the king's advisors from their dialogue (RL.5.1). Generate sensory details to develop a setting snapshot of the Word Market from <i>The Phantom Tollbooth</i> (W.5.3.d). Analyze the effect of word choice in conveying ideas in descriptive writing (L.3.3.a, L.4.3.a, L.5.3.a, W.5.3.d).

Focusing Question 2: How can writers use wordplay to develop a story's settings and characters?				
8	<i>The Phantom Tollbooth</i> , pages 32–47	Wonder What do I notice and wonder about Dictionopolis and its people?	Experiment How does sensory language in a setting snapshot work? Examine Why is precise word choice important in descriptive writing?	<ul style="list-style-type: none"> ▪ Make observations and inferences about the king's advisors from their dialogue (RL.5.1). ▪ Generate sensory details to develop a setting snapshot of the Word Market from <i>The Phantom Tollbooth</i> (W.5.3.d). ▪ Analyze the effect of word choice in conveying ideas in descriptive writing (L.3.3.a, L.4.3.a, L.5.3.a, W.5.3.d).
9	<i>The Persistence of Memory</i> , Salvador Dalí <i>Time Transfixed</i> , René Magritte	Reveal What does a deeper exploration of juxtaposition reveal in the paintings?	Experiment How does a snapshot of a Juster-like setting work?	<ul style="list-style-type: none"> ▪ Identify surrealist elements and examples of juxtaposition in two paintings, and explain what the juxtaposition of everyday objects reveals (RL.5.1). ▪ Develop a setting snapshot of an imaginary place using description and sensory language (W.5.3.d). ▪ Analyze the meaning of <i>surreal</i> by studying its word parts (L.5.4.b).

Focusing Question 2: How can writers use wordplay to develop a story's settings and characters?				
10	<i>The Phantom Tollbooth</i> , chapter 4	Reveal What does a deeper exploration of characters' traits reveal?	Excel How do I improve word choice in a setting snapshot? Experiment How can prepositional phrases add precise detail to sentences?	<ul style="list-style-type: none"> ▪ Infer the meaning of <i>humbug</i> based on the description and illustration of this character in <i>The Phantom Tollbooth</i> to better understand wordplay with characters (RL.5.1, RL.5.4, RL.5.7, L.5.4.a). ▪ Revise a setting snapshot to add stronger verbs and concrete details (W.5.3.d, L.3.3.a, L.5.3.a). ▪ Add precise details to a setting snapshot using prepositional phrases (L.3.3.a, L.4.3.a, L.5.1.a, L.5.3.a, W.5.3.d).
11	<i>The Phantom Tollbooth</i> , pages 58–65	Reveal What does a deeper exploration of characters' traits reveal?	Examine Why is it important to show, not tell, in a character snapshot?	<ul style="list-style-type: none"> ▪ Interpret the meaning of the phrase “short shrift” based on the description of Officer Short Shrift in <i>The Phantom Tollbooth</i> to better understand wordplay with characters (RL.5.1, RL.5.4, RL.5.7, L.5.4.a, L.5.5.b). ▪ Analyze how a writer uses the technique of show, not tell, to reveal a character's traits and the wordplay of her name (RL.5.1, W.5.3.b, W.5.3.d).

Focusing Question 2: How can writers use wordplay to develop a story's settings and characters?				
12	<i>The Phantom Tollbooth</i> , pages 65–70	Reveal What does a deeper exploration of the Which and her story reveal?	Execute How do I plan a character snapshot of a Juster-like character?	<ul style="list-style-type: none"> ▪ Explain how Faintly Macabre's name and title, the "Which," are examples of wordplay reflected in the description and story of her character (RL.5.1, RL.5.4, L.5.5.c). ▪ Generate ideas for a character snapshot involving wordplay by describing the character's inner and outer qualities (W.5.3, W.5.5). ▪ Clarify and explain the meaning of adages and proverbs (L.5.5.b).
13	<i>The Phantom Tollbooth</i> , chapter 6	Distill What is the essential meaning of Faintly Macabre's story of Rhyme and Reason?	Execute How do I plan a character snapshot of a Juster-like character to show, not tell?	<ul style="list-style-type: none"> ▪ Infer the larger significance of Rhyme and Reason's banishment in the story, supporting ideas with text evidence (RL.5.1, RL.5.2). ▪ For a Juster-like character snapshot, generate ideas about how to reveal a character's traits and beliefs through words and actions (W.5.3, W.5.5). ▪ Demonstrate understanding of differences in meaning between closely related words <i>controversies</i>, <i>disputes</i>, <i>grievances</i>, and <i>quarrels</i> (L.5.5.c).

