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## Exploring Reading —Level 5

**This sample includes the following:**

- Best Practices Guide Cover** (1 page)
- Table of Contents** (1 page)
- Overview of Reading Instruction** (3 pages)
- Components of Effective Intervention** (1 page)
- Instructional Overview** (2 pages)
- Lesson Plan** (19 pages)
- Poster** (1 page)
- Reader** (26 pages)

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# Exploring Reading

## Best Practices Guide



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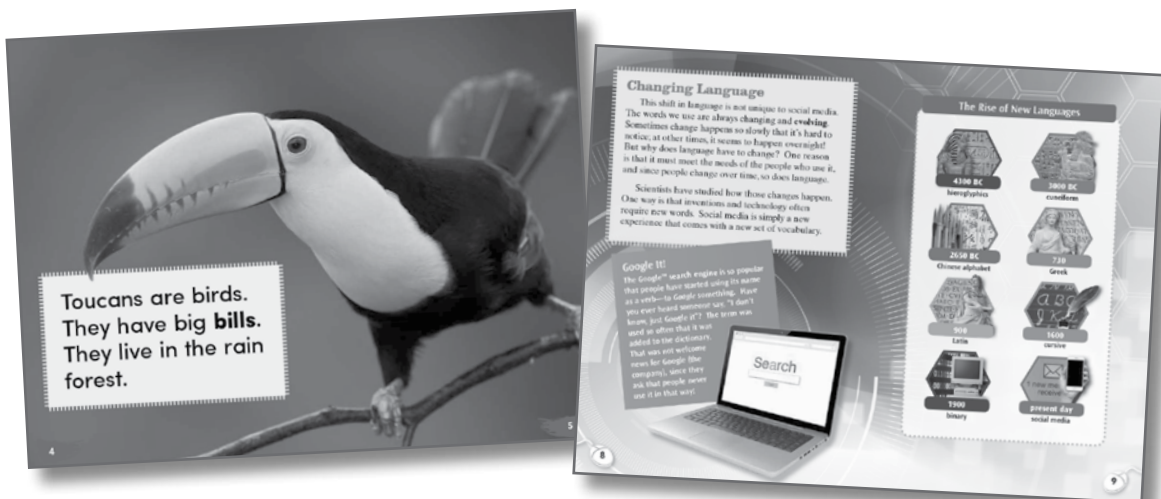
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## The Importance of Reading Informational Text

In an increasingly global and information-rich society, students need to be eager to learn, seek answers, and have the necessary skills to navigate the various informational texts they will come across in school, the workplace, and everyday life. According to Stephanie Harvey and Anne Goudvis in their book *Strategies That Work: Teaching Comprehension to Enhance Understanding*, “interesting, authentic nonfiction fuels kids’ curiosity, enticing them to read more, dig deeper, and search for answers to compelling questions” (2007, 156).

Aside from the long-term goal of developing skilled readers, nonfiction text also has a role in standardized testing. Because students are most often tested on their abilities to comprehend nonfiction text, it is important to provide readers with explicit instruction for the ways in which nonfiction text is organized, along with specific skills and strategies for comprehending nonfiction text. In their article featured in *The Reading Teacher* (2000), Broaddus and Ivey suggest that familiarity with nonfiction text will add to students’ depth of content-area knowledge and understanding, which may increase standardized test scores.



nonfiction readers

These are some examples of nonfiction text in *Exploring Reading*. All nonfiction text contains nonfiction text features, rich charts, diagrams, images, and photographs to bring the text to life.



text cards

## The Importance of Reading Literature

Recommending that children read “literary wholes” may seem like a contemporary criticism of basal programs, but this quotation is taken from a 1908 work on the teaching of reading in the United States, *The Psychology and Pedagogy of Reading* by Edmund Burke Huey. Huey’s observations highlight what every parent and teacher of young children knows—children love a good story. And the discussion that extends from the story is just as important. Speaking and listening strategies are critical during preschool and primary grades, during which time oral discourse provides the primary context for learning. Numerous correlational studies indicate that frequent, high-quality reading experiences benefit preschoolers in vocabulary acquisition (Lawrence and Snow 2011). Further, primary students who are learning decoding skills benefit from discussions that set a purpose for reading, activate prior knowledge, ask and answer thoughtful questions, and encourage peer interaction. Reading fiction provides rich opportunities for oral discourse development and vocabulary acquisition.

text cards



These are some examples of the fiction selections in *Exploring Reading*. All literature text contains story elements, rich vocabulary, and engaging images that support the text.

