

Crossing the Finish Line

FOCUS QUESTION

How can sports bring out the best in people?

About the Lesson

OBJECTIVES

Content Objectives

- Gather key ideas, facts, and details from informational texts to answer questions.
- Integrate information from two texts on the same topic.
- Understand why and how people participating in marathons set and achieve personal goals.

Language Objectives

- Ask questions and gather information to complete a chart about a text.
- Write a response integrating details from two texts.
- Explain which person in the texts was the most inspiring and why.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.
topic, fact, detail, integrate

Spanish Cognates

detalle, integrar

Build Knowledge

Lesson texts build knowledge about:

- How marathon participants display determination and inspire others
- How marathon spectators support and encourage others
- How sports can bring people together to build peace and understanding

Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use this **Teacher Toolbox** resource as needed to address related skills:
— Make inferences
- Partner English learners with students who can serve as language models in integrating information from the texts in Sessions 2 and 4. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Pass It On	1, 3, 5	spontaneity, connectedness
Stand and Share	2, 4	spontaneity, movement, connectedness
Somebody Who	2, 4	social interaction
Individual Think Time	2	independence
Merry-Go-Round Share	2, 4, 6	multiple ways to show focus, connectedness
Shout Out	2, 4	spontaneity, multiple ways to show focus
Musical Shares	2	movement, musicality, social interaction
Give One, Get One	4	movement, shared responsibility

LEARNING PROGRESSION | Integrate Information

Students build on this skill:
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Students learn this skill:
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.


Students prepare for this skill:
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Students review and practice:


- **RI.4.1** Make inferences
- **RI.4.2** Determine main idea and key details
- **RI.4.4** Determine word meanings

LESSON PLANNING GUIDE

TEXT 1: Finishing Strong • SOCIAL STUDIES ARTICLE

SESSION 1	SCAFFOLD READING		TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
SESSION 2	PRACTICE THE FOCUS STANDARD	<ul style="list-style-type: none"> Formative Assessment 	Concepts/Background <ul style="list-style-type: none"> running marathons location of New York City the role of charitable organizations in helping others Language <ul style="list-style-type: none"> Vocabulary: <i>confidence, despite, throughout, social media, inspired, determination, committed, accomplishment, challenging</i> Informal Language: <i>makes all the difference, didn't give up</i> 	Speaking/Reading <ul style="list-style-type: none"> Role-play Reading <ul style="list-style-type: none"> Analyze phrases
				Reading/Writing <ul style="list-style-type: none"> Guide toward answering questions Speaking <ul style="list-style-type: none"> Use think time Writing <ul style="list-style-type: none"> Collaborate with a partner

TEXT 2: Team Hoyt • PROFILE

SESSION 3	SCAFFOLD READING		CONCEPTS/BACKGROUND	READING
SESSION 4	PRACTICE THE FOCUS STANDARD	<ul style="list-style-type: none"> Formative Assessment 	Concepts/Background <ul style="list-style-type: none"> adaptive mobility equipment, including specially designed wheelchairs, bikes, and boats communication devices for people with special needs location of Boston Language <ul style="list-style-type: none"> Vocabulary: <i>competed, cerebral palsy, disability, engineering students, technology, benefit, triathlons, recent, recovering</i> Idioms: <i>off and running, make up your mind</i> 	Reading <ul style="list-style-type: none"> Analyze sentences, Interpret idioms, Determine meaning from context
				Speaking/Writing <ul style="list-style-type: none"> Rephrase questions Writing <ul style="list-style-type: none"> Use sentence frames

TEXTS 3A & 3B: You Can't Stop Tegla Loroupe!, Champion of Peace • PROFILES

SESSION 5	INDEPENDENT READING AND PRACTICE		CONCEPTS/BACKGROUND	READING
	<ul style="list-style-type: none"> Formative Assessment 		Concepts/Background <ul style="list-style-type: none"> locations of Kenya, Netherlands, Germany, and Uganda girls' limited access to professional and educational opportunities in Kenya Olympic Games running events Language <ul style="list-style-type: none"> Vocabulary: <i>unladylike, career, celebrated, champion, foundation, ethnic (groups), staff, traditional, academy, progress, environment, subjects</i> Idioms: <i>earned a spot, follow their dreams</i> 	Reading <ul style="list-style-type: none"> Guide toward answering questions, Analyze synonyms
				Speaking/Reading <ul style="list-style-type: none"> Rephrase ideas, Leverage cognate knowledge Listening/Reading <ul style="list-style-type: none"> Read aloud questions and answer choices Speaking/Writing <ul style="list-style-type: none"> Talk before writing, Use sentence frames

KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION	<ul style="list-style-type: none"> How can sports bring out the best in people? 	<ul style="list-style-type: none"> Integrate information from the lesson texts Collaborative discussion Short response 	Speaking/Writing <ul style="list-style-type: none"> Talk before writing, Use sentence frames

Before Teaching the Lesson

Preview the texts in advance of teaching the lesson. Plan scaffolds to use and provide background information as needed before reading each text.

- **Finishing Strong: Marathons** Display the map of the New York City Marathon route to show the 26.2-mile distance. Describe spinal-cord injuries and physical therapy.
- **Team Hoyt: Cerebral Palsy** Provide information about cerebral palsy, a group of movement disorders resulting from brain injury before, during, or shortly after birth. In cerebral palsy, the brain is not able to communicate effectively with the muscles. This makes it difficult to fully control movement.
- **You Can't Stop Tegla Loroupe! and Champion of Peace: Educational Access** Describe the ways that access to education may be limited for some children due to conflicts or cost. Additionally, as an alternate means of representation, point out the location of Kenya on a map or globe. Explain that Kenya, a country roughly twice the size of Nevada, has significant ethnic diversity.