Focusing Question 2: How can writers use wordplay to develop a story's settings and characters?				
14 ✓NR	<i>The Phantom Tollbooth</i> , pages 80–88	Organize What does a deeper exploration of wordplay in the royal banquet scene reveal?	Execute How do I establish characters, setting, and a situation in a lead for my character snapshot?	<ul style="list-style-type: none"> ▪ Draft a lead for a character snapshot that establishes characters, setting, and a situation (W.5.3.b). ▪ Analyze how and why Norton Juster uses wordplay in a scene from chapter 7 of <i>The Phantom Tollbooth</i> (RL.5.1, RL.5.4, RL.5.7, L.5.4.a, L.5.4.c, L.5.5.b). ▪ Interpret the meanings of adages and clarify their meanings using a dictionary (L.5.4.c, L.5.5.b).
15 ✓FQT	<i>The Phantom Tollbooth</i>	Know How does <i>The Phantom Tollbooth</i> build my knowledge of how writers can play with words?	<p>Excel How do I improve my character snapshot to show, not tell?</p> <p>Excel How do I improve word choice in my character snapshot?</p>	<ul style="list-style-type: none"> ▪ Craft a short narrative snapshot of a character from the imaginary Abandon Elementary School, using dialogue and description to reveal character related to the meaning of the character's name and the word <i>abandon</i> (W.5.3, W.5.4, W.5.5). ▪ Illustrate a character snapshot, drawing on details in one's own writing, and explain how it supports and enriches the writing (RL.5.1, RL.5.7). ▪ Revise a character snapshot to strengthen word choice with vivid verbs, concrete details, and prepositional phrases that add detail (L.3.3.a, L.4.3.a, L.5.1.a, L.5.3.a, W.5.3.d).

Focusing Question 3: How can writers use wordplay to develop a story's plot?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
16	<i>The Phantom Tollbooth</i> , chapter 8	Reveal What does a deeper exploration of plot in <i>The Phantom Tollbooth</i> reveal?	N/A	<ul style="list-style-type: none"> ▪ Analyze how events in chapter 8 of <i>The Phantom Tollbooth</i> fit into the overall “hero’s quest” plot by summarizing “The Conflict and the Call” of Milo’s hero’s quest (RL.5.2, RL.5.5). ▪ Clarify the meanings of unknown words by using a thesaurus to find familiar synonyms (L.5.4.c).
17	<i>The Phantom Tollbooth</i> , chapter 9	Reveal What does a deeper exploration of the interaction between Milo and Alec reveal?	Examine Why is structure important in a narrative scene?	<ul style="list-style-type: none"> ▪ Analyze the interaction between Milo and Alec in chapter 9 to understand how Alec challenges Milo’s thinking and what Milo learns from the interaction (RL.5.1, RL.5.2, RL.5.3). ▪ Apply understanding of the narrative structure in <i>The Phantom Tollbooth</i> to a chapter 9 scene, and explain how wordplay fits into this structure (RL.5.5, W.5.3). ▪ Develop understanding of different meanings of <i>point of view</i> and apply knowledge to generate valid examples (L.5.4.a, L.5.6).

Focusing Question 3: How can writers use wordplay to develop a story's plot?				
18	<i>The Phantom Tollbooth</i> , chapter 10	Organize What's happening in chapter 10 of <i>The Phantom Tollbooth</i> ?	Experiment How does narrative structure work in a Juster-like exploded moment scene? Experiment How does one accurately quote from a text and punctuate quotations?	<ul style="list-style-type: none"> Summarize the narrative structure in an episode of chapter 10 by analyzing setting, characters, characters' conflicting ideas, and Milo's new learning (RL.5.2, RL.5.3, RL.5.5). Analyze an exploded moment model to discern its narrative structure (RL.5.1, W.5.3). Demonstrate the ability to quote accurately from a text, as well as to correctly punctuate quotations in writing (L.4.2.b, RL.5.1).
19	<i>The Phantom Tollbooth</i> , pages 9–11, 131–132	Reveal What does a deeper exploration of Milo's development reveal?	Execute How do I use narrative structure to help me plan a Juster-like exploded moment scene? Examine Why are introductory elements important?	<ul style="list-style-type: none"> Analyze how Milo has changed from the beginning of the book, explaining ways in which he is or is not prepared for his hero's quest (RL.5.2, RL.5.5). Brainstorm ideas for an exploded moment scene using wordplay related to setting, character, conflict, and lessons learned (W.5.3, W.5.5). With support, identify and classify introductory elements (L.5.2.b).
20	<i>The Phantom Tollbooth</i> , pages 132–143	Reveal What does a deeper exploration of character dialogue in chapter 11 reveal?	Examine Why is dialogue important in narrative scenes in <i>The Phantom Tollbooth</i> ? Experiment How does proper formatting and punctuation of dialogue work? Why is it important to properly format and punctuate dialogue?	<ul style="list-style-type: none"> Analyze how dialogue develops characters and plot in chapter 11 of <i>The Phantom Tollbooth</i> (RL.5.5, W.5.3.b). Apply knowledge of proper dialogue formatting and punctuation by rewriting a dialogue scene (L.4.2.b).