literature selections



### The Importance of Intertextuality

Using fiction and nonfiction texts together is a natural way to explore themes. In an article in *The Reading Teacher*, Deanne Camp poses this question: “Given children’s natural tendencies to ask questions about the world around them, why not focus on both fact and fiction to answer those questions?” (2000, 400) Fictional books can be an engaging way to introduce a topic to students; however, instruction does not need to begin with the work of fiction. Reading a nonfiction text before a fictional text on the same topic can build or strengthen background knowledge that may be required to successfully comprehend the fictional piece (Baer 2012; Soalt 2005). Additionally, students who prefer nonfiction texts will be more motivated to read a related fictional text when the informational piece is presented first (Soalt 2005). According to research by Sylvia Read, “interacting with nonnarrative texts may be the best path to overall literacy” (2005, 36).

TCM Grade Level, word count, Fountas and Pinnell Guided Reading Level, DRA Level, and Lexile Level are listed on the back cover of each reader. These measures are for reference only, as *Exploring Reading* nonfiction readers are not meant to match student's independent reading level. The books are studied through a shared read, led by the teacher. The books have the appropriate rigor for the purpose.

#### Theory into Practice



The Great Works Instructional Guides for Literature included in each *Exploring Reading* kit encourage teachers to engage in **modeled reading of rich, diverse texts**. The selections include a variety of characters and stories meant to be **culturally relevant and engaging** to all students.

Table 3 lists the literature selections that have been chosen for each level. The *Teacher's Guide* provides prompts and activities. More importantly, sharing the literature provides opportunities for authentic, student-initiated use of comprehension strategies.

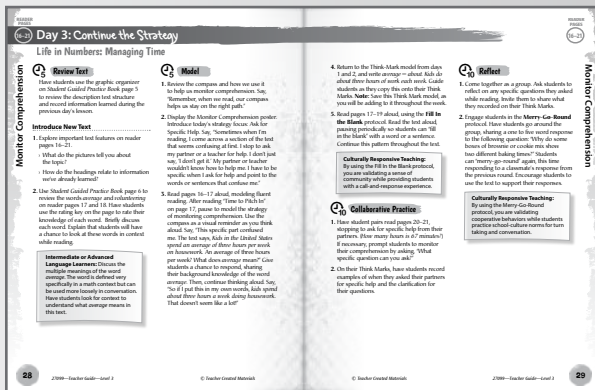
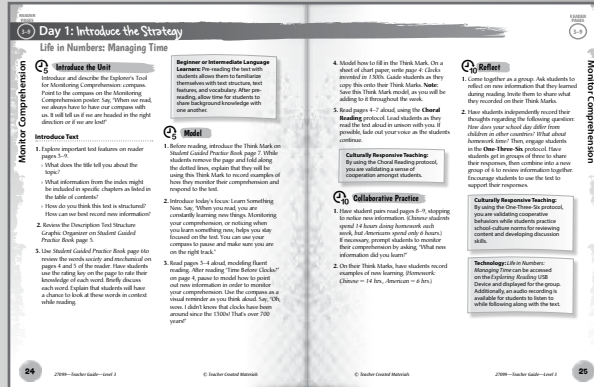
## Theory into Practice



### Reader Sample Lesson

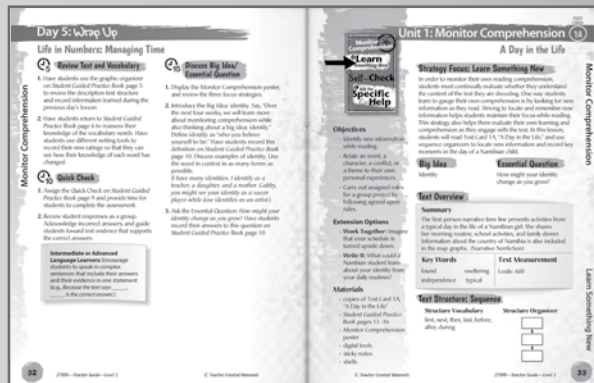
Exploring Reading has embedded Gradual Release of Responsibility into each reader lesson, including review, teacher modeling, and collaborative practice.

On day one, the teacher introduces the strategy. The teacher models reading fluently with a **shared read** before student practice with a partner.



By the third day of each reader lesson, students **practice the strategy** as they read the text with less guidance from the teacher.

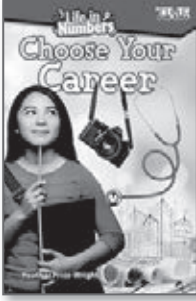



Each reader lesson ends with a quick check, reflection, and discussion. Students reread, write, and discuss the big idea as a group or with partners.