Talk About the Topic

BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about marathons in the lesson.
 - Introduce the focus standard. **Say, *As you read, you will integrate, or put together, the information from two texts about marathons.***
 - Ask volunteers to **Raise a Hand** to describe the longest race they have ever participated in.
 - Build background by sharing a video of a runner crossing the finish line of a race with a lot of spectators. Ask students guiding questions: *What is this person doing? How do you think they are feeling? Why do you think the person is doing this? What are the people in the crowd doing? How do you think this makes the runner feel?* **EL**
- 2 • Ask students to complete Notice and Wonder with a partner.

Crossing the Finish Line

1

FOCUS QUESTION

How can sports bring out the best in people?

2

NOTICE AND WONDER

Look at the map of the New York City Marathon route. What do you notice? What do you wonder? Discuss your ideas with a partner.

3

MAKE CONNECTIONS

A marathon is a 26.2-mile (42.2-kilometer) road race in which people compete by running or using a wheelchair. Circle the words you know below. Explain how they could be connected to the topic of marathons.

inspire
goal

achieve
determination

___ is related to marathons because ___.

___ said ___ is related to marathons because ___.

LESSON 16

Start

STATEN ISLAND

VERRAZZANO-NARROWS BRIDGE

NEW YORK CITY HARBOR

BROOKLYN

QUEENS

MANHATTAN

CENTRAL PARK

Finish

mile 4

mile 13

mile 18

mile 21

Finishing Strong
by Jill Korey O'Sullivan

Team Hoyt
by Angela Brown

You Can't Stop Tegla Loroupe!
by Alice Cary

Champion of Peace
by Hazel Meador

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3 INTRODUCE ESSENTIAL CONCEPTS

- Have students work in pairs to complete the Make Connections activity.
- Invite students to identify any Spanish cognates that support their understanding of unfamiliar words in the activity, such as *determinación/determination*. **EL**
- Use **Pass It On** to have students share out their ideas about these connections.
- During discussion, guide students to agree and build on others' ideas or disagree and explain their thinking.
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students can explain how the words are connected to the concept of a marathon, a long-distance footrace.

HELP & GO: Background

- Help students make connections to personal experiences of running or walking a long distance—or another athletic challenge—to understand the experience of participating in a marathon.
 - Encourage students to use the terms in sentences or provide examples that help to illustrate each word's meaning. Prompt students to think of contexts other than sports as they discuss the terms.
- Have students add unfamiliar words to their word journals.

1 Support Reading

- Set a purpose for reading. **Say**, *You will read to learn about how people support marathon racers.*
- Have students read paragraphs 1–3. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of the text. Monitor based on annotations, observation, and your knowledge of students.
- CHECK IN** Students can unpack the information in the first paragraph.

HELP & GO: Comprehension

- Read paragraph 1 aloud. Point out the question word *why*? Guide students to determine that reasons will follow.
- Ask**, *What two reasons come after the word why?*
to achieve a goal; to build confidence

2 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss** with a partner.
- LISTEN FOR** Students explain that even though competing in a marathon is tiring, there are crowds cheering along the way.

HELP & GO: Comprehension

- Have a student restate the first sentence in paragraph 2 as two sentences. Note the signal word *especially*.
- Direct students to read the rest of paragraph 2. **Ask**, *When runners get tired, what keeps them from quitting?* *support, cheering, bells, signs*
- Guide students to act out ringing bells, shouting words of encouragement, and holding up signs. **EL**
- Invite students to imagine what marathoners see, hear, and feel.



Spectators are an important part of the New York City Marathon.

2

RI.4.1

Stop & Discuss

What is it like to run the New York City Marathon?

Support your ideas with details from the text.

Running the marathon is _____. It helps when _____.

1

- Running a marathon is very difficult. But people run them anyway. Why? Some of these runners want to achieve a goal they once thought was impossible. Other runners want to build their confidence. If they can run a marathon, they feel like they can do anything.
- Despite their goals, runners sometimes want to give up, especially in the final miles of the race when they are exhausted. But at the New York City Marathon, one thing that keeps these tired runners from quitting is the support of the cheering crowd. In fact, throughout the race, more than one million spectators ring bells, shout words of encouragement, and hold up signs. This support helps push runners to complete the 26.2-mile run.
- The average runner completes the race in about 4 hours and 30 minutes. By late afternoon, most of the marathon's 50,000 racers have crossed the finish line. At 7:25 p.m., well after dark, the official race clock stops. Most of the crowds have disappeared by then, and workers start cleaning up. But for some 100 racers, the finish line is still many miles away.

3

4 In the past, continuing the race into the evening hours was a lonely experience. The runners often crossed the finish line with no one to cheer them on. Then, in 2015, after finishing her first marathon, Stephanie Pennington decided that no racers should cross the finish line without a celebration. Beginning the following year, she used social media to bring together crowds for the late-hour finishers. These spectators, inspired by the racers' determination and hard work, are committed to celebrating the success of every racer. Pennington's group, known as Project Finish, stays and cheers wildly until the last runner crosses the finish line. Completing 26.2 miles is a huge accomplishment.



Stephanie Pennington (left); Hannah Gavios (right, center)

5 Project Finish makes all the difference to racers like Hannah Gavios. In 2016, Gavios injured her **spinal cord**. Doctors said she might never walk again. But Gavios didn't give up. She spent two years in **physical therapy**, always challenging herself to get stronger. Finishing the New York City Marathon became her goal.

6 In 2018, Gavios did it—she completed the whole marathon on crutches. After crossing the finish line in just over 11 hours, Gavios expressed sincere thanks to the supporters. She said, “[It] just means so much to me that you [all] stayed.”

7 The Project Finish supporters share an understanding about the race. It isn't about winning. It's about finishing it. 

spinal cord = nerve tissue in the spine that sends messages between the brain and body

physical therapy = medical care that helps people recover from injury

4

RI.4.1

Stop & Discuss

How does Project Finish support racers? Why do they do this?

