

Changing the Game

FOCUS QUESTION

When should a sport change?

About the Lesson

OBJECTIVES

Content Objectives

- Identify an author's point about a topic.
- Explain how reasons and evidence help readers understand an author's point.
- Understand how sports have changed over time to increase competitiveness and inclusivity.

Language Objectives

- Locate reasons and evidence that support an author's point.
- Use academic terms, such as *reasons* and *evidence*, in partner discussion.
- Offer and justify opinions about the most important change in sports.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.
point, support, reason, evidence, fact, quote, example

Spanish Cognates

punto, razón, evidencia, ejemplo

Build Knowledge

Lesson texts build knowledge about:

- How one player's height influenced two rule changes in basketball
- How Title IX made school sports and other activities open to all students, regardless of their gender
- How the introduction of the fastball changed baseball

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:
— Evaluate arguments
- In Sessions 1 and 3, pair students of varied language-proficiency levels to **Buddy Read** the texts so one student may provide support for the other. **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
Give One, Get One	1–4, 6	movement, shared responsibility
Stand and Share	1, 5	spontaneity, movement, connectedness
Somebody Who	2	social interaction
Pick a Stick	2, 4	spontaneity
Thumbs-Up	4	connectedness, multiple perspectives
Silent Appointment	4	social interaction, nonverbal expression
Shout Out	5	spontaneity, multiple ways to show focus

LEARNING PROGRESSION | Explain Reasons and Evidence

Students build on this skill:

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Students learn this skill:

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Students prepare for this skill:

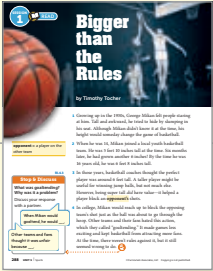
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Students review and practice:

- **RI.4.1** Make inferences
- **RI.4.3** Analyze a historical text
- **RI.4.4** Determine word meanings

LESSON PLANNING GUIDE

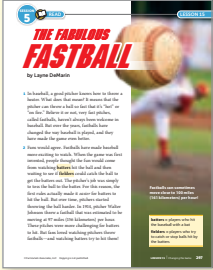
TEXT 1: Bigger than the Rules • SOCIAL STUDIES ARTICLE

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">the game of basketball, including the court and blockinghow rules are created and regulated, including the role of the NCAAnumerical references: 5 feet 10 inches, 6 feet 8 inches, 12 feet Language <ul style="list-style-type: none">Vocabulary: <i>slumping, jump balls, shots, opposing, attracting, goaltending, influenced, reasoned, (rules still) hold</i>	Reading <ul style="list-style-type: none">Role-play, Sketch Listening/Speaking <ul style="list-style-type: none">Reinforce academic vocabulary Writing <ul style="list-style-type: none">Use word bank

TEXT 2: Title IX: A Win for Equality • SOCIAL STUDIES ARTICLE

SESSION 3	SCAFFOLD READING		Concepts/Background <ul style="list-style-type: none">reading Roman numeralsgender equality in sportslaws providing for government fundingpopularity of girls' sports Language <ul style="list-style-type: none">Vocabulary: <i>lawmaker, goal, passed, allowed, scholarships, uncommon, overnight</i>Informal Language: <i>a step back in time, try out, owes many thanks to</i>	Reading <ul style="list-style-type: none">Analyze word parts Speaking/Reading <ul style="list-style-type: none">Use think time, Use sentence frames Listening/Reading <ul style="list-style-type: none">Analyze phrases, Explore content vocabulary Listening <ul style="list-style-type: none">Reinforce academic vocabulary Speaking/Writing <ul style="list-style-type: none">Use shared writing Writing <ul style="list-style-type: none">Use sentence frames
SESSION 4	PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none">Formative Assessment			

TEXT 3: The Fabulous Fastball • SOCIAL STUDIES ARTICLE

SESSION 5	INDEPENDENT READING AND PRACTICE <ul style="list-style-type: none">Formative Assessment		Concepts/Background <ul style="list-style-type: none">the game of baseball, including general rules of play and player positionstypes of pitches and pitching gripsmiles (kilometers) per hour Language <ul style="list-style-type: none">Vocabulary: <i>heater, estimated, skill level, identify, react, break a record</i>Informal Language: <i>hot, on fire, here to stay</i>Figurative Language: <i>as fast as the fierce winds of a tornado</i>	Speaking/Reading <ul style="list-style-type: none">Build background knowledge, Identify informal language, Analyze sentences 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
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KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION <ul style="list-style-type: none">When should a sport change?	<ul style="list-style-type: none">Integrate information from the lesson textsCollaborative discussionShort response	Speaking/Writing <ul style="list-style-type: none">Talk before writing Writing <ul style="list-style-type: none">Use word bank
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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.

- **Bigger than the Rules: Rules** In games, rules exist to make the game fair for each team and every player. This means that rule makers have had to change the rules from time to time.
- **Title IX: Patsy Mink** Asian American Patsy Mink was denied entrance to medical school and refused a job as a lawyer because of her gender. Later, as the first woman of color elected to Congress, she changed inequalities for millions of other girls and women.
- **The Fabulous Fastball: Fastballs** Topping a 100-mile-per-hour fastball is a goal for many baseball pitchers. And more and more pitchers are throwing this fast, some topping 105 mph.
- As an alternate means of representation, use images and video clips to discuss different sports and how they are played, particularly basketball and baseball. Additionally, you may showcase videos on how a fastball is pitched.