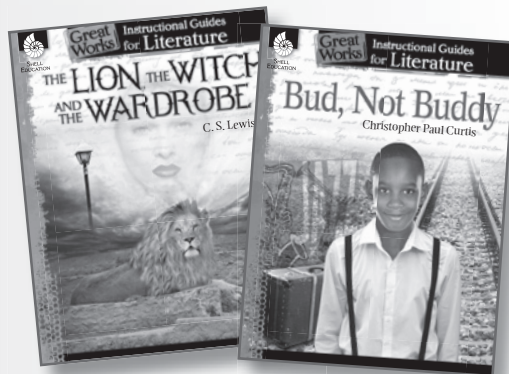
# Instructional Overview

*Exploring Reading* has eight units, each focusing on a different reading comprehension strategy. Instruction is organized into 30-minute lessons. If taught daily, each of the eight units spans four weeks.

## Sample Unit

Nonfiction Reader	3 Text Cards		
Big Idea: Identity		Essential Question: Who or what defines your identity?	
Week 1	Week 2	Week 3	Week 4
Strategy: Monitor Comprehension 	Learn Something New 	Self Check 	Ask for Specific Help 
Students use an Explorer Tool to learn a comprehension strategy. After building shared knowledge, students are introduced to a big idea.	Students read three text cards and practice three parts of the strategy. They continue to explore the big idea through an essential question. This ties all the texts together. The unit concludes with a reflective-writing exercise, asking students to revisit their initial thoughts about the big idea.		

After every four units (mid-year and end-of-year), teachers can use the *Great Works Instructional Guide for Literature* to navigate students through an authentic trade book. These instructional guides include authentic vocabulary instruction and activities, key discussion points, guided close-reading questions, writing prompts, and assessments.





## Nonfiction Reader Lessons

During each of the reader lessons, students will examine **text structures, text features, vocabulary, and comprehension strategies**. Students will receive **explicit modeling** from the teacher before **practicing the strategy** independently or with partners. Each lesson concludes with a **discussion** and a **reflection** on learning. The accompanying *Student Guided Practice Book* pages give students a chance to practice vocabulary, analyze text structure, record thinking, and assess comprehension.

## Text Card Lessons

Lessons for the text cards differ slightly each day.

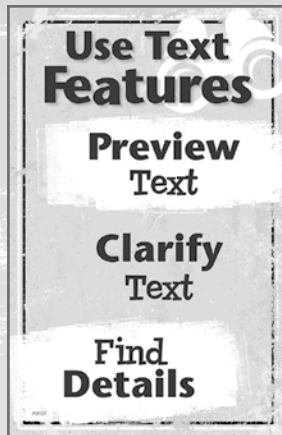
- › *Day 1:* Students **analyze text features** and **identify new vocabulary** words. After an introduction to a new strategy focus, students read the text for the first time, applying the strategy.
- › *Day 2:* Teachers lead students through a **close reading** of the text card. Students **annotate** and **jot notes** directly on a copy of the text in their *Student Guided Practice Books*. Students look at elements such as word choice and author's purpose while also **analyzing the text** and **applying comprehension strategies**.
- › *Day 3:* Students read the text a final time. This time, they are looking for **evidence of the Big Idea** while also examining the text **structure** or **author's craft**. Discussion questions allow the group to reflect on learning while also pulling elements of the Big Idea from the text and applying them to other scenarios.
- › *Day 4:* Students learn and practice a **language skill** that aims to enhance their speaking, listening, reading, or writing abilities. Students also complete a Quick Check **comprehension assessment** and review answers as a group. This allows teachers to embed **test-taking strategies** into their teaching.
- › *Day 5:* Teachers are given two activities from which to choose. Students can **work collaboratively** to write, create, or discuss, or they can complete a **writing assignment** that asks them to reflect upon the content of the text card as well as the Big Idea or Essential Question. On the last day of the unit, teachers may choose to have students return to their notes about the Big Idea and **record text evidence** that supports a **deeper understanding**.

## Assessment

Throughout *Exploring Reading*, teachers can assess students' progress and reading development in a variety of ways. First, teachers can pinpoint specific areas of need by administering the **Diagnostic Assessment**. A **Pretest** and a **Posttest** can be given at the beginning and end of each unit to measure growth. Additionally, an **Oral Reading Assessment** is provided for each reading selection. Finally, teachers can measure overall improvement in reading comprehension with the **Summative Assessment**. See the *Exploring Reading Assessment Guide* for more information.