Underline the sentence that tells what they do.

LESSON 16

3 Support Reading

- Have students read paragraphs 4–7.
- **CHECK IN** Students understand why running the marathon into the evening was a “lonely experience.”

HELP & GO: Comprehension

- Revisit paragraph 4. **Ask**, *Why was finishing the race a “lonely experience” for some people in the past? For people that took more time, there weren't many spectators waiting at the finish line to cheer them on.*
- **Ask**, *What do you think it would feel like to run so far and then cross the finish line without anyone cheering?*

4 Stop & Discuss

- Have students complete **Stop & Discuss**, then **Turn and Talk**.
- **LOOK FOR** Students explain that Project Finish supports and celebrates the accomplishments of the last finishers.

HELP & GO: Comprehension

- Read paragraph 4 aloud. **Ask**, *What are action words that describe what Project Finish members do? Circle them. celebrating, stays, cheers*
- Point out the phrase *makes all the difference* in paragraph 5. Read this sentence and paragraph 6 aloud. Have students use context clues to figure out the meaning of the phrase. **Ask**, *What are different ways to express the idea behind makes all the difference? is very important, really helps, gives support EL*

Discuss the Whole Text

Revisit the Focus Question and have students use **Pass It On** to share their ideas. **Ask**, *How does the New York City Marathon bring out the best in participants and spectators?* Guide students to agree and build on others' ideas or disagree and explain their thinking. Record students' ideas for reference.

Reconnect to the Text

Use **Stand and Share** to have 2–3 students summarize “Finishing Strong.”

1 Introduce the Standard

- Use **Somebody Who** to have students read the bullets aloud.
- Explain that students will learn more about marathons later in the lesson. *Say, We’ve just finished reading a text about marathons. Later in the lesson, you will read additional texts about marathons and marathon racers. You will learn something different from each text you read. To help you better understand the ideas in this text, you will discuss questions about it.*

2 Reread/Think

MODEL THE STANDARD Display the chart and model the thinking process for gathering information about a topic.

- *Say, The first question asks why people want to race in marathons. Competing in marathons sounds so hard. Why would anyone want to do it? In paragraph 1 I see a question: Why? This question suggests that the reasons will come next. I don’t need to copy whole sentences. I will take notes, which means writing down a few words that answer my question about why people want to finish marathons. These phrases are achieve a goal and build their confidence.*

GUIDE STANDARDS PRACTICE Have students complete the rest of the chart.

- Direct students to paragraphs 2, 4, and 6 to search for information about why and how people support marathon racers. *Ask, What is said in paragraph 2 about why spectators support racers? What is said about how they support them?*
- Clarify that when answering a “why” question, you list reasons for doing something, but when answering a “how” question, you describe the way something is done. **EL**

SESSION 2



PRACTICE

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

1 Analyze Information

- As you read about a new topic, ask questions and gather information to help you understand what you read about.
- After reading a text about a new topic, you can read additional texts about that topic to deepen your understanding of it.

2 Reread/Think

Reread “Finishing Strong.” Look for information that answers the questions below. Write information from the text in the chart.

Questions	Information from “Finishing Strong”
Why do people want to race in marathons?	<ul style="list-style-type: none">• achieve a goal• build their confidence (paragraph 1)
Why do people support each other during marathons?	<ul style="list-style-type: none">• help tired runners keep going (paragraph 2)• “no racers should cross the finish line without a celebration”• “committed to celebrating the success of every racer” (paragraph 4)
How do people support each other during marathons?	<ul style="list-style-type: none">• “ring bells, shout words of encouragement, and hold up signs” (paragraph 2)• Project Finish brings spectators together to cheer until everyone finishes the New York City Marathon.

LESSON 16

3 Talk

Why do people want to finish marathons? How do spectators support racers?

People want to finish marathons because ____.

Spectators support racers by ____.

4 Write

What did you learn from this text about why people want to race in marathons? What did you learn about the importance of finishing strong in marathons? Use two details from the text to support your response.

Sample response: A marathon is a long and difficult race.

Finishing a marathon is very important to racers because it feels good to accomplish a big goal. That includes people who finish the race quickly and people who take more time to finish. To support racers, spectators cheer, ring bells, and hold up encouraging signs. This helps racers keep going when they are tired. Some people, like the members of Project Finish, stay and cheer until the last racers cross the finish line. "Finishing strong" means finishing with confidence and with the support of other people.

WRITING CHECKLIST

- ☐ I explained what it means to "finish strong."
- ☐ I included text details that support my response.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

3 Talk

- Provide **Individual Think Time** to reflect on the Talk questions. **EL**
- Have students use **Merry-Go-Round Share** in small groups to discuss why finishing is important to marathon racers and how spectators support them.
- **LISTEN FOR** Students can explain how spectators help marathon racers finish strong. ✓

HELP & GO: Standards Practice

- Direct students to paragraph 2. **Say**, *To answer the question about how spectators support runners, look for action words in this paragraph. ring, shout, hold up*
- Read paragraph 4 aloud. **Ask**, *What does it mean that the spectators "are committed to celebrating the success of every racer"? The spectators want to stay to encourage all the racers, even the ones who take longer to finish. Why is it important to celebrate the success of every racer? Everyone needs encouragement to keep going, and everyone wants to feel excited about finishing.*

- Revisit the Talk prompt and have students **Shout Out** phrases. Record their responses.

4 Write

- Have students respond to the prompt.
- Remind students that the title of the text is "Finishing Strong." **Say**, *As you think about how to respond to the prompt, consider why the author of this text may have chosen the title "Finishing Strong."*
- Allow students to complete the activity as a partner writing activity. **EL**
- Use written responses to determine whether students need additional support. ✓
- Use **Musical Shares** to have students share their paragraphs with 2–3 other students in turn.