Talk About the Topic

BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and Focus Question. Tell students they will read, talk, and write about rules regarding fairness in sports.
- Have students **Raise a Hand** to share examples of sports rules. Have students say whether or not they think the rule is fair, and why.
- Introduce the focus standard. **Say, As you read each text, you will look for points the author makes about the topic, and you will identify the reasons and evidence that support each point.**
- 2 • Ask students to complete Notice and Wonder with a partner.
- Have students share what they already know about baseball and basketball. **EL**
- Circulate to identify gaps in background knowledge.

SESSION
1

TALK ABOUT THE TOPIC

Changing the Game

1

FOCUS QUESTION

When should a sport change?

2

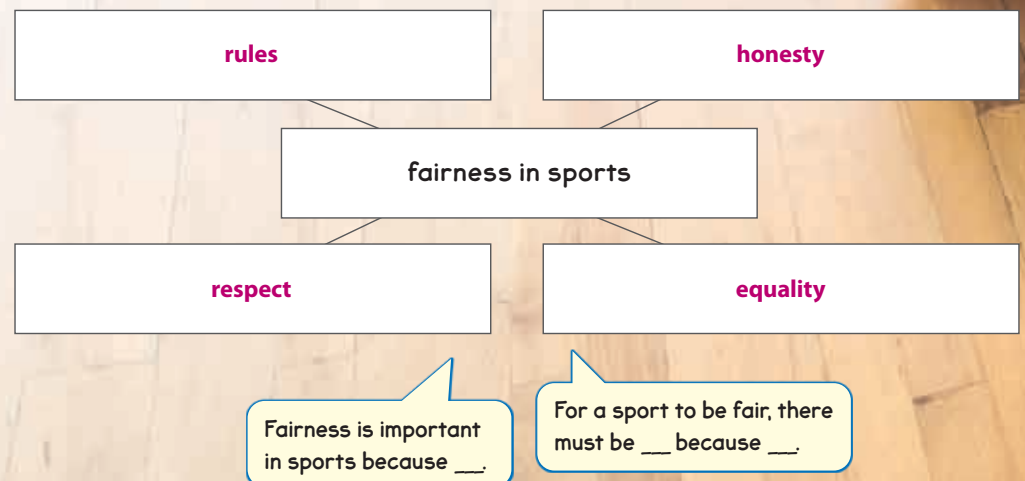
NOTICE AND WONDER

Look at the three texts you will read in this lesson.
What do you notice? What do you wonder?
Discuss your ideas with a partner.

3

FAIRNESS IN SPORTS

Discuss with a partner why fairness in sports is important.
What is needed to make sure sports are fair?
Write some things that can bring fairness to sports.



LESSON 15



Bigger than the Rules

by Timothy Tocher



Title IX: A Win for Equality

by Sharon Wexler



The Fabulous Fastball

by Layne DeMarin

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3 INTRODUCE ESSENTIAL CONCEPTS

- Have students work in pairs to complete Fairness in Sports.
- Use **Give One, Get One** to have students complete Fairness in Sports. Point out that they are not expected to know all of the things that can bring fairness to sports now but that they will learn more about this as they read.
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students can articulate at least one thing that brings fairness to sports.

HELP & GO: Academic Discussion

- Have students recall what their classmates shared earlier about fair or unfair rules in sports.
 - Ask guiding questions, such as: *What are some things that athletes are not allowed to do? Why aren't they allowed to do these things? What are some things they are allowed to do that give them an unfair advantage? Why do you think some sports are played by boys but not by girls?*
 - Have students identify other activities in which fairness is important, such as playing board or card games, or having classroom discussions. **EL**
- Encourage students to record words and concepts related to fairness in their word journals.
 - Have volunteers **Stand and Share** their responses. Encourage students to rephrase each response and to include whether they agree or disagree with their classmates' ideas.

1 Support Reading

- Set a purpose for reading. **Say**, *In this text, you will read to learn about how one man caused two rules of basketball to change.*
- With removable tape, mark 6 feet 8 inches on a classroom wall. Have volunteers stand next to the mark to compare themselves with how tall George Mikan was at 16 years old.
- 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. Monitor based on annotations, observation, and your knowledge of students.
- **CHECK IN** Students understand the connection between Mikan's behavior and how he was feeling.

HELP & GO: Comprehension

- Have students closely examine what events led up to Mikan's actions and what feelings those behaviors reflected. **Ask**, *What could George Mikan feel people doing? staring at him What did he do because of this? tried to hide by slumping How did he feel about his height? embarrassed; awkward*
- Have students act out slumping in their seats to showcase how their position might help them avoid standing out or being seen. **EL**

2 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- **LISTEN FOR** Students understand that *goaltending* gave Mikan an unfair advantage and ruined the game.

HELP & GO: Comprehension

- Have students reread paragraph 4. **Ask**, *What did Mikan do just as the opposing team's ball was about to go through the hoop? Mikan would block it. Why did this upset other teams and their fans? Mikan was able to do something unfair and not let the other team get the points because of his height.*

SESSION

1



READ

Bigger than the Rules

by Timothy Tocher

opponent = a player on the other team

2

RI.4.3


Stop & Discuss

What was goaltending?
Why was it a problem?


Discuss your response
with a partner.

When Mikan would
goaltend, he would ____.

Other teams and fans
thought it was unfair
because ____.

