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ELL Support

Lead a discussion about the beginning, middle, and end of stories by pointing out that events sometimes change for unexpected reasons, like a change in the weather. Have students recall such an experience in their own lives. What happened *first*? What happened *next*? What happened *last*? Give each student a piece of paper. Have students draw three stacked boxes and write *First* in the top box, *Next* in the middle box, and *Last* in the bottom box. Tell students to illustrate one of their experiences in three parts. Encourage students to add as many details as they can remember to each part of the story. Have students share their stories with the class.

A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

Speaking/Listening Activity

On the Internet, find and play an audio recording of old-time comedian De Wolf Hopper reciting "Casey at the Bat." Have the class offer their opinions about reading the poem versus hearing the recording.

2 Focused Instruction Lesson 1

Continue reading the poem. Then answer the question.

But Flynn let drive a single, to the worderment of all,
And Blake, the much despised, tore the cover off the ball;
15 And when the dust had lifted, and they saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.


Then from 5,000 throats and more there rose a lusty yell;
It rumbled on the mountaintops; it rattled in the dell;
It struck upon the hillside and recoiled upon the flat.
20 For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

25 Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore.
35 "Kill him! Kill the umpire!" shouted someone in the stand;
And it's likely they'd a-killed him had not Casey raised his hand.



10 UNIT 1 Key Ideas and Details in Literary Text

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2 Focused Instruction Lesson 1

A CLOSER LOOK
What happens when Casey comes to bat? Underline words in the last stanza that tell what happens in the game.

40 But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and echo answered fraud;
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

45 The sneer is gone from Casey's lip; his teeth are clenched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright;
50 The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville—mighty Casey has struck out.

*visage: face

Think about the last stanza. Why might there be no joy in Mudville that night?

What inference can you make about the baseball game?

A The Mudville team played a great game.
B The crowd did not want Casey to come to bat.
C The Mudville team lost the baseball game.
D The opposing team did not play fairly.

DISCUSS IT
Think about the crowd's reaction to Casey and Casey's behavior on the pitch. What inference can you make about Casey's status as a batter on the team? Turn to another student and talk about the crowd's feelings for Casey.

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3 Guided Practice Lesson 1

Read the passage. Then answer the questions.

One for the Team

1 Aisha's heart raced as she flew into the gym and dropped her gym bag on the floor. It all came down to this day, this game—the regional playoffs. As point guard, Aisha ran the offense. She was not the best scorer, but she was fast and could run the team's plays smoothly and with precision.

2 Aisha bent down and reached into her bag for her water bottle.

3 "Aisha!" a voice screamed.

4 Aisha looked up to see her cousin Jasmine, point guard for the opposing team. Aisha's stomach clenched.

5 "Hey, Jasmine, how's it going?" Aisha asked quietly.

6 "Awesome! I'm psyched for this game," Jasmine said, pulling her left foot up behind her to stretch. "I've learned some stretches that keep me from getting leg cramps while I'm playing."

7 Aisha watched her cousin demonstrate a few more stretches. Then she shifted her weight from one foot to the other and checked her watch. "Yeah, we're pretty psyched for this game, too," she said in a louder voice than she had meant to use. "Coach drew up an awesome game plan that really uses everyone's skills."

8 But Jasmine had her back to Aisha as she walked off toward her team. "That's great, Aisha" Jasmine said over her shoulder. "Oh, and good luck today!"

9 Minutes later, ten players stood facing each other in the middle of the court as the buzzer sounded. Jasmine's team won the tip-off, and Jasmine took the ball down the court.

10 Aisha's heart plunged—she saw that the opposing team's center was wide open near the hoop. But before she could block what she thought would certainly be a straight pass for a perfect shot, Jasmine tried for a three-pointer. Aisha easily blocked the shot.

11 Now in control of the ball, Aisha dribbled down the court and waited for the offense to get set. They'd done it a million times in practice—everyone knew exactly where they were supposed to be, and they moved smoothly and quickly. Aisha waited for her center to get into position and then she passed. The center made an easy layup. The crowd whooped, and Aisha's stomach began to relax, but just a little.

12 Jasmine, in possession of the ball after Aisha scored, dribbled down the court. Her center moved back and forth, trying to signal that she was open. Aisha's defense got into position. But once again behind the three-point line, Jasmine hurled the ball toward the basket. The ball bounced hard off the backboard, and Aisha's teammate made an easy rebound and passed the ball to Aisha.

13 Again and again, the same scene played out. Aisha took the ball down the court, and unless she had a straight shot, she passed to an open player who took a shot or made a layup. And again and again, Jasmine opted for a difficult shot, rarely passing to another player.