1 Support Reading

- Set a purpose for reading. **Say,** *You will read to learn about additional ways that marathons bring out the best in people.*
- Have students read paragraphs 1–4. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and **Help & Go** scaffolds as needed.
- CHECK IN** Students understand how Dick and Rick Hoyt work together to complete marathons and other athletic events.

HELP & GO: Comprehension

- Direct students to paragraph 1. **Ask,** *Why were Dick and Rick Hoyt known as “Team Hoyt”? They worked together to complete races. Dick pushed or pulled Rick in specially designed wheelchairs, bikes, and boats.*
- Point out the photos of Rick’s specially designed wheelchairs.

2 Stop & Discuss

- Have students **Turn and Talk** about their answer to the **Stop & Discuss** question.
- LOOK FOR** Students understand that Team Hoyt began racing as part of a benefit for a paralyzed athlete.

HELP & GO: Comprehension

- Direct students to paragraph 3. Guide students to explain how Rick communicates using a device. Explain that some people with cerebral palsy use technology to communicate.
- Direct students to paragraph 4. **Ask,** *What did Rick tell his dad? He wanted them to join the charity run.* Explain that in a charity run, runners pay a fee, and the money is used to help others.
- Divide the following sentence from paragraph 4 into smaller parts, and analyze each part: *Team Hoyt came in second to last, but they were happy to have simply finished.* **EL**

SESSION
3

READ

Team Hoyt

by Angela Brown



Dick (left) and Rick (right) Hoyt competing in one of their first marathons

benefit = raise money to help


2

RI.4.1

Stop & Discuss

Why did Team Hoyt begin racing?

Underline two sentences that tell you.

- Dick and Rick Hoyt, known as “Team Hoyt,” were a well-known father-and-son pair. They competed in marathons and other athletic contests all around the world. Together, they participated in more than 1,100 races. Rick, who cannot fully control the movement of his arms or legs, was pushed or pulled by his father, Dick, in specially designed wheelchairs, bikes, or boats whenever they competed. They made a great team.
- Rick Hoyt was born in 1962 with cerebral palsy, a disability that affects people’s ability to control some of their muscles. The doctors told his parents that Rick would never be able to walk or speak. Although Rick wasn’t able to verbally communicate his thoughts or feelings when he was very young, his parents saw how carefully he listened. They knew their son wanted to learn.
- When Rick was 10 years old, engineering students created a computer that Rick could use to type out his thoughts and communicate with others. This technology made it possible for Rick to connect with family and friends in ways that were not possible before. He was also finally able to share his interests, feelings, and sense of humor.
- When Rick was 15, he heard about a five-mile charity run to **benefit** an athlete who was paralyzed. He convinced his father that they should join the run. Team Hoyt came in second to last, but they were happy to have simply finished. 

3

LESSON 16

- 5 That night, Rick typed a special message into his computer. It said, “Dad, when I’m running, it feels like I’m not disabled.” Rick wanted to participate in more races. Team Hoyt was off and running!
- 6 After years of training, one of Team Hoyt’s first big races was the Boston Marathon. After that, they joined more and more athletic events. Over the course of 35 years, they participated in hundreds of events, including six long-distance triathlons. The triathlon may be the most challenging of all sporting events. It includes a 2.5-mile (4-kilometer) swim, a 112-mile (180.3-kilometer) bike ride, and a 26.2-mile (42.2-kilometer) marathon.
- 7 Although Team Hoyt won many medals and honors, the goal was never to win but to finish. Rick says that even when things went wrong, “We still continued and finished the race. Dad and I are not quitters. ... To me, finishing is so important.”
- 8 Why is finishing so important to Rick? Rick feels that having the determination to get to the end of a race is a symbol for something greater. It’s about believing in yourself and believing in others. Rick knows he has achieved many of his dreams because of his parents’ love and support. 🖐️.....➔

4

RI.4.1

Stop & Discuss

What does Rick Hoyt think is the most important thing about racing?

Use details from the text to support your ideas.



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3 Support Reading

- Have students read paragraphs 5–8.
- **CHECK IN** Students understand that Team Hoyt’s participation in their first benefit race led them to compete in many races over the years.

HELP & GO: Comprehension

- Point out *off and running* in paragraph 5. Explain that this phrase doesn’t refer to Team Hoyt actually running. Have students look around the phrase to clarify its meaning. Have them rephrase the last sentence in their own words. (Team Hoyt started participating in more marathons.) **EL**
- Guide students to interpret the meaning of *triathlon* in paragraph 6 using the word part *tri-* (“three”). **Ask**, *How is a triathlon similar to a marathon, and how is it different? A triathlon is similar in that it is a long and challenging race. It is different in that it includes a swim, a long bike ride, and a marathon—three parts!*

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss** with a partner.
- **LISTEN FOR** Students understand that Rick Hoyt believes the most important thing about racing is finishing and not giving up.

HELP & GO: Comprehension

- Draw students to the quotation from Rick Hoyt in paragraph 7. **Ask**, *What does this quotation tell you about what Rick Hoyt believes is most important? finishing the race*
- Point out that the question at the beginning of paragraph 8 signals that an explanation will come next. Guide students to restate Rick’s reasons in their own words. **Ask**, *How is finishing a marathon a symbol for something greater? Finishing shows other people you are determined to accomplish your goal. It can inspire other people to meet their own goals.*

5 Support Reading

- Have students read paragraphs 9 and 10.
- **CHECK IN** Students understand how Rick motivated Dick to compete in races.

HELP & GO: Comprehension

- Read aloud Dick Hoyt's quote in paragraph 9.
Ask, *How do you think people can motivate each other?* Have students restate Dick's idea in their own words.
- Have students find the word *devotion* in paragraph 9 and look at the context of the word.
Say, *The word devotion is describing Dick's behavior towards Rick. How did Dick show his devotion? Dick pushed Rick in races for many years.* **EL**

6 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss** with a partner.
- **LISTEN FOR** Students explain that Rick's message is "Yes, you can" achieve your goals.