- 1 Growing up in the 1930s, George Mikan felt people staring at him. Tall and awkward, he tried to hide by slumping in his seat. Although Mikan didn't know it at the time, his height would someday change the game of basketball.
- 2 When he was 14, Mikan joined a local youth basketball team. He was 5 feet 10 inches tall at the time. Six months later, he had grown another 6 inches! By the time he was 16 years old, he was 6 feet 8 inches tall.
- 3 In those years, basketball coaches thought the perfect player was around 6 feet tall. A taller player might be useful for winning jump balls, but not much else. However, being super tall *did* have value—it helped a player block an **opponent's** shots.
- 4 In college, Mikan would reach up to block the opposing team's shot just as the ball was about to go through the hoop. Other teams and their fans hated this action, which they called "goaltending." It made games less exciting and kept basketball from attracting more fans. At the time, there weren't rules against it, but it still seemed wrong to do. 

3

- 5 Clearly, the rules of basketball needed to change to make the game better. Goaltending would need to be **banned**. And that's exactly what happened after Mikan blocked 17 shots in one game.
- 6 Members of the National Collegiate Athletic Association (NCAA) met, and they agreed that to keep the game fair, goaltending should not be allowed. They made a new rule that no player could block a shot on its way down into the basket.
- 7 George Mikan influenced not just one rule change but two. The second rule focused on the lane around the basket. The lane is a painted area where opposing players are limited to staying only three seconds at a time. This area used to be 6 feet wide. But Mikan, with his long arms and strong jumping, could easily reach the basket from the edges of the lane. So, a new rule was created to widen it to 12 feet. Mikan learned to shoot baskets from farther back. The rule change made Mikan a better player, and it made the game more exciting, thus attracting more fans.
- 8 George Mikan's great height helped change the game of basketball. Rule makers reasoned that goaltending was unfair. They also agreed that the area surrounding the basket should be wider. These rules still hold today and help make sure that no team has an unfair **advantage**. 

LESSON 15

banned = not allowed

Mikan's goaltending meant it was hard for anyone to get a shot in.



The wider lane would make it harder for Mikan to make shots.



advantage = something that benefits one team more than another

RI.4.1

4

Stop & Discuss

What effect did the rule changes have on the game?

Discuss your response with a partner.

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3 Support Reading

- Have students read paragraphs 5–8.
- CHECK IN** Students understand the rule changes that happened.

HELP & GO: Comprehension

- Have students reread paragraph 6. **Ask**, *What did members of the NCAA agree on? To keep the game fair, goaltending should not be allowed. What new rule did they create after meeting? No player could block a shot on its way down into the basket.*
- Draw students' attention to paragraph 7. **Ask**, *How long was the lane? 6 feet How did Mikan's height help him? Because of his height, Mikan could get really close to the hoop and make shots easily. What might others feel about this? It is unfair.* Point to the diagram on page 289 to showcase the adjusted lanes.
- Have students sketch where Mikan would have to stand while making a shot after three seconds, when he had to step out of the zone. **EL**

4 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss** with a partner.
- LISTEN FOR** Students understand that the rule change had three major effects: it made the game more fair, made Mikan a better player, and attracted more fans.

HELP & GO: Comprehension

- Have students reread paragraph 7. **Ask**, *How did Mikan improve as a player? He had to learn new skills, such as shooting the ball from further away. Why were more fans coming to see the game? It was more exciting to watch.*

Discuss the Whole Text

- Revisit the Focus Question. Have students **Stand and Share** their answer to the following question: *What caused the sport of basketball to change?*
- Display responses so students can refer to them later.

Reconnect to the Text

Use **Somebody Who** to have students recall “Bigger than the Rules.” **Ask**, *How did Mikan cause changes in the game of basketball?*

1 Introduce the Standard

- Review the information at the top of the student page about points, reasons, and evidence.
- Have students practice using the academic term *reasons* by naming an activity they like to do on weekends and then explaining the reasons why they do this activity. **EL**

2 Reread/Think

MODEL THE STANDARD Display the chart on the student page. Use the first row to model thinking about how reasons and evidence support the author’s point: *Goaltending was unfair.*

- Read paragraphs 3–6 aloud.
- Say**, *First, I’m going to look for reasons the author uses to explain why goaltending was unfair. In paragraph 3 we learn that being tall helped players block opponents’ shots. Paragraph 4 explains that Mikan was so tall he could block his opponent’s shots right as they were about to go into the hoop, making it hard for the other team to score points. This is in the “Reason” column because it explains why goaltending was unfair.*
- Say**, *Now I will look for evidence to support the point. Paragraph 5 says Mikan blocked 17 shots in one game. This fact is in the “Evidence” column because it shows an example of how goaltending affected one game.*

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

- Say**, *Work to identify reasons and evidence to help support each point listed in the chart. Alert students that they will fill in two pieces of evidence for each point.*

SESSION

2



PRACTICE

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

1 Explain Reasons and Evidence

- Authors often make points in a text to try to persuade readers to agree with their ideas about the topic.
- A **point** is an idea about the topic that an author supports with reasons and evidence.
- A **reason** explains why a point is correct or true.
- Evidence** includes facts, details, quotes, or other information that show why a point is accurate.

2 Reread/Think

Reread “Bigger than the Rules.” Complete the chart with reasons and evidence.