# Unit 3: Use Text Features

## Sports for All: The Impact of Title IX



### Big Idea

Change

### Essential Question

How do people react to change?

### Unit Overview

Throughout this unit, students will learn and practice three strategies that will help them identify and analyze text features. They will use text features to preview the text, clarify the text, and find additional details about the topic. As students read *Sports for All: The Impact of Title IX*, they will look carefully at text features and think about how they help us comprehend a text.

### Text Summary

No girls allowed? Not anymore! Today's female athletes have an equal shot at playing sports and even going pro. It is all thanks to Title IX, a law that protects their rights in sports and more. Decades later, the law is still evolving—and still going strong.

### Key Words

boathouse      proportion  
discrimination      statistics  
exempt      stereotypes  
noncompliant      violated

### Text Measurement

Lexile: 880L

### Objectives

- › Use text structure to comprehend a variety of texts.
- › Preview the text by skimming the pages, looking at pictures, chapter headings, or other textual clues.
- › Use format, pictures, or textual clues to preview the text, locate information, or ask for support with understanding the text.

### Materials

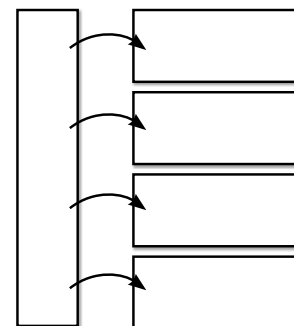
- › copies of *Sports for All: The Impact of Title IX*
- › *Student Guided Practice Book* pages 53–58
- › Use Text Features poster
- › *Sports for All: The Impact of Title IX Interactiv-eBook*
- › digital tools, sticky notes

### Text Structure: Cause and Effect

#### Structure Vocabulary

cause, effect, because, result, change, consequence, due, since

#### Structure Organizer



# Day 1: Introduce the Strategy

## *Sports for All: The Impact of Title IX*



### Introduce the Unit

Introduce and describe the Explorer Tool for Use Text Features: binoculars. Point to the binoculars on the Use Text Features poster. Say, “When reading informational texts, we often encounter information that requires taking a closer look for deeper reflection. The binoculars tool is a reminder to stop and focus on particular points in the text.”

### Introduce Text

1. Explore important text features on reader pages 1–13.
  - › What does the title tell you about the topic?
  - › What information from the index might be included in specific chapters as listed in the table of contents?
  - › How do you think this text is structured? How can we best record new information?
2. Review the cause-and-effect text structure graphic organizer on *Student Guided Practice Book* page 53.
3. Use *Student Guided Practice Book* page 54 to review the words *discrimination* and *violated* on reader pages 5 and 10. Have students use the rating key on the page to rate their knowledge of each word. Briefly discuss each word. Students can use the glossary in the back of the reader or write their own definitions.

### Beginner or Intermediate Language Learners:

Explain that the topic of the reader is girls and sports. Flip through the pages of the reader, pointing out photos of various sports (soccer on page 7, tennis on pages 18 and 19, baseball on page 21, and weight lifting on page 25). Encourage students to use the vocabulary they have to describe the different sports.



### Model

1. Before reading, introduce the Think Mark on *Student Guided Practice Book* page 55. While students remove the page and fold along the dotted lines, explain that they will be using this Think Mark to record examples of how they use text features.
2. Introduce today’s focus: Preview Text. Say, “It is important to connect with text before we start reading. We do this by previewing the text. We look at titles, subtitles, and headings. We also look at photos, sidebars, and graphs. Previewing these text features provides us with background information that assists our comprehension as we begin reading.”

3. Read pages 4–5 aloud, modeling fluent reading. Before reading pages 6 and 7, pause to model how to preview text. Say, “I can see that there are several text features on these two pages. There’s a photo of girls playing soccer. There’s a sidebar with information about female athletes and high school graduation. If I think about the binoculars tool and focus on all of the text features, I see that false beliefs about women and sports are disproved by research.”
4. Model how to fill in the Think Mark. On a sheet of chart paper, write *pages 6–7: girls, sports, abilities*. Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.
5. Read pages 8–11 aloud, using the **Choral Reading** protocol. Lead students as they read the text aloud in unison with you. If possible, fade out your voice as the students continue.

**Cultural Responsiveness:**

By using the Choral Reading protocol, you are validating the cultural behavior of collective success among students.