HELP & GO: Comprehension

- Revisit paragraph 10. **Ask**, *What is Rick's message, in his words? "Yes, you can."* Have students restate Rick's message in their own words.
- **Ask**, *Does Rick's message apply only to marathons? No, the text says he wants to encourage people to work for and achieve their goals. That could be many different things for different people.*

Discuss the Whole Text

- **Ask**, *How did racing in marathons and triathlons bring out the best in Team Hoyt?*
- Have students use **Pass It On** to share their ideas. Guide students to agree and build on others' ideas or disagree and explain their thinking. Record ideas for reference.

SESSION
3

READ

motivated = made someone want to do something


6

Stop & Discuss

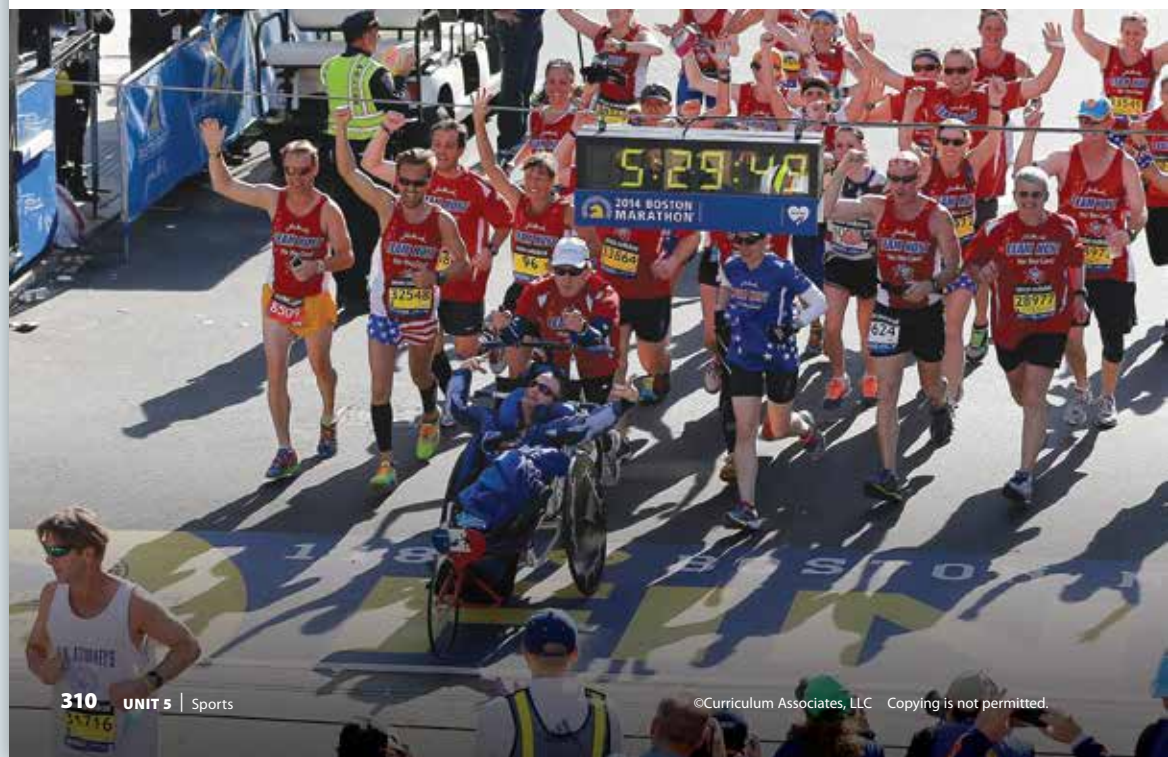
What is the message Rick wants to share? Why does Rick want to share this message?

Discuss the message and what it means.

RI.4.2

- 5 9 Dick Hoyt died in 2021 at the age of 80. Few who saw Team Hoyt will ever forget his devotion to Rick. "He's the one who has **motivated** me," Dick once said, "because if it wasn't for him, I wouldn't be out there competing."
- 10 Rick has a message for everyone: "Yes, you can." What Rick and Dick wanted most is to share this message with others and encourage people—with or without disabilities—to work for and achieve their goals. In Rick's words, "You can do anything you want to do as long as you make up your mind—you can do it." 

The Hoyts inspired each other and many others.



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SESSION
4 PRACTICE

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LESSON 16

1 Integrate Information

- Reading more than one text on a topic will help you better understand a topic so you can talk and write about it.
- Texts on the same topic may include some of the same information, but they will also include different facts or details.
- You can **integrate**, or put together, information you learn from two texts on the same topic to deepen your understanding of that topic.

2 Reread/Think

Reread "Team Hoyt." Look for information that answers the questions below. Write information from the text in the chart.

Question	Information from "Team Hoyt"
Why did the Hoyts want to race in marathons?	<ul style="list-style-type: none"> • "symbol for something greater," believing in yourself and others, achieving dreams (paragraph 8) • share the message "Yes, you can," encourage people to meet goals (paragraph 10)
Why did the Hoyts support each other during marathons?	<ul style="list-style-type: none"> • "'finishing is so important'" (paragraph 7) • Dick's support helped Rick achieve many of his dreams. (paragraph 8)
How did the Hoyts support each other and others during marathons?	<ul style="list-style-type: none"> • Dick pushed/pulled, trained (paragraphs 1 and 6) • Rick motivated Dick to continue to compete until the age of 80. (paragraph 9) • They tried to share the message "Yes, you can." (paragraph 10)

Reconnect to the Text

Use **Stand and Share** to have 2–3 students summarize "Team Hoyt." Then have students **Shout Out** some of the ways "Finishing Strong" and "Team Hoyt" are alike. (marathons, finishing, sports, overcoming challenges)

1 Practice the Standard

Use **Somebody Who** to have students read the bulleted text aloud. **Say**, *You have now read two texts about marathons. Today, you will integrate, or pull together, information from these two texts to deepen your understanding of the topics in both texts.*

2 Reread/Think

MODEL THE STANDARD Model the thinking process involved in organizing the important ideas in "Team Hoyt."