Author’s Point	Reason	Evidence
Goaltending was unfair.	(paragraphs 3 and 4) Really tall players could block an opponent’s shot just before it went through the hoop.	(paragraph 5) • Mikan blocked 17 shots in one game. (paragraph 6) • The NCAA decided goaltending should not be allowed.
A 6-foot lane around the basket was too small.	(paragraph 7) Players with long arms could reach the basket from the edges of the lane.	(paragraph 7) • Mikan could make shots by reaching over from the edge of the lane. • A new rule widened the lane to 12 feet.
Basketball needed to change its rules to become a better game.	(paragraphs 4 and 7) The way Mikan played angered fans, made games boring, and kept new fans away.	(paragraph 7) • The NCAA agreed the game had to change, so it made two new rules. • The new rules pleased people, led to more exciting play, and brought in more fans.

LESSON 15

3 Talk

Review the completed chart with a partner. Then discuss how the reasons and evidence help you understand the author's points.

One of the author's points is ____.

To support this point, the author gives a reason. This reason is ____.

As supporting evidence, the author tells readers that ____.

4 Write

Choose one of the author's points in "Bigger than the Rules." Then discuss the reasons and evidence the author uses to support that point.

Sample response: One of the author's points is that

basketball needed to change its rules to become a better

game. The author supports the point by stating the reason that Mikan's goaltending led to more boring games and kept

fans away, but nothing in the rules stopped Mikan from

goaltending. For this reason, the NCAA met to discuss the issue and made some

changes. Evidence that changes were made is that the author shares that two new

rules were added, which made the game better, because it was more fair to

players and more exciting for fans.

WRITING CHECKLIST

- ☐ I included reasons and evidence from the text.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

3 Talk

- Have students use **Give One, Get One** to complete the Talk activity.
- LISTEN FOR** Students discuss the reasons and evidence the author uses to support his points. Use **Help & Go** scaffolds as needed. ✓

HELP & GO: Standards Practice

- Review the definitions at the top of the student page. **Say, *Every point that an author makes should be supported by reasons and evidence.***
- Ask guiding questions such as *Why was goaltending unfair?* and *What are some examples in the text of why it was unfair?* Help students connect the "why" questions to reasons and the examples to evidence.

- Encourage students to revoice ideas to make sure they understand what they hear.

4 Write

- Have students complete the Write task and use the checklist to check their work.
- Provide a word bank for students: *points, support, reasons, and evidence.* **EL**
- LOOK FOR** Students correctly identify reasons and evidence that support the point they chose.

HELP & GO: Standards Practice

- Say, *As you read back over your writing, make sure that the reasons and evidence you have included all help to support the author's point.***
- Consider allowing students to share their ideas before starting to write.

- Use written responses to determine whether students need additional support. ✓
- Use **Pick a Stick** to choose several students to share their writing. Engage the class in active listening and asking questions.

1 Support Reading

- Set a purpose for reading. **Say**, *In this text, you will read to find out how changes in sports made in 1972 still affect both girls and boys.*
- Tell students that Title IX is the name of an important law, and that “IX” is roman numeral 9.
- Have students read paragraphs 1–3. 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 *lawmaker*, *goal*, and *passed* in paragraph 3.

HELP & GO: Vocabulary

- Have students determine the meaning of *lawmaker* by breaking it into two parts. **EL**
- Explain that *goal* and *passed* have multiple meanings. **Ask**, *What are the two meanings of goal? It can mean a purpose, but it can also mean scoring a point. Reread the line in paragraph 3 that uses goal. Which meaning of goal is being used here? The sentence tells how Mink wanted to give girls the same chance at sports as boys. This change was the purpose of her work, and that is how goal is being used here.* Have students analyze the two meanings of *passed* similarly.

2 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss** with a partner.
- Allow think time before students respond. **EL**
- LOOK FOR** Students understand what Title IX stated.

HELP & GO: Comprehension

- Have students reread paragraph 3 and find the line that describes what Title IX said. **Say**, *The new law said that boys and girls must be offered the same sports.*
- Use sentence starters if needed: *Before Title IX, girls _____. Now, because of Title IX, _____. EL*



TITLE IX A WIN FOR EQUALITY

by Sharon Wexler

- Let's take a step back in time. The year is 1968. A girl is about to start school, and she loves basketball. Her dream is to play on the school team, but she's not allowed to try out. Why? Her school has one basketball team, and it's for boys only.



- Until the 1970s, this experience was common. Schools often had several sports teams for boys, such as basketball, soccer, and wrestling. But for girls, there was often only one choice: field hockey. Then, in 1972, girls had more opportunities—thanks to Patsy Mink and a law called Title IX.

proposed = formally suggested for debate

2

RI.4.3

Stop & Discuss

What did the Title IX law state?

Underline details in the text that tell what the law was meant to change.

A New Law

- Patsy Mink, a member of the U.S. Congress from Hawaii, noticed how schools treated girls unfairly. She decided to do something about it. Her goal was for girls to have the same chance as boys to get involved in school activities, including sports. Mink **proposed** a new law, now called Title IX, which passed in 1972. The law said that if a school receives government money for a program, then that program must be offered to all students.





LESSON 15

3

Sports for Everyone

- 4 Because of Title IX, girls today have a real chance at developing their athletic skills and exploring their interests. All students need to have the opportunity to participate in any sport that a school offers. So, either a school has to have a girls' team and a boys' team, or it has to let all students participate on a single team. Just ask the 2,400 young women currently playing high-school football in the United States. Title IX helped prove that there is no such thing as a "boy" sport or a "girl" sport. Students today can try out for any sport offered at their school, **regardless** of their gender.

regardless = without thought

A Win for Women and Girls

- 5 Title IX has also helped talented female athletes earn college scholarships. For many years, athletic scholarships for girls were very uncommon. But now, if a girl wants to become a professional athlete, a scholarship may help her pay for college *and* give her a chance to continue training.
- 6 Title IX has opened opportunities for more than just top athletes. It has also allowed many girls to discover the fun and team spirit of sports at school. In 1972, only 700 girls in the United States played high-school soccer. Today, close to 400,000 girls play on their high-school teams every year. That's almost equal to the number of boys who play each year! 🖐️

4

RI.4.3

Stop & Discuss

What effects did Title IX have on school sports?