**Collaborative Practice**

1. Have student pairs read pages 12–13, previewing the text before reading. Encourage students to discuss text features (e.g., *The caption tells us whom this is a picture of.*). If necessary, prompt students by asking, “What pieces of information do you find in the text features that support the text?”
2. On their Think Marks, have students record examples of how they previewed the text (e.g., *members of Congress, equal rights*).

**Reflect**

1. Come together as a group. Ask students to reflect on how they previewed the text features while reading. Invite them to share what they recorded on their Think Marks.
2. Ask students, “What are reasons for discrimination against girls and women?” Engage students in the **Campfire Discussion** protocol. Have the group sit in a circle with a sheet of paper (campfire) in the middle. Each student writes his or her answer on a sticky note and places it “in the campfire” (on the paper). Students then take turns reading aloud a sticky note other than his or her own, discussing the responses. Encourage students to use the text to support their responses.

**Cultural Responsiveness:**

By using the Campfire Discussion protocol, you are validating the cultural behavior of shared responsibility and connectedness while students practice school-culture norms for taking turns and deciding how and when to speak.

**Technology:**

*Sports for All: The Impact of Title IX* can be accessed on the *Exploring Reading* USB Device and displayed for the group. Additionally, an audio recording is available for students to listen to while following along with the text.

## Day 2: Use The Strategy

*Sports for All: The Impact of Title IX***Review Text**

Have students use the graphic organizer on *Student Guided Practice Book* page 53 to review the cause-and-effect text structure and record information learned during the previous day's lesson.

**Introduce New Text**

- Explore important text features on reader pages 14–23.
  - › What do the pictures tell you about the topic?
  - › How do the headings help us predict the content?
- Use *Student Guided Practice Book* page 54 to review the words *boathouse* and *noncompliant* on reader pages 18 and 19. Have students use the rating key on the page to rate their knowledge of each word. Briefly discuss each word. Students can use the glossary in the back of the reader or write their own definitions.

**Intermediate or Advanced Language Learners:**

Direct students' attention to the text on page 14 and point out the words *Title IX*. Help students to understand that Title IX is a law about equal rights for girls and is the basis of the information in the reader.

**Model**

- Review how the binoculars help us preview text features. Say, "Remember, when we read, we use our binoculars to help us preview the text before we read."
- Display the use Text Features poster. Introduce today's focus: Clarify Text. Say, "Sometimes when reading, we come across information that isn't clear or doesn't make sense. In these cases, we need to clarify the text. By taking note of things that are unclear, we are better able to focus for the purpose of finding information to clarify and increase our understanding."
- Read pages 14–15 aloud, modeling fluent reading. Explain to students the concept of a Dig Deeper that appears on page 16. Say, "This book includes a Dig Deeper. It usually isn't read like body text because it isn't a continuation of the previous page. Its purpose is to allow readers to dig deeper into a topic that has already been mentioned in the book." After reading "More Than Sports" on page 16, pause to model how to clarify text. Say, "The text tells me that Title IX does more than provide equal opportunity for girls in sports. It mentions that the law protects against gender discrimination. I'm not quite sure what that is referring to, so I'm going to focus my binoculars as I read the text again so I can clarify." Read page 17. Say, "I see that there are supporting details that say the law protects children from bullying based on whether they are boys or girls. That clarifies the meaning for me."

- Return to the Think-Mark model from day 1, and write pages 16–17: *gender, discrimination*. Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.
- Read pages 18–21 aloud, using the **Fill in the Blank** protocol. Read the text aloud, pausing periodically so students can “fill in the blank” with a word or a sentence. Continue this pattern throughout the text.

**Cultural Responsiveness:**

By using the Fill in the Blank protocol, you are validating a sense of community while providing students with a call-and-response experience.

 **Collaborative Practice**

- Have student pairs read the Dig Deeper on pages 22–23. Then, have them clarify the text (e.g., *Why was the law not enforced?*). If necessary, prompt students by asking, “Can the text features help you understand this better?”
- On their Think Marks, have students record examples of how text features helped them clarify information (e.g., *The icons on the time line helped me understand the words.*).

 **Reflect**

- Come together as a group. Ask students to reflect on how they used text features to clarify the text while reading. Invite them to share what they recorded on their Think Marks.
- Have students independently record their thoughts regarding the following question: What issue came about with boys competing against girls? Then, engage students in the **One-Three-Six** protocol. Have students get in groups of three to share their responses, and then combine into a group of six to review information together. Encourage students to use the text to support their responses.

**Cultural Responsiveness:**

By using the One-Three-Six protocol, you are validating the cultural behavior of shared responsibilities while students practice school-culture norms for reviewing content and discussion.