- **Say**, *Now I can gather information from "Team Hoyt" on marathons. The first question asks why the Hoyts wanted to race in marathons. I notice that paragraph 8 starts with a question that is similar to my question. Let's take a look.*
- Read paragraph 8 aloud. **Say**, *When Rick says finishing is a symbol, that tells me it's not just about the race. Rick feels finishing shows you believe in yourself, and he mentions achieving dreams. It sounds like finishing is part of the confident message Rick wants to send to others. His message is, "Yes, you can."*

GUIDE STANDARDS PRACTICE Have students complete the rest of the chart.

- Circulate to support students in completing the chart.
- Before students fill in the chart, ensure that they understand the three questions in the first column by having students rephrase each question in their own words. **EL**

3 Talk

- **Say**, *Now that we've analyzed both texts, we can pull together the information in them. Let's start by discussing what both texts say about the importance of finishing. "Finishing Strong" says people finish marathons to achieve a goal and build their confidence. "Team Hoyt" describes how the Hoyts think finishing marathons is about believing in yourself and inspiring others.*
- Use **Give One, Get One** to have students respond to the Talk prompt.
- Guide students to consider how the people featured in the two texts support each other.
Ask, *How does Project Finish support racers? How did the Hoyts support each other?*
- Guide students to integrate the information from both texts: Many people want to finish marathons to gain the satisfaction of achieving a goal, but all racers need support from others.

4 Write

- Have students respond to the prompt. Provide sentence frames for support: *"Finishing Strong"/"Team Hoyt" describes how _____. For example, _____. EL*
- Use **Stronger and Clearer Each Time** to help students refine their ideas before writing.
- **LOOK FOR** Students integrate information from both texts in their response. If needed, use the **Help & Go** scaffold.

HELP & GO: Writing

- **Say**, *One way to integrate information is to start with what both texts share. Then tell how each text adds something different to the topic. What ideas do they share? What stands out in just one text?*
- Use written responses to determine whether students need additional support. ✓
- Have students share their responses in small groups using **Merry-Go-Round Share**.

SESSION

4



PRACTICE

3 Talk

Discuss the information presented in "Finishing Strong" and "Team Hoyt." What ideas are in both texts? What ideas are in just one of the texts?

"Finishing Strong" says that ____.

"Team Hoyt" says that ____.

Both texts say that ____.

4 Write

Why do the people featured in "Finishing Strong" and "Team Hoyt" think it is important to finish races? Include information from both texts in your response.

Sample response: "Team Hoyt" describes how Rick Hoyt and his dad, Dick Hoyt, supported each other to finish races.

For Rick, finishing races is important because it is a symbol for believing in yourself and believing in others. The Hoyts supported each other to finish what they started.

"Finishing Strong" describes how finishing is important to racers even when it takes them more time than other runners. Like racers who complete the race more quickly, they want to accomplish a goal they have set for themselves. Project Finish supports these racers by cheering on every last runner.

WRITING CHECKLIST

- ☐ I integrated information from both texts to explain why finishing is important to the people in "Finishing Strong" and "Team Hoyt."
- ☐ I included text details that support my response.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION 5
1 READ


You Can't Stop Tegla Loroupe!

by Alice Cary


1

1 When 21-year-old Tegla Loroupe (lah-ROO-pee) won the 1994 New York City Marathon, many people were surprised. Why? Loroupe was the first African woman to win in New York—and the youngest winner in the marathon's history. But the biggest surprise? This was her first marathon ever! Loroupe, though, has been surprising people with her talent for most of her life.

2 Growing up in Kenya, Loroupe loved to race. Her dream was to become a professional runner, which was an unusual idea for a Kenyan girl at that time. Her father called the sport “unladylike.” When she was 12, he even told her to stop running. But students were required to play sports at her school, so Loroupe ran anyway. She won many races at school, often against older runners.

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LESSON 16



Tegla Loroupe has loved running since she was a child.

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Reconnect to the Texts

Display responses to the Focus Question for “Finishing Strong” and “Team Hoyt.” Use **Pass It On** to have students recall what they talked and wrote about in the last session.

1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will work independently to read two texts to learn about another marathoner. Then you will integrate the information in the texts.*
- If students need more support, work with them in small groups to guide reading.
- Use **CHECK INs** and **Help & Go** scaffolds as needed.
- **CHECK IN** Students can explain how Tegla Loroupe surprised people with her marathon win.

HELP & GO: Text Structure

- Reread paragraph 1. Note how the questions used in paragraph 1 signal to the reader that the answers come next. **EL**
- **Ask**, *What was surprising about Tegla Loroupe's marathon win? She was the first African woman to win and the youngest person to win.*

- **CHECK IN** Students can describe Loroupe's childhood goal and explain why this goal was unusual.

HELP & GO: Comprehension

- Reread paragraph 2. **Ask**, *Where do you see a synonym for goal? dream What was Loroupe's dream? to become a professional runner Why was this dream unusual? Few Kenyan women were professional runners.*
- *Who did not support Loroupe's dream? Why? Her father, who thought running was “unladylike”; her community, who thought long-distance runners needed long legs.*

2 Independent Reading

- **CHECK IN** Students understand that Lorupe became a successful runner.

HELP & GO: Comprehension

- Reread paragraph 3. **Ask**, *Who supported Lorupe in trying to accomplish her dreams? Her mother, who expressed confidence in Lorupe and told her to believe in herself.*
- Direct students to paragraph 4. **Say**, *The text says Lorupe's mother was right. What was she right about? Lorupe became a very successful runner.*
- **Say**, *Paragraph 4 provides three facts that show Lorupe was successful. What are these three supporting details? won several marathons, ran in three Olympics, was for a time the fastest female long-distance runner*

- **CHECK IN** Students can describe ways that Lorupe helped others through her running.