Focusing Question 3: How can writers use wordplay to develop a story's plot?				
21	<i>The Phantom Tollbooth</i> , chapter 12, pages 160–164	Organize What's happening in chapters 12 and 13 of <i>The Phantom Tollbooth</i> ?	Execute How do I use narrative structure to help me plan a Juster-like exploded moment scene?	<ul style="list-style-type: none"> ▪ Summarize an episode in chapters 12 and 13 of <i>The Phantom Tollbooth</i> (RL.5.2). ▪ Brainstorm ideas for an exploded moment scene using wordplay related to setting, characters, conflicting ideas, and lessons learned (W.5.3, W.5.5). ▪ Apply knowledge of the prefix <i>dis-</i> to understand meanings of <i>disconsolate</i> and <i>dissonance</i> (L.5.4.b).
22	<i>The Phantom Tollbooth</i> , chapter 12, pages 160–164	Reveal What does a deeper exploration of Milo's development in chapters 12 and 13 reveal?	Execute How do I plan a dialogue sequence for my exploded moment narrative scene? Experiment How does proper formatting of dialogue work?	<ul style="list-style-type: none"> ▪ Analyze a scene in chapters 12 and 13 to explain how it represents a turning point for Milo's character (RL.5.5). ▪ Develop a conflict for an exploded moment narrative by drafting dialogue between Milo and an imaginary character (W.5.3). ▪ Using an excerpt from the model exploded moment, apply understanding of proper dialogue formatting to edit a passage (L.4.2.b).

Focusing Question 3: How can writers use wordplay to develop a story's plot?				
23 ✓NR	<i>The Phantom Tollbooth</i> , pages 164–170	<p>Reveal What does a deeper exploration of wordplay in a new episode of <i>The Phantom Tollbooth</i> reveal?</p>	<p>Execute How do I establish character, setting, and a situation for my exploded moment narrative scene?</p> <p>Experiment How does proper punctuation of dialogue work?</p>	<ul style="list-style-type: none"> ▪ Develop a lead for an exploded moment narrative that establishes setting, characters, and a situation, focusing on wordplay with setting and character descriptions (W.5.3.a). ▪ Analyze how an episode in <i>The Phantom Tollbooth</i> develops setting, characters, and plot, and explain how its accompanying illustrations support and enrich understanding of the episode (RL.5.2, RL.5.5, RL.5.7). ▪ Using an excerpt from the model exploded moment, apply understanding of proper dialogue punctuation by adding punctuation to a dialogue sequence (L.4.2.b, L.5.1.a, L.5.2.c).
24	<i>The Phantom Tollbooth</i> , chapter 14, pages 184–187	<p>Organize What's happening in Digitopolis?</p>	<p>Experiment How do dialogue and narration work together in a narrative scene?</p> <p>Execute How do I use interjections, tag questions, and nouns of direct address in my dialogue?</p>	<ul style="list-style-type: none"> ▪ Explain the impact of Rhyme and Reason's banishment on Digitopolis, drawing on text evidence (RL.5.1). ▪ Revise a dialogue scene to include narration and speaker tags to enhance descriptions of setting, character, and conflict (W.5.3). ▪ Apply understanding of comma use in sentences with interjections, tag questions, and nouns of direct address (L.5.1.a, L.5.2.c).