## Day 3: Continue the Strategy

*Sports for All: The Impact of Title IX***Review Text**

Have students use the graphic organizer on *Student Guided Practice Book* page 53 to review the cause-and-effect text structure and record information learned during the previous day's lesson.

**Introduce New Text**

- Explore important text features on reader pages 24–33.
  - › What do the pictures tell you about the topic?
  - › How do the headings relate to information we've already learned?
- Use *Student Guided Practice Book* page 54 to review the words *stereotypes* and *exempt* on reader page 24. Have students use the rating key on the page to rate their knowledge of each word. Briefly discuss each word. Students can use the glossary in the back of the reader or write their own definitions.

**Intermediate or Advanced Language Learners:**

Direct students' attention to the text on pages 26–27, and read the section title aloud—The Money Myth. Explain that a myth is something that is not true, but many people think it is true. On this page, it says that people think Title IX says money spent on girls' and boys' sports must be equal. That isn't true. If a boy's football uniform is more expensive than a girl's weight lifting uniform, it's okay for schools to spend more. Encourage students to share any myths they may know.

**Model**

- Review how the binoculars help us use text features. Say, "Remember, when we read, we use our binoculars to help us clarify information in the text."
- Display the Use Text Features poster. Introduce today's focus: Find Details. Say, "As we read, we will search for details that support the main idea. Usually, an author will include at least a couple of details for every main idea. By identifying these details, we can grasp a deeper understanding of the text while also confirming the main ideas."
- Read page 24 aloud, modeling fluent reading. After reading the second paragraph on page 24, pause to model how to find details. Say, "I'm pretty sure the main idea of this paragraph is that people are concerned that funding for female athletes would take away from funding for male athletes. Remembering the binoculars tool, I'm going to focus and look for details to support this idea. I see a sentence that says uniforms and travel would take away from boys' teams. I also see a sentence that says there are limited school budgets. Those two sentences are details that support the main idea."
- Return to the Think-Mark model from days 1 and 2, and write *page 24: take away funds*. Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.

5. Read pages 25–30 aloud, using the **Jump-In Reading** protocol. Ask one student to start reading aloud. As this student reads, other students can “jump in” and start reading at any period. When another student starts reading, the first student stops. Encourage students to give each reader the chance to read several lines before jumping in.

**Cultural Responsiveness:**

By using the Jump-In Reading protocol, you are validating the cultural behavior of improvisation while naturally simulating the flow of conversation that occurs in some languages.

 **Collaborative Practice**

1. Have student pairs read pages 31–33, stopping to find details in the text features. (e.g., *Title IX led to more professional sports for women.*) If necessary, prompt students by asking, “What details do you find in the text features that support the main ideas?”
2. On their Think Marks, have students record examples of details that they found in the text features (e.g., *more options, sidebar*).

 **Reflect**

1. Come together as a group. Ask students to reflect on how they found details in the text features while reading. Invite them to share what they recorded on their Think Marks.
2. Engage students in the **Merry-Go-Round** protocol. Have students go around the group, sharing one- to five-word responses to the following question: “How did Title IX lead to women being admired for their athletic abilities?” Students can “merry-go-round” again, this time responding to a classmate’s response from the previous round. Encourage students to use the text to support their responses.

**Cultural Responsiveness:**

By using the Merry-Go-Round protocol, you are validating the cultural behavior of shared connectedness while students practice school-culture norms for turn taking and conversation.



## Day 4: Know the Strategy

*Sports for All: The Impact of Title IX***Review Text**

Have students use the graphic organizer on *Student Guided Practice Book* page 53 to review the cause-and-effect text structure and record information learned during the previous day's lesson.

**Introduce New Text**

- Explore important text features on reader pages 34–41.
  - › What do the pictures tell you about the topic?
  - › How do the headings help to wrap up the book?
- Use *Student Guided Practice Book* page 54 to review the words *proportion* and *statistics* on reader pages 36 and 38. Have students use the rating key on the page to rate their knowledge of each word. Briefly discuss each word. Students can use the glossary in the back of the reader or write their own definitions.

**Intermediate or Advanced Language Learners:**

Direct students' attention to the text on page 36 and the word *compliance*. Explain that when you are in compliance, you are doing what you are supposed to do. When you are not in compliance, you are not doing what you're supposed to do. Read the last sentence of the first paragraph. Encourage student pairs to talk about the meaning of the sentence and then share with the group.