Discuss your response with a partner.

One effect of Title IX was ____ Another effect was ____

3 Support Reading

- Have students read paragraphs 4–6.
- **CHECK IN** Students understand the meaning of *allowed* in paragraph 6.

HELP & GO: Vocabulary

- Draw students' attention to *allowed* in paragraph 6. Elicit that *allowed* often means "permitted" someone to do something. Explain that here its meaning is "made possible."
- Have students add this and any other new words to their word journals.

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students understand the full effect of Title IX on school sports.

HELP & GO: Comprehension

- Have students reread paragraph 4 of the text. **Ask, If a school gets government money for a sports program, what choices does Title IX give that school?** *The school must have both boys' and girls' teams, or it must let boys and girls participate on the same team.*
- Clarify the phrase "just ask the 2,400 young women" for students, explaining that the question being asked is how positive and impactful Title IX has been for them, as it afforded them increased opportunities to play football. **EL**
- Have students reread paragraph 5. **Ask, What effect did Title IX have on scholarships? Title IX has helped more girls get scholarships. How would scholarships be helpful to the future of girls in sports?** *Girls can continue to play sports in college and receive further training. This might allow them to play professional sports if they wish.*

5 Support Reading

- Have students read paragraph 7.
- CHECK IN** Students understand *didn't happen overnight* and *gender equality*.

HELP & GO: Vocabulary

- Clarify *didn't happen overnight* by drawing on students' knowledge of what "overnight" means to help them understand that if something doesn't happen overnight, it doesn't happen right away. **EL**
- Guide students to infer that the phrase *gender equality* means "equal treatment regardless of gender."

6 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- LISTEN FOR** Students understand that Title IX opens all school classes to everyone.

HELP & GO: Comprehension

- Have students reread paragraph 7, paying special attention to the words in italics. **Ask, How is Title IX about more than just sports and more than just girls? The law opens every school program to all students.**
- Make sure students understand that the law does not *require* everyone to take the same classes. Instead, it doesn't *prevent* anyone from taking the classes they want to.
- Provide a sentence frame: *As well as sports, all students can now ____.* **EL**

Discuss the Whole Text

- Revisit the Focus Question. Have volunteers **Give One, Get One** to answer to the following question: *How did Title IX change sports?*
- Display responses next to those for "Bigger than the Rules."
- Have students add newly learned words to their word journals.

SESSION
3

READ

6


RI.4.1

Stop & Discuss

In addition to sports, how did Title IX affect students in school?

Discuss your response with a partner.

5

- 7 Even though Title IX became law, **equality** didn't happen overnight. Mink and other supporters had to keep fighting for it. The fight for gender equality still continues, but everyone owes many thanks to Patsy Mink and Title IX. Remember, the law isn't only about sports or just about girls. The law says that *any* school program must be open to *all* students. Before Title IX, classes like automobile repair or cooking were offered only to boys or only to girls. But today, no student can be kept from taking a class because of gender. Just as Mink had hoped, Title IX provides all students with an equal opportunity to learn. 

Because of Title IX, all students, regardless of gender, get to participate in all sports and activities.



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SESSION
4 PRACTICE

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

LESSON 15

1 Explain Reasons and Evidence

- Authors often make points about a topic. They support the points with reasons and evidence.
- Evidence can include quotes, examples, facts, and statistics (information given through numbers).

2 Reread/Think

Reread “Title IX: A Win for Equality.” Complete the chart below with reasons and evidence.

Author’s Point	Reason	Evidence
In 1972 a new law called Title IX gave girls more opportunities in sports.	(paragraph 3) Schools were treating girls unfairly in sports.	(paragraph 1) A girl had a dream to play basketball, but it was a boys-only sport in schools back in 1968. (paragraph 2) Schools had several sports teams for boys, but for girls, there was often only one choice.
Girls today have a better chance at developing their athletic skills and exploring their interests.	(paragraph 4) Title IX has proved there is no such thing as a “boy” sport or a “girl” sport.	(paragraph 4) There are 2,400 female students playing high-school football in the U.S.
Girls who want to become professional athletes have the opportunity.	(paragraph 5) Scholarships help female athletes pay for college and training.	(paragraph 5) Title IX has helped female athletes earn scholarships.
Title IX is not only about sports or just about girls.	The law says all school programs must be open to all students.	Everyone can now take classes like automobile repair and cooking.

Reconnect to the Text

Use **Pick a Stick** to have students recall “Title IX: A Win for Equality.” **Ask**, *How did Title IX change school life for people starting in 1972?*

1 Practice the Standard

- Have students give a **Thumbs Up** if they recall the meanings of *point*, *reason*, and *evidence*. Ask volunteers to share meanings with the class.
- Explain that reasons help you answer the question, “Why should I think this is an important point?” and evidence helps you answer the question, “What proof does the author provide?”
- Clarify evidence and reason by sharing a scenario in which a parent takes a child’s temperature and sees that the child has a fever and so keeps the child home from school. **Say**, *The child stayed home because they have high fever. What is the reason the child stayed home? They have a fever. What is the evidence of the fever? the high temperature shown on the thermometer* **EL**
- Explain to students the following:
 - Evidence includes details that help to support the author’s point.
 - Evidence includes facts, examples, quotes, and information from studies or research work.
 - Evidence sometimes includes statistics, which is information given through numbers.