Focusing Question 3: How can writers use wordplay to develop a story's plot?				
25	<i>The Phantom Tollbooth</i>	Know How does <i>The Phantom Tollbooth</i> build my knowledge of how to develop a story with wordplay?	Execute How do I craft my Juster-like exploded moment narrative scene? Execute How do I use proper formatting and punctuation in writing dialogue?	<ul style="list-style-type: none"> ▪ Draft an exploded moment narrative scene with Milo and an imaginary character from Focusing Question Task 2 that establishes setting and characters and, through dialogue, develops a problem and ending in which Milo learns a lesson related to the wordplay with the meaning of <i>abandon</i> (W.5.3, W.5.4, L.4.2.b, L.5.1.a, L.5.2.c). ▪ Apply knowledge of proper formatting and punctuating of dialogue, including using commas to set off interjections, tag questions, and nouns of direct address, to a draft of a narrative (L.4.2.b, L.5.1.a, L.5.2.c).
26 ✓FQT	<i>The Phantom Tollbooth</i> , pages 197–203	Reveal What does a deeper exploration of plot in chapter 16 of <i>The Phantom Tollbooth</i> reveal?	Excel How do I improve my dialogue and narration to develop characters and conflict? Excel How do I improve formatting and punctuating dialogue, including interjections, tag questions, and nouns of direct address?	<ul style="list-style-type: none"> ▪ Analyze a scene between Milo and the Mathemagician in chapter 16 to explain how it develops the plot and represents a turning point for Milo's character (RL.1, RL.5.2, RL.5.5). ▪ Revise a dialogue sequence in a draft of Focusing Question Task 3 to clarify the conflict and add narration that develops characters (W.5.3, W.5.5). ▪ Apply rules of punctuation and formatting to dialogue, interjections, tag questions, and nouns of address to a narrative (L.4.2.b, L.5.1.a, L.5.2.c).

Focusing Question 4: How is <i>The Phantom Tollbooth</i> a story of transformation?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
27	<i>The Phantom Tollbooth</i> , pages 203–214	Reveal What does a deeper exploration of Milo’s responses to challenges in the Mountains of Ignorance reveal?	N/A	<ul style="list-style-type: none"> ▪ Analyze changes in Milo’s character based on his responses to challenges presented by demons in the Mountains of Ignorance (RL.5.1, RL.5.2). ▪ Demonstrate understanding of <i>trivial</i> by examining synonyms and antonyms and explaining what Milo learns from performing trivial tasks (L.5.5.c).
28	<i>The Phantom Tollbooth</i> , pages 214–223	Reveal What does a deeper exploration of Milo’s responses to challenges in the Mountains of Ignorance reveal?	N/A	<ul style="list-style-type: none"> ▪ Analyze changes in Milo’s character based on his responses to challenges presented by demons in the Mountains of Ignorance (RL.5.1, RL.5.2). ▪ Apply knowledge of the suffix <i>-ous</i> to solve for meanings of new words (L.5.4.b).
29	<i>The Phantom Tollbooth</i> , pages 231–236	Reveal What does a deeper exploration of Milo’s internal conflicts in chapter 18 reveal?	N/A	<ul style="list-style-type: none"> ▪ Explain how Rhyme and Reason’s advice helps Milo resolve internal conflicts and connects to the book’s larger themes about learning and knowledge (RL.5.2). ▪ Apply understanding of the idiom “castle in the air” to explain how a castle in the air might be prison-like (L.5.5.b).

Focusing Question 4: How is <i>The Phantom Tollbooth</i> a story of transformation?				
30	<i>The Phantom Tollbooth</i> , chapters 19 and 20	Reveal What does a deeper exploration of plot in <i>The Phantom Tollbooth</i> reveal?	Execute How do I adapt my delivery to perform an expressive Read Aloud?	<ul style="list-style-type: none"> ▪ Explain how the events in chapters 19 and 20 fit into the overall plot of Milo’s “hero’s quest” (RL.5.2, RL.5.5). ▪ Read with expression, adapting pitch, volume, and inflection to capture the story’s action and distinguish between narration and dialogue (SL.5.4, SL.5.6). ▪ Verify meanings of unknown words using a dictionary, and apply these meanings to understand what some of the “demons of Ignorance” represent (L.5.4.a, L.5.4.c).
31	<i>The Phantom Tollbooth</i>	Distill What are the central themes of <i>The Phantom Tollbooth</i> ?	<p>Execute How do I use theme statements and supporting character change statements in Focusing Question Task 4?</p> <p>Experiment How do introductory elements work?</p>	<ul style="list-style-type: none"> ▪ Determine a central theme of <i>The Phantom Tollbooth</i>, and explain how Milo’s transformation in the story supports this theme (RL.5.2, W.5.2.a). ▪ Rearrange sentences with introductory elements, using a comma to set them off from the rest of the sentence (L.5.2.b, L.5.3.a).