HELP & GO: Comprehension

- Read the first sentence in paragraph 5. Have students restate what it means in their own words. **EL**
- Direct students to the rest of paragraph 5. **Ask**, *What does Lorupe encourage other professional athletes from Africa to do? return to Africa to encourage and support other young people*
- Have students add new words from the text to their word journals.

SESSION 5 READ



"I don't run for myself. I run for others," says Lorupe.



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- By age 13, Lorupe had earned a spot on Kenya's national athletics team. However, she received very little support from her community. Many people thought a person needed long legs to be good at running, and Lorupe was just 4 feet, 11 inches (1.5 meters) tall at the time. But Lorupe had big dreams. Her mother told her to believe in herself, saying, "One day you will be the best."
- Her mother was right. Between 1994 and 2002, Lorupe won several major marathons all over the world. She also ran in three Olympics. For a while, she was the fastest female long-distance runner in the world.
- Lorupe hopes her success will inspire Kenyan girls to follow their dreams. "I don't run for myself," she once said. "I run for others." She also hopes that professional athletes from Africa who compete around the world will return—just like she has—to help encourage young people.

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SESSION
5 READ

LESSON 16

Champion of Peace

by Hazel Meador

3

- 1 During Tegla Loroupe's running career, she won marathons all over the world. In the 1998 Rotterdam Marathon in the Netherlands, she even set a world record. One year later, she broke her own record when she completed Berlin, Germany's marathon in two hours, 20 minutes, and 43 seconds. But Loroupe is not only well-known for her career as a long-distance runner. She is celebrated around the world as a peacemaker, or champion of peace.
- 2 In 2003, she created the Tegla Loroupe Peace Foundation. This foundation works to spread peace in Africa through education and sports. Africa is made up of more than 50 countries and is home to many ethnic groups. Some groups do not get along. For example, when Loroupe was a child, there was fighting between people in Kenya and Uganda. But today, Loroupe and the foundation's staff work to bring together people from different countries to encourage peace and understanding.

Tegla Loroupe in 2016

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3 Independent Reading

- **CHECK IN** Students can identify two ways Loroupe is a champion.

HELP & GO: Vocabulary

- Direct students to paragraph 1. **Say**, *The word champion is a multiple-meaning word. It can refer to a winner in a game or sports contest. It can also describe a person who works for a cause or tries to help a community in some way.*
- **Ask**, *How is Loroupe a champion in the sense of winning sporting events?* *world record holder, won marathons*
- **Ask**, *How is Loroupe a champion in the sense of working for a cause?* *She is a peacemaker.*

- **CHECK IN** Students understand the use of the word *foundation*.

HELP & GO: Vocabulary

- Point out the word *foundation* in paragraph 2 and discuss its multiple meanings. **Ask**, *Where else have you heard the word foundation?* *A house has a foundation; it's the part that the rest of the house sits on. Learning the letters is the foundation for learning to read. How are those examples related to this meaning of foundation?* *They all relate to something that provides support for something else.*
- Provide the Spanish cognate *fundación*. Invite students to talk about the kinds of things foundations often help with, such as education, poverty, and the environment. **EL**

4 Independent Reading

- **CHECK IN** Students can describe the Tegla Loroupe Peace Academy and its work.

HELP & GO: Comprehension

- Clarify that the word *academy* is a synonym for *school*. **EL**
 - Point out the term *peace education* in paragraph 4. **Ask**, *What might peace education be focused on? teaching students to get along with one another despite differences; promoting peace between different nations and ethnic groups*
 - *How else does the school support students' goals? caring environment, acceptance, athletic training for those who want to become professional athletes*
- **CHECK IN** Students can explain how Tegla Loroupe hopes to make a difference: changing the world through sports, education, and peace.

HELP & GO: Comprehension

- Read paragraph 5 aloud. Have students express Loroupe's goals in their own words. **EL**
 - Have students review the text and identify one example for each part of Loroupe's goals: **Ask**, *What is one way Loroupe has encouraged people through sports? Education? Peace?*
- Have students add new words from the text to their word journals.

SESSION 5 READ

access = right or pathway



Runners compete in the Peace Race.

Loroupe (front row, third from right) is honored at the European Peace Run in Rome, Italy.



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- 3 The foundation's Peace Race is one of Loroupe's favorite events. Every year people from communities in conflict in Kenya and Uganda come together to race. Runners also share a meal and participate in traditional dances. The race events help people get to know and accept one another.
- 4 Loroupe also wanted to help kids—especially African girls—who don't always have the same **access** to education as African boys. So, in 2012, she started the Tegla Loroupe Peace Academy. Since then, hundreds of students have attended the school. Loroupe believes that education is necessary for progress. "The children should live in a loving environment where they learn to accept each other," she explains. Students take classes in peace education in addition to other subjects. The school is also a training center for young people who dream of becoming professional athletes. She hopes these students will one day be champions of peace themselves.
- 5 Tegla Loroupe shows the world how one person can make a difference. And the Tegla Loroupe Peace Foundation is her way of showing how sports, education, and peace can change the world.

SESSION 5 PRACTICE

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LESSON 16

Respond to Text

5 Reread/Think

Reread “You Can’t Stop Tegla Loroupe!” and “Champion of Peace.” Then choose the best response to each question.

1. Mark an X in the chart to show if the detail is found in “You Can’t Stop Tegla Loroupe!,” “Champion of Peace,” or both texts.