2 Reread/Think

MODEL THE STANDARD Clarify for students how an author often provides reasons for why their point is accurate and evidence to help back up their point.

- **Say**, *Evidence can come in the form of details, examples, and facts. Also watch for statistics, which are numbers. Statistics can be powerful and convincing evidence for supporting a point.* Work with students to fill in the first row.

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


3 Talk

- Have students use **Silent Appointment** to find a partner. Have them share their chart with their partner and discuss how the reasons and evidence help them understand the author's points. Advise them to listen carefully while their partner shares.
- Using **Give One, Get One**, have students share their reasons and evidence with 1–2 additional partners.
- Ask a volunteer to explain the relationship between an author's point and the types of support that can back up that point.

4 Write

- Have students work independently to complete the Write activity.
- Remind students to use the writing checklist.
- Use **Help & Go** scaffolds as needed.
- Consider completing the activity as a shared writing activity. **EL**
- **LOOK FOR** Students describe one of the author's points and the reasons and evidence supporting it.

HELP & GO: Standards Practice

- If students have difficulty describing an author's point, refer them to their chart. Focusing on a single row, walk them through how one point is supported by a reason and particular evidence.
- Provide sentence frames such as the following:
*One of the author's points in this text _____. The author's reason(s) that support the point is/are _____. The evidence that supports the point is _____. **EL***
- Use **Pick a Stick** to choose several students to share their writing. Remind students to reword unclear explanations. Revoice explanations as needed.
- Use written responses to determine whether students need additional support. 

SESSION 4



PRACTICE

3 Talk

Review the completed chart with a partner. Then discuss how the reasons and evidence help you understand the author's points.

One of the author's points is ____.

To support this point, the author gives a reason. This reason is ____.

As supporting evidence, the author tells readers that ____.

4 Write

Choose one of the author's points in "Title IX: A Win for Equality." Then explain the reasons and evidence the author uses to support that point, drawing on details in your chart and your partner discussion.

Sample response: One of the author's points is that Title IX is

not only about sports or just about girls. The author supports

this point by explaining how the law says all school programs

must be open to all students. The reason is so that there is

equal opportunity for participation in any kind of activity. The author provides

evidence that this is true in today's schools, where, regardless of gender, anyone

can now take classes they like, such as automobile repair and cooking.

WRITING CHECKLIST

- ☐ I included reasons and evidence in my response.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION
5 READ

LESSON 15

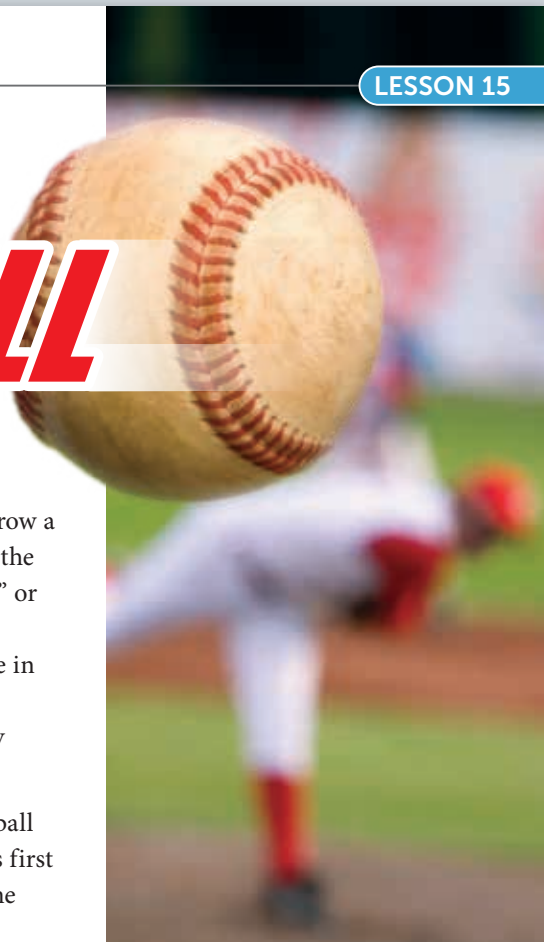
THE FABULOUS FASTBALL

by Layne DeMarin

1

1 In baseball, a good pitcher knows how to throw a heater. What does that mean? It means that the pitcher can throw a ball so fast that it's "hot" or "on fire." Believe it or not, very fast pitches, called fastballs, haven't always been welcome in baseball. But over the years, fastballs have changed the way baseball is played, and they have made the game even better.

2 Fans would agree. Fastballs have made baseball more exciting to watch. When the game was first invented, people thought the fun would come from watching **batters** hit the ball and then waiting to see if **fielders** could catch the ball to get the batters out. The pitcher's job was simply to toss the ball to the batter. For this reason, the first rules actually made it *easier* for batters to hit the ball. But over time, pitchers started throwing the ball harder. In 1914, pitcher Walter Johnson threw a fastball that was estimated to be moving at 97 miles (156 kilometers) per hour. These pitches were more challenging for batters to hit. But fans loved watching pitchers throw fastballs—and watching batters try to hit them!