**Model**

- Review how the binoculars help us use text features. Say, "Remember, when we read, we use our binoculars to help us preview text, clarify information, and find details."
- Display the Use Text Features poster. Say, "Today, we are going to use all three parts of this strategy while we use text features. We're going to jot down examples of how we previewed the text, areas that we needed to clarify, and the details that support the main idea."
- Read pages 34–35 aloud, modeling fluent reading. Before reading *Surprising Result*, on page 35, pause to model how to preview text, clarify text, or find details. Say, "Before I read this sidebar, I'm going to preview the text by looking at the photo and the heading. I can tell this will be about women's basketball and maybe about their coaches. I can also tell that something surprising happened in this section because the title of the sidebar tells me that. Remembering the binoculars tool, I will focus as I read to find details that confirm my thoughts."
- Return to the Think-Mark model from days 1–3, and write *pages 34–35: women's coach, refused coaching men*. Guide students as they copy this onto their Think Marks.
- Read pages 36–39 aloud, using the **Fade In/Fade Out** protocol. Begin by providing a nonverbal cue to a student who will begin reading. After a few sentences, provide a nonverbal cue to the next student, who will join in with the first student—quietly at first and then getting louder. When the first student hears his peer reading along with him, his voice fades out until only the second reader can be heard.

**Cultural Responsiveness:**

By using the Fade In/Fade Out protocol, you are validating the cultural behavior of shared responsibility while practicing school-culture norms for turn taking.

**Cultural Responsiveness:**

By using the Whip Around protocol, you are validating the cultural behavior of cooperation while students practice school-culture norms for taking turns.

**Collaborative Practice**

1. Have student pairs read pages 40–41, stopping to discuss how they used text features (e.g., *The image on page 41 shows me that equality is still an issue in sports because the sign uses a hashtag.*). If necessary, prompt students by asking, “How can you use the text features to clarify information or find details?”
2. On their Think Marks, have students record examples of how they used text features (e.g., *judged, soccer, court case*).

**Reflect**

1. Come together as a group. Ask students to reflect on how they used text features while reading. Invite them to share what they recorded on their Think Marks.
2. Have students sit in a circle to begin the **Whip Around** protocol. Ask the group the following question: How has Title IX helped girls? Quickly point to each student in succession, giving no more than five seconds for a response. Students can add on to their peers’ contributions or disagree and offer rebuttals. If a student does not have a response, continue around the circle, and return to him or her later. Encourage students to use the text to support their responses.

**Technology:**

If students are ready to work independently, have them access the digital platform and complete one or more of the activities. Students can annotate the text, watch two videos, complete a word work activity, or do a comprehension assessment.

# Day 5: Wrap Up

## Sports for All: The Impact of Title IX



### Review Text and Vocabulary

1. Have students use the graphic organizer on *Student Guided Practice Book* page 53 to review the cause-and-effect text structure and record information learned during the previous day's lesson.
2. Have students return to *Student Guided Practice Book* page 54 to reassess their knowledge of the vocabulary words. Have students use different writing tools to record their new ratings so they can see how their knowledge of each word has changed.
3. You may choose to have students revisit the reader to more fully respond to the Dig Deeper, Stop! Think, and Think Link features.



### Quick Check

1. Assign the Quick Check on *Student Guided Practice Book* page 57, and provide time for students to complete the assessment.
2. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.

#### Intermediate or Advanced Language Learners:

Point out the title of the sidebar *equal play, equal pay* on page 41. Remind students that *equal* means *the same*. Then, encourage students to express their understanding of the phrase. Have student pairs talk about whether it makes sense for girls to play the same sport but not get the same pay as boys.



### Discuss Big Idea/ Essential Question

1. Display the Use Text Features poster, and review the three focus strategies.
2. Introduce the Big Idea: change. Say, "Over the next three weeks, we will be learning more about using text features while also thinking about a Big Idea: change." Have students brainstorm what they know about change. Define *change* as "becoming different." Have students record this definition on *Student Guided Practice Book* page 58. Discuss examples of change. Use the word in context in as many forms as possible (e.g., *The girls changed their uniforms. I won't change my personality just to fit in. I don't like change, so I'd like to keep things the way they are.*).
3. Ask the Essential Question: *How do people react to change?* Have students record their answers to this question on *Student Guided Practice Book* page 58.

# Cause and Effect Graphic Organizer

**Directions:** Use the organizer to record information from the text.

The graphic organizer consists of a large orange-bordered box on the left labeled "Cause" and four smaller teal-bordered boxes on the right, each labeled "Effect". Four black arrows point from the "Cause" box to each of the "Effect" boxes, indicating a causal relationship.