14 Then the final buzzer sounded. Aisha's teammates were ecstatic—the players on the court high fived each other and were immediately joined by the players on the bench. *This is what it's all about,* Aisha thought. But then she looked over at Jasmine, who was sitting on the bench, her head in her hands. Aisha went over to her cousin.

15 "Hey, Jasmine, great game you played," she said, patting her cousin on the back.

16 Jasmine looked up and smiled, "Nah, Aisha, I didn't play so well. But you did. You guys really have a lot of chemistry on the court," she said. "Nice work out there," Jasmine added as she picked up her gym bag, smiled, and left the gym.

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3 Guided Practice

Title: One for the Team


Genre: Realistic Fiction

Lexile® Measure: 810L

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary
chemistry, ecstatic, precision, regional

3 Guided Practice Lesson 1



12 Jasmine, in possession of the ball after Aisha scored, dribbled down the court. Her center moved back and forth, trying to signal that she was open. Aisha's defense got into position. But once again behind the three-point line, Jasmine hurled the ball toward the basket. The ball bounced hard off the backboard, and Aisha's teammate made an easy rebound and passed the ball to Aisha.

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15 "Hey, Jasmine, great game you played," she said, patting her cousin on the back.

16 Jasmine looked up and smiled, "Nah, Aisha, I didn't play so well. But you did. You guys really have a lot of chemistry on the court," she said. "Nice work out there," Jasmine added as she picked up her gym bag, smiled, and left the gym.

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3 Guided Practice Lesson 1

How do people usually behave when they are nervous? What details about Aisha's actions help you know how she is feeling?

When your stomach clenches, how are you usually feeling?

Which sentences show teamwork? Which sentences show a lack of teamwork?

- Which sentence from the passage most supports the inference that Aisha is nervous about the game?
 - A "Then she shifted her weight from one foot to the other and checked her watch."
 - B "Now in control of the ball, Aisha dribbles down the court and waited for the offense to get set."
 - C "This is what it's all about, Aisha thought."
 - D "Aisha bent down and reached into her bag for her water bottle."
- The author writes that Aisha's "stomach clenched" when she saw her cousin Jasmine. What is the most logical inference based on this detail from the text?
 - A Aisha feels sick and may not be well enough to play basketball.
 - B Aisha knows that Jasmine is not a good player and feels sorry for her.
 - C Aisha gets annoyed by Jasmine and is anticipating Jasmine's boasts.
 - D Aisha loves her cousin Jasmine and is excited to play against her.
- List two details from the story that support the inference that Aisha's team won because they played well together.

The following sentences support this inference:
 "Again and again, the same scene played out. Aisha took the ball down the court, and unless she had a straight shot, she passed to an open player who took a shot or made a layup. And again and again, Jasmine opted for a difficult shot, rarely passing to another player."

UNIT 1 Key Ideas and Details in Literary Text

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Writing Activity

Have students write several paragraphs describing a time when they worked as a team to reach a common goal. What was the goal? How did the group work together to reach it?

4 Independent Practice

Title: A Little Princess
Genre: Historical Fiction
Lexile® Measure: 940L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.


Vocabulary

establishment, mahogany, ushered, varnished

4 Independent Practice Lesson 1

Read the passage. Then answer the questions.

excerpt from A Little Princess
 by Frances Hodgson Burnett



- "Here we are, Sara," said Captain Crewe, making his voice sound as cheerful as possible. Then he lifted her out of the cab and they mounted the steps and rang the bell. Sara often thought afterward that the house was somehow exactly like Miss Minchin. It was respectable and well furnished, but everything in it was ugly; and the very armchairs seemed to have hard bones in them. In the hall everything was hard and polished—even the red cheeks of the moon face on the tall clock in the corner had a severe varnished look. The drawing room into which they were ushered was covered by a carpet with a square pattern upon it, the chairs were square, and a heavy marble timepiece stood upon the heavy marble mantel.
- As she sat down in one of the stiff mahogany chairs, Sara cast one of her quick looks about her.
- "I don't like it, Papa," she said. "But then I dare say soldiers—even brave ones—don't really LIKE going into battle."
- Captain Crewe laughed outright at this. He was young and full of fun, and he never tired of hearing Sara's queer speeches.
- "Oh, little Sara," he said. "What shall I do when I have no one to say solemn things to me? No one else is as solemn as you are."
- "But why do solemn things make you laugh so?" inquired Sara.
- "Because you are such fun when you say them," he answered, laughing still more. And then suddenly he swept her into his arms and kissed her very hard, stopping laughing all at once and looking almost as if tears had come into his eyes.
- It was just then that Miss Minchin entered the room. She was very like her house, Sara felt: tall and dull, and respectable and ugly. She had large, cold, fishy eyes, and a large, cold, fishy smile. It spread itself into a very large smile when she saw Sara and Captain Crewe.
- "It will be a great privilege to have charge of such a beautiful and promising child, Captain Crewe," she said, taking Sara's hand and stroking it. "Lady Meredith has told me of her unusual cleverness. A clever child is a great treasure in an establishment like mine."