Focusing Question 4: How is <i>The Phantom Tollbooth</i> a story of transformation?				
32 ✓SS	<i>The Phantom Tollbooth</i>	Distill What are the central themes of <i>The Phantom Tollbooth</i> ?	Execute How do I express my understanding of themes in <i>The Phantom Tollbooth</i> in an informative/explanatory paragraph? Experiment How does expanding sentences with introductory elements work?	<ul style="list-style-type: none"> ▪ Determine central themes in <i>The Phantom Tollbooth</i>, drawing on evidence of how Milo has changed since the beginning of the book, what he has learned throughout his journey to the Lands Beyond, and how he has confronted challenges along the way (RL.5.1, RL.5.2, SL.5.1, SL.5.4, SL.5.1). ▪ Gather and elaborate on evidence from <i>The Phantom Tollbooth</i> that supports topic statements about theme and character transformation (RL.5.1, RL.5.2, W.5.2, W.5.5, W.5.9.a). ▪ Expand sentences by adding introductory elements, set off with a comma from the rest of the sentence (L.5.2.b, L.5.3.a).
33 ✓FQT	<i>The Phantom Tollbooth</i> <i>The Persistence of Memory</i> , Salvador Dalí <i>Time Transfixed</i> , René Magritte <i>Reading at a Table</i> , Pablo Picasso	Knowledge How do the paintings and <i>The Phantom Tollbooth</i> build my knowledge of how artists and writers convey themes?	Execute How do I express my understanding of themes in <i>The Phantom Tollbooth</i> in an informative/explanatory paragraph? Experiment How do I use introductory elements in my narrative?	<ul style="list-style-type: none"> ▪ Apply knowledge of theme, juxtaposition, and surrealism to create a title and museum label for a surrealist painting. ▪ Write an informative/explanatory paragraph describing an overarching theme in <i>The Phantom Tollbooth</i>, drawing on evidence of how Milo has changed since the beginning of the book (RL.5.1, RL.5.2, W.5.2, W.5.9.a). ▪ Expand or rearrange sentences in an informative/explanatory paragraph to include introductory elements (L.5.2.b, L.5.3.a).

Focusing Question 4: How is <i>The Phantom Tollbooth</i> a story of transformation?				
34	<i>The Phantom Tollbooth</i>	Know How does <i>The Phantom Tollbooth</i> build my knowledge of narrative writing?	Execute How do I use what I know about narrative structure to plan my EOM Task narrative?	<ul style="list-style-type: none"> Brainstorm ideas for an exploded moment narrative including setting, characters, action, problem, and ending in which Milo conveys wisdom he has learned, relating to the book's themes (RL.5.2, W.5.3, W.5.4, W.5.5). Apply understanding of grade-level vocabulary (L.5.6).
35	<i>The Phantom Tollbooth</i>	Know How does <i>The Phantom Tollbooth</i> build my knowledge of narrative writing?	Execute How do I use narrative techniques, such as snapshots and dialogue, in an exploded moment narrative?	<ul style="list-style-type: none"> Draft the opening of a narrative through use of setting, character snapshots, and dialogue that develops a conflict and conveys Milo's wisdom, related to the book's themes (W.5.3.a, W.5.3.b, W.5.3.e). Apply understanding of grade-level vocabulary (L.5.6).
36 ✓EOM	<i>The Phantom Tollbooth</i>	Know How does <i>The Phantom Tollbooth</i> build my knowledge of wordplay and narrative writing?	<p>Excel How do I improve my narration to show, not tell?</p> <p>Execute How do I improve Style and Conventions in my narrative writing?</p>	<ul style="list-style-type: none"> Draft a complete exploded moment narrative, including a narrative lead, dialogue and narration sequences that develop conflict and plot, and an ending in which Milo conveys wisdom he has learned, related to the book's themes (RL.5.2, W.5.3, W.5.4, W.5.5). Revise a narrative, using commas to set off interjections, tag questions, nouns of direct address, and introductory elements; formatting and punctuating dialogue; and adding variety to sentences with introductory elements (L.4.2.b, L.5.1.a, L.5.2.b, L.5.2.c, L.5.3.a).