Fastballs can sometimes move close to 100 miles (161 kilometers) per hour!

batters = players who hit the baseball with a bat

fielders = players who try to catch or stop balls hit by the batters

LESSON 15 | Changing the Game 297

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Reconnect to the Texts

Display responses to the Focus Question for "Bigger than the Rules" and "Title IX: A Win for Equality."

Ask, *What have you learned about needing to make changes in sports?* Have students **Stand and Share** to make connections between the two texts.

1 Independent Reading

- Set a purpose for reading. **Say,** *Today you will read to learn about how a type of pitch has changed baseball. Then you will answer questions about the points the author makes and the reasons and evidence she provides.*
- Remind students to stop and think about the text as they get to the bottom of each page.
- 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 understand the roles of *pitcher, batter, and fielders* in baseball.

HELP & GO: Comprehension

- Refer to the glossed definitions of pitcher, batter, and fielders. Ask to share what they know about each word.
- If possible, show video clips of the different players' positions to reinforce students' understanding. **EL**
- Clarify the meaning of *out*. Explain that in baseball, being out means the player lost his or her turn.

- **CHECK IN** Students understand words and phrases such as *hot* and *on fire* (paragraph 1).

HELP & GO: Background

- Clarify that fast-moving objects in the atmosphere create friction, which causes heat.
- Clarify *hot* and *on fire* by explaining that they help describe how quick a fastball moves. **EL**

2 Independent Reading

- **CHECK IN** Students understand *break a record*.

HELP & GO: Vocabulary

- Clarify *break a record* (paragraph 4) by explaining that this phrase means “perform better than anyone has before.”
- **CHECK IN** Students understand complex sentences in paragraphs 4 and 5.

HELP & GO: Sentence Comprehension

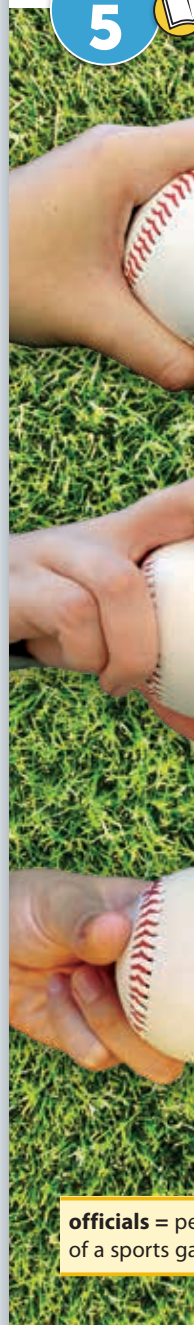
- Have students reread paragraph 4. Draw their attention to the phrase *if anyone* in the third sentence. **Ask**, *Why do you think the author used if anyone in this sentence? The phrase if anyone shows that it's possible that the current fastball record will never be broken.*
- Have students reread the second sentence in paragraph 5. Explain that *so good ... that* indicates a cause/effect structure in the sentence. Help students understand that the cause is given before “that” and the effect is described after. **Ask**, *What is the cause and what is the effect in this sentence? The cause is that pitchers have become good at throwing fastballs and striking out batters. The effect is that officials are considering new rule changes.* **EL**
- **CHECK IN** Students understand that officials are considering changing the rules so that baseball can be played fairly.

HELP & GO: Comprehension

- Have students reread paragraph 5. **Ask**, *Why are officials considering changing the rules? Pitchers are so good at throwing fastballs and striking out batters that the game may be unfair to batters.* **Ask**, *What might happen if the batters never get a hit? The game would not only be unfair, it might feel less exciting for the fans.*

SESSION
5

READ



TWO-SEAM FASTBALL

FOUR-SEAM FASTBALL

SPLIT-FINGER

officials = persons in charge of a sports game

- Fastballs have also improved the skill level of the game. Pitchers realized that throwing fast was a skill they could improve with practice. In fact, a pitcher could learn to control the path of the ball by gripping and releasing it in a particular way. Today, the best pitchers know how to throw different types of fastballs, such as the two-seam, the four-seam, and the split-finger. Batters, too, have needed to improve their skills to hit fastballs. Batters must be able to identify the type of pitch thrown and react to it in a very short amount of time to make a hit.
- Pitchers have set some amazing records. The first pitcher to throw a ball over 100 miles (161 kilometers) per hour was Bob Feller in 1946. People are often watching to see who, if anyone, will break the current fastball record. So far, the fastest pitch on record flew through the air at just over 105 miles (169 kilometers) per hour in 2010. This speed is almost as fast as the fierce winds of a tornado!
- Fastballs are still changing the sport of baseball. Pitchers have become so good at throwing fastballs and striking out batters that **officials** are considering new rule changes. But even if some things change, the fastball is here to stay. Fans love it, and the players keep getting better and better—all big wins for baseball!



Respond to Text

3 Reread/Think

Reread "The Fabulous Fastball." Then choose the best response to each question.

- The author argues that fastballs have had a positive effect on baseball. What is one reason she uses to support this point?
 - "Fastballs have made baseball more exciting to watch." (paragraph 2)
 - "But over time, pitchers started throwing the ball harder." (paragraph 2)
 - "Pitchers realized that throwing fast was a skill they could improve with practice." (paragraph 3)
 - "So far, the fastest pitch on record flew through the air at just over 105 miles (169 kilometers) per hour in 2010." (paragraph 4)
- What does the author suggest about the rules of baseball in paragraph 2?
 - They are affected by what people like to watch.
 - They are agreed upon by a group of baseball fans.
 - They are supposed to make the game fair for everybody.
 - They are meant to be especially challenging for fielders.
- What evidence does the author use to support the idea that fastballs have improved the skill level in baseball?
 - She mentions that fastballs were not always part of the game.
 - She explains that fans love to watch people throw fastballs.
 - She describes how pitchers learned to throw different types of fastballs.
 - She lists the names of pitchers in history who threw the fastest.

