Unit 1/Week 2

Title: Line Drive

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.10; RF.5.3, RF.5.4; W.5.2, W.5.4; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

If you want something bad enough, you may have to be brave enough to face adversity in order to achieve it.

Synopsis

This story is an autobiography. It takes place in the 1960’s, when girls were not allowed to play on boys’ baseball teams. The main character, Tanya, loves to play baseball and wishes she could play with the boys. Even though she would rather be on the field, she agrees to be a scorekeeper for her brothers’ baseball team. This is when she first comes in contact with one of her new neighbors, Mark. He is an excellent baseball player. He knows it, and so does everyone else. She wants Mark to know that she is a good baseball player though too. Despite the stereotypes and time period, Tanya shows bravery when she goes with her brothers to play baseball at Mark’s house one day. Mark agrees to let her play if she can hit one of his pitches. Not only does she hit one of his pitches, but she sends a line drive right into his gut. Thanks to her bravery, she had proven that she could play baseball as well as any boy.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Using details from the story, quote accurately how Tanya describes herself. (Pg. 59)  | Tanya describes herself as “a skinny, short girl with glasses”. She likes to play sports and considers herself a tomboy. |
| What does Tanya learn from her mother about participating in sports in the 1960’s? (Pg. 59) | Tanya learns from her mother’s experiences as an athlete and a coach that girls can compete with boys.  |
| Re-read page 60, an unspoken rule is a rule that is generally understood by people but is not a written rule. What is the “unspoken” Little League rule and how does it affect Tanya? | The rule is “no girls on the team”. Since there are no girls’ teams, she has to sit on the sidelines “holding a pencil instead of a baseball”. |
| Why does Tanya agree to be scorekeeper even though she would rather be on the field? | She loves baseball and she wants to be a part of baseball in whatever way she can.  |
| On page 61, Tanya says, “To say Mark was conceited about his pitching skills is like saying Godzilla was a big lizard.” What does she mean by this? Based on this sentence and the other things Tanya tells you about the way Mark acts, what does the word conceited mean? | Tanya means that saying that Mark is conceited or arrogant is a major understatement. |
| What does Tanya think about Mark’s baseball skills? (pg. 61) | She is impressed by his skills. She says things like, “Thing is, he *was* good. No one could pitch as fast or as straight as Mark. He was all-star material, all right.” She also says she loved to watch him pitch, he had something special, and she was “impressed with his fastball.”Teachers should note that although Tanya is impressed with his skills, she is not impressed by the way he handles himself. |
| What reasons does Tanya give for finally asking to play baseball with her brothers and Mark? (Pg. 63) | There are no other girls in the neighborhood to play with, she loves baseball, and she wants Mark to notice her.  |
| A metaphor is a phrase that describes something by comparing it to something else. What happened in the text that makes Tanya describe herself as “happier than a mouse in a corncrib”? (Pg. 63)  | Her brothers finally agree to let her play baseball at Mark’s house on the condition that Mark does not get mad.  |
| How does Mark react to seeing Tanya on his designated baseball area? (Pg. 63-64) | Mark stared at me and stopped, and then he asked, “What’s she doing here? We don’t need a scorekeeper”. Then he smirked and a smile spread over his face. |
| What deal does Mark offer Tanya? (Pg. 64) | He says she can play if she hits one of his pitches.  |
| What evidence does the author provide to show that Tanya Is brave despite the fact that she specifically says she’s not? (Pgs. 63-64) | She finally asks to play even though she knows Mark won’t want her to, she stands on Mark’s pitcher’s mound, and she agrees to the deal Mark sets forth even though she knows how good of a pitcher he is. |
| Onomatopoeia is the use of words that sound like what they mean. For example: *woof and boom*. Find examples of onomatopoeias in the text on pages 65-66. | Possible examples are zing, snap, crack and o-o-o-o-f. |
| The author (Tanya) uses great detail to describe the moment before Mark’s second pitch. Use quotes from the text to describe the moment before Mark’s second pitch. (Pg.65) | Tanya pounded the ground with the top of her bat and took a practice swing. She reminded herself to swing as soon as she saw Mark let go of the ball. She told herself this wasn’t about skill, but luck—whether good or bad. She watched Mark catch the ball, take his place on the plank, turn sideways, and stare at her. She saw the way his arms went down as he held it in his right hand, and then hid it in his glove on his left hand. She watched his knee slowly lift upward until it nearly touched his elbow. Then she watched him lean forward as his foot went down and his right arm arched over his head. She saw the ball barely peek out from his fist, and then watched him let it go. |
| On page 66, Tanya says, “’Hey, I’m really sorry,’ I said. But I wasn’t I was exhilarated! I was victorious! And I was in big trouble.” What does she mean by this? | Tanya was sorry that she hit Mark because she wouldn’t want to hurt him or for him to be mad. But she was exhilarated and excited because she was brave and courageous and was able to prove that she can play baseball well. |
| What is the significance of Mark’s changing his smirk to go to a real smile on page 66? | Mark thinks she is good enough to play with them because she hit one of his pitches, and he tells her that she doesn’t hit like a girl. His “real smile” shows that he means these things genuinely. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text |  | Page 59 - grimy, mortified, mavenPage 60 - reign, bramblesPage 61 - sneerPage 63 - designatePage 64 - smirkPage 65 - chiseledPage 66 - exhilarated |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 61- conceited | Page 57 - patientlyPage 61 - impressedPage 63 - emergePage 66 - victorious |

Culminating Task

* Re-Read, Think, Discuss, Write

When you face adversity, you face a troublesome or difficult situation. Write one well-developed paragraph that describes how Tanya showed bravery in order to overcome the adversity she faced and achieve her goal. Use evidence from the text in order to support our answer.

Answer: In the story “Line Drive”, Tanya had to be brave in order to overcome the adversity she faced while trying to achieve her goal of playing ball. Tanya wanted to play so bad she was willing to be the scorekeeper for the team just to be involved. One day, Tanya begged her brothers to let her tag along as they played ball at Mark’s house. Her brothers replied by saying, “All right. But if he gets mad, you have to go home. Okay?” Tanya had to decide whether she was brave enough to face Mark’s possible anger! She decided to go. When they got to Mark’s house he said “I’ll tell ya what, if she can hit one of my pitches, she can play.” Even though Tanya was not feeling brave, she knew this was her only chance of playing ball with Mark. She accepted the challenge! Because of her bravery, she achieved her goal of playing ball with the boys!!

Additional Tasks

* Compare and Contrast Tanya and Mark’s feelings when the ball hit Mark in the gut.

Answer: Though Tanya is worried that Mark will make her leave, she is also exhilarated that she has achieved her goal and gets to play with the boys. Mark is out of breath and in deep pain, and yet he now thinks Tanya is a real ballplayer.

* Complete a story map that identifies the characters, setting, conflict, and plot events that lead to the resolution.

Answer: Character: Tanya, her neighbor Mark, her mother, and her brothers, Ricky and Bobby

Setting: 1960s, a town in which her family moves

Conflict: Tanya wants to play baseball with the boys, but she is not allowed

Plot events:

 \*Tanya serves as the scorekeeper for her brothers’ Little League Team

 \*One day she asks if she could play with the boys in her neighborhood

 \*Mark says she can play if she can hit one of his pitches

 \* Mark throws two pitches to Tanya

 \*Tanya hits a hard line drive off Mark’s second pitch and hits Mark in the stomach

Resolution: Tanya exhibits bravery when she asks to play baseball with the boys. By showing she can hit Mark’s pitching, she gets to play with the boys.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.