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4 Independent Practice Lesson 1

1 Which sentence from the passage most supports the inference that Sara expects to have a difficult time in this new place?

A "But why do solemn things make you laugh so?" inquired Sara.
 B "As she sat down in one of the stiff mahogany chairs, Sara cast one of her quick looks about her."
 C "But then I dare say soldiers—even brave ones—don't really LIKE going into battle."
 D "'Here we are, Sara,' said Captain Crewe, making his voice sound as cheerful as possible."

RL.5.1
DOK 2

2 Read these sentences from the passage.

"Oh, little Sara," he said. "What shall I do when I have no one to say solemn things to me? No one else is as solemn as you are."
 "Because you are such fun when you say them," he answered, laughing still more. And then suddenly he swept her into his arms and kissed her very hard, stopping laughing all at once and looking almost as if tears had come into his eyes.

What inference can you make based on these details from the passage?

A Sara is getting older and her father thinks she will soon be getting married.
 B Sara is unhappy because she has come to live with her father.
 C Sara's father gets angry at her for being such a serious child.
 D Sara and her father will soon be separated.

RL.5.1
DOK 3

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4 Independent Practice Lesson 1

3 Read the information in the boxes. Then complete the table.

Details from the Text	What You Already Know	Inference
"It was respectable and well furnished, but everything in it was ugly; and the very armchairs seemed to have hard bones in them."	A place that has ugly, hard furniture is not a pleasant place.	

Which of the following can you infer about Sara's feelings?

A Sara is eager to explore her new surroundings.
 B Sara does not like new and different places.
 C Sara is not comfortable in her new surroundings.
 D Sara feels as if she's been to this place before.

RL.5.1
DOK 3

4 What inference can you make about Miss Minchin's character? Use at least two details from the story to support your answer.

Miss Minchin is mean, unpleasant, and cold. The reader can infer this by the author's description: "Sara often thought afterward that the house was somehow exactly like Miss Minchin. It was respectable and well furnished, but everything in it was ugly." The author goes on to say that the clock had a "severe varnished look," suggesting that Miss Minchin, too, is severe. She describes the "heavy marble mantel," indicating that Miss Minchin is heavy and unmoving. She later notes that Miss Minchin "was very like her house, Sara felt: tall and dull, and respectable and ugly. She had large, cold, fishy eyes, and a large, cold, fishy smile."

RL.5.1
DOK 3

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4 Independent Practice Answer Analysis

- 1 Choice C is correct. Sara's invocation of soldiers not liking to go to battle suggests that she believes that she will have to do battle and probably will not like her new surroundings. Choice A is incorrect. Sara is merely questioning someone. Choice B is incorrect. Casting a "quick look" does not convey that she thinks she will have a difficult time. Choice D is incorrect. Captain Crewe is trying to make the best of the situation and it does not convey Sara's feelings.
- 2 Choice D is correct. The father's suggestion in the first paragraph, that he will have "no one to say solemn things" suggests that they will be separated. In the second paragraph, he gives her an emotional embrace, which would lead the reader to infer that he is leaving. Choice A is incorrect. Sara is a little girl and not getting married soon. Choice B is incorrect. Based on the passage, Sara and her father have a very good relationship. Choice C is incorrect. His words and actions do not indicate anger.

3 The details from the text, along with the background knowledge that ugly, uncomfortable places are not pleasant leads to the inference that Sara is not comfortable in her new surroundings. Choice C is correct. There is no indication in the details that she is eager to explore the place, nor that she recognizes the place or does not enjoy new places. Choices A, B, and D are incorrect.

4 Answers should infer that Miss Minchin is a cold, hard, and uncaring person, based on the description Sara gives of her and the comparison between Miss Minchin and the house itself as severe, heavy, and respectable but ugly.

Media/Research Activity

As a class, watch the corresponding scene from one of the film versions of *A Little Princess*. Discuss the differences between seeing a scene in a movie and reading it in a book.