3 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. Invite students to **Shout Out** the correct answer as you review each question. ✓

- The correct choice is **A**. This sentence offers one reason why fastballs have made baseball better. Choices **B**, **C**, and **D** describe facts about fastballs but do not explain how they have improved baseball. **DOK 2 | RI.4.8**
- The correct choice is **A**. This is the best choice because the paragraph mentions that the original rules had pitchers simply tossing baseballs to the batters, but this changed when fastballs grew popular. Choice **B** misinterprets information in the paragraph. Choice **C** is unsupported by the text, and Choice **D** misinterprets a detail from paragraph 2. **DOK 2 | RI.4.1**
- The correct choice is **C**. Paragraph 3 gives examples of how pitchers learned to control the path and speed of the ball. Choices **A** and **D** are facts about the history of the game. Choice **B** is about the fans, not the skill level of the players. **DOK 2 | RI.4.8**

4 Answer Analysis

4. The correct choice is **C**. The context clue of “releasing” is the opposite of “gripping.” Choices **A**, **B**, and **D** incorrectly interpret the word. **DOK 1 | RI.4.4**

5 Write

- Have students respond independently to the Write prompt. **DOK 3 | RI.4.8**
- If students need more support, work with them in small groups to guide them through writing.
- Have students **Turn and Talk** before writing. **EL**
- Use **Help & Go** scaffolds as needed.
- **LOOK FOR** Students provide reasons and evidence to support the author’s point that fastballs made baseball harder.

HELP & GO: Writing

- Have students locate the details that help support the author’s claim that baseball became challenging because fastballs moved quick.
- Direct students to reread paragraph 2 and locate details that describe fastballs. **Ask, Based on these descriptions, why might a fastball be hard to hit?** *The ball was moving over 100 miles per hour, making it hard to hit with a bat.* **Ask, What were batters used to before fastballs?** *Pitchers used to toss the ball so it was easier to hit.*

Lesson Wrap-Up

Have students revisit the Focus Question. Record responses. Invite students to **Raise a Hand** to make connections between the three texts.

SESSION
5

PRACTICE

4 Reread/Think

4. Read the sentence from paragraph 3.

In fact, a pitcher could learn to control the path of the ball by **gripping** and releasing it in a particular way.

Which word from the sentence means the **opposite** of *gripping*?

- A. “learn”
- B. “control”
- C. “releasing”**
- D. “particular”

5 Write

The author states that baseball became more challenging once fastballs were allowed. What reasons and evidence does the author provide to support her point? Use details from the text in your response.

Sample response: The author thinks that fastballs have made

baseball more challenging to play. One supporting reason the

author gives is that in earlier games the pitcher’s job was

simply to toss the ball to the batter. These first rules made it

easier for batters to hit the ball. But once pitchers started

throwing fastballs, the batter’s job got much harder. The author provides evidence

that in 1914, pitcher Walter Johnson threw a fastball moving at 97 miles per hour,

and pitches such as these were challenging for the batter to hit.

WRITING CHECKLIST

- ☐ I used reasons and evidence from the text to support the author’s point.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.



Respond to the Focus Question

When should a sport change?

Sample responses shown.

1 Reread/Think

Choose one text from this lesson to reread.

TEXT: "Title IX: A Win for Equality"

What is one change in sports that you learned about through this text? When did the change happen, and why?

I learned that a change in the law called Title IX made school sports equal for all students, no matter what their gender is.

2 Talk

Share your answer with a partner.

One change I learned about in this text was ____.

As a group, discuss these questions. Take notes in the chart.

When should a sport change? What helped people realize it was time for a change?

Text	Reason for Change	The Change
"Bigger than the Rules"	George Mikan's size gave him an advantage in winning.	Basketball rules for goaltending and the size of the lane changed.
"Title IX: A Win for Equality"	Girls were not given the same chances to play sports as boys.	The laws changed to let all students play sports.
"The Fabulous Fastball"	Pitchers originally tossed the ball, but this made it too easy to hit.	Pitchers can throw fastballs, making the game more exciting.

3 Write

Which change to sports do you think was most important? Why do you think so? Use details from your charts, discussions, and the texts to support your response.

Respond to the Focus Question

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

1 Reread/Think

Have students reflect on one text from this lesson that talks about a change in sports. Ask them to state what change to the sport the text describes as well as what led to that change. Students may refer back to the text and their written work to help complete this task.

2 Talk

- Use **Give One, Get One** to have students share their thinking with several partners using the sentence frame.
- Guide a class discussion about the Focus Question. Have students take notes in the chart.

3 Write

- Have students respond independently to the prompt.
- Encourage students to use **Stronger and Clearer Each Time** to strengthen their ideas before writing. **EL**
- **LOOK FOR** Students use information from the relevant text(s) in their response.

HELP & GO: Writing

- Have students look back at the texts in the lesson as they decide which change in sports they believe is most important.
- Provide a word bank for students to draw from as they write: *rules, opportunity, fairness, equality, skills, challenges.* **EL**