Detail	You Can’t Stop Tegla Loroupe!	Champion of Peace	Both
Loroupe received little support from her community.	X		
Loroupe ran in many marathons.			X
Loroupe was the youngest winner of the New York City Marathon.	X		
Loroupe started her foundation in 2003.		X	

2. Read this sentence from paragraph 5 of “You Can’t Stop Tegla Loroupe!”

Loroupe hopes her success will inspire Kenyan girls to follow their dreams.

Which sentence from “Champion of Peace” **best** supports this detail?

- A. “For example, when Loroupe was a child, there was fighting between people in Kenya and Uganda.” (paragraph 2)
- B. “The race events help people get to know and accept one another.” (paragraph 3)
- C. “Loroupe also wanted to help kids—especially African girls—who don’t always have the same access to education as African boys.” (paragraph 4)
- D. “Students take classes in peace education in addition to other subjects.” (paragraph 4)

5 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices. **EL**

Answer Analysis

Use the answer analysis below to review the practice items with students. Have students **Raise a Hand** to share responses and to agree and build on others’ ideas or disagree and explain their reasoning. ✓

1. See student page for correct responses. The detail that Loroupe received little support from her community is found in paragraphs 2 and 3 of “You Can’t Stop Tegla Loroupe!” The detail that Loroupe ran in many marathons is found in paragraph 4 of “You Can’t Stop Tegla Loroupe!” and paragraph 1 of “Champion of Peace.” The detail that Loroupe was the youngest winner of the New York City Marathon is found in paragraph 1 of “You Can’t Stop Tegla Loroupe!” The detail that Loroupe started her foundation in 2003 is found in paragraph 2 of “Champion of Peace.” **DOK 3 | RI.4.9**
2. The correct choice is **C**. Loroupe’s desire to help African girls supports the idea that she hopes her success will inspire Kenyan girls to follow their dreams. Choices **A** and **B** are not specific to helping Kenyan girls follow their dreams, and choice **D** relates to the classes offered at the Peace Academy. **DOK 3 | RI.4.9**

6 Answer Analysis

3. The correct choice is **B**. A *record* is defined as a score, time, or other goal that has never been reached before. The other choices incorrectly define *record*. **DOK 2 | RI.4.4**

7 Write

- Have students respond independently to the Write prompt. **DOK 3 | RI.4.9**
- Encourage students to use **Stronger and Clearer Each Time** to strengthen their written responses. **EL**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- LOOK FOR** Students show understanding of Lorooue's athletic and charitable achievements.

HELP & GO: Writing

- Guide students to identify and circle specific achievements from each text. **Ask, *Are there any achievements mentioned in both texts?***
- Help students identify differences between the two texts. Use sentence frames for support: "*You Can't Stop Tegla Lorooue!*" focuses on _____. For example, _____. "*Champion of Peace*" focuses on _____. For example, _____. **EL**

Lesson Wrap-Up

Have students revisit the Focus Question using examples from the texts. Record responses. Invite students to make connections among the four texts they have read.

SESSION
5

PRACTICE

6 Reread/Think

3. Read this sentence from paragraph 1 of "Champion of Peace."

In the 1998 Rotterdam Marathon in the Netherlands, she even set a world **record**.

What is the meaning of *record*?

- A. a trip between two very distant places
- B. a goal that has never been reached before**
- C. an injury requiring special medical attention
- D. a race taking more time than most marathons

7 Write

Describe Tegla Lorooue's achievements, including her running successes and the actions she has taken to spread peace. Use information from both texts in your response.

Sample response: Tegla Lorooue has achieved many things in her life. She was the first African woman to win the New York City Marathon. This was a big achievement because not many women were runners in her home in Kenya at that time. She also gained a spot on Kenya's national athletics team and ran in the Olympics. Running isn't the only thing Lorooue cares about. She has also fought for many important causes. She started the Tegla Lorooue Peace Foundation to help people from different countries and backgrounds in Africa get along better. She also started a school called the Tegla Lorooue Peace Academy. Hundreds of students have attended, and Lorooue hopes they will become future leaders of peace.

WRITING CHECKLIST

- ☐ I described Tegla Lorooue's running achievements.
- ☐ I described what Tegla Lorooue has done to spread peace.
- ☐ I used information from both texts.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION

6



PUT IT TOGETHER

LESSON 16

Respond to the Focus Question

How can sports bring out the best in people?

Sample responses shown.

1 Reread/Think

Reread one text from the lesson. Then answer the question below.

TEXT: *"You Can't Stop Tegla Loroupe!"*

What did you learn from the text you reread about how sports can bring out the best in people?

A sport brought out the best in Tegla Loroupe when it gave her a chance to use her success and experience to help others achieve their dreams.

2 Talk

Discuss the following questions about the people featured in this lesson's texts.

How did sports bring out the best in each person?

Which person or group do you think is most inspiring? Why?

Sports brings out the best in ___ when ___.

The person/group that is most inspiring is ___.

They are inspiring because ___.

3 Write

In this lesson, you read about people who participate in marathons and the people who support them. Who do you think is most inspiring? Why?

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Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from all four texts.

1 Reread/Think

- Have each student choose one text to reread and then respond to the question.
- Encourage students to look back at their notes from earlier sessions for support.
- Have students tell a partner what they plan to write before they begin their written response. **EL**

2 Talk

Have students complete the Talk activity using **Merry-Go-Round Share** in small groups. **Say**, *We have read about several people and groups, such as Project Finish, Team Hoyt, and Tegla Loroupe. Think about the people featured in these texts as you respond to the prompts in this section.*

3 Write

- Have students respond independently to the prompt.
- **LOOK FOR** Students explain why they think one of the people or groups is inspiring.

HELP & GO: Writing

- Encourage students to think about the reasons a person or group is inspiring. **Ask**, *How do they help others? What qualities do they have that you think are good qualities?*
- Encourage students to use the sentence frames from the Talk activity to structure their writing. **EL**

- Have students return to their small groups and again use **Merry-Go-Round Share** to share their written responses.