## Words to Know

**Directions:** Before studying each word, assess your background knowledge.



Self Rating	Word	Definition
	discrimination (page 5)	
	violated (page 10)	
	boathouse (page 18)	
	noncompliant (page 19)	
	stereotypes (page 24)	
	exempt (page 24)	
	proportion (page 36)	
	statistics (page 38)	

0

This word is brand new to me.

1

I've seen this word before, but I don't know what it means.

2

I kind of know what this word means.

3

I could teach this word to a friend.

# Explorer Tools



Monitor Comprehension



Summarize



Use Text Features



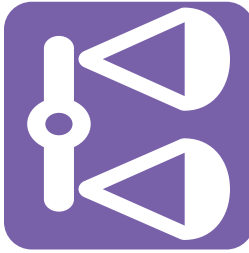
Ask Questions



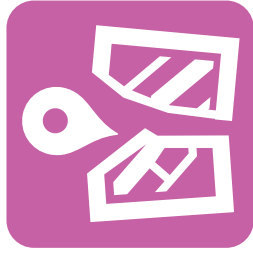
Determine Meaning



Make Inferences



Use Evidence



Synthesize Elements



➤ Preview Text

18 vertical blue lines for writing.

➤ Clarify Text

18 vertical blue lines for writing.

➤ Find Details

18 vertical blue lines for writing.

## Quick Check

**Directions:** Choose the best answer for each question. You may use the text to help you.

1. What is a good reason to preview the text before reading?

- (A) to decide whether it is worth reading
- (B) to find the most important points
- (C) to answer questions
- (D) to get a feel for the content

2. What does *noncompliance* have to do with federal funding?

- (A) If athletes misbehave, they don't get paid.
- (B) If a school does not follow the law, it loses money.
- (C) If a school allows women to play, they get more money.
- (D) If athletes don't complain, they could get more funding.

3. Why are girls discriminated against in sports?

- (A) incorrect science
- (B) mathematical miscalculations
- (C) ignorance
- (D) mean people

4. From the reader, we learn that \_\_\_\_\_.

- (A) sporting events make big money
- (B) all men's sports bring in more money than they spend
- (C) money is the main reason for school sports
- (D) sports programs do not make very much money

5. What are four ways that Title IX benefits women? Make sure to use details from the text in your writing.

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Name \_\_\_\_\_ Date \_\_\_\_\_



## Big Idea: Change

What does it mean? \_\_\_\_\_

### How do people react to change?

Record your thoughts **before** exploring: \_\_\_\_\_ Date: \_\_\_\_\_

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You have discussed change in four texts. Have your thoughts changed from what you wrote above? Use examples from at least two texts to answer the question again.

Date: \_\_\_\_\_

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## Pretest

**Directions:** Read the passage.

### Winning the War Against Pollution

As a young scientist, Cindy Zipf worked at a Marine biology lab. Part of her job was to study fish that had been exposed to toxins. She was horrified to see how fish jumped out of their tanks in reaction to the poison. Right then, she took up the fight to protect the sea creatures of the Atlantic Ocean from the deadly effects of chemical pollution.

#### Waves of Poison

In 1984, Zipf started Clean Ocean Action in Sea Bright, New Jersey. The group's target: the Jersey Shore, which is known as the ocean-dumping capital of the world. There were a whopping eight legal toxic-waste dumpsites along its coastline! "The ocean is the perfect dump site because it's open all the time and it's free. So, no one really knew what was going on," Zipf explains.

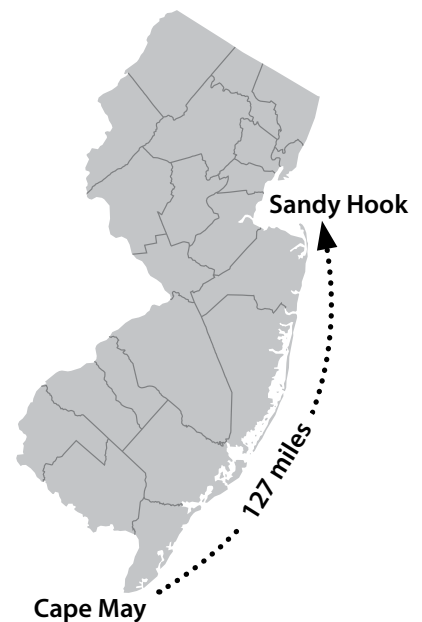


It took about a year of gathering petitions, writing letters, protesting, and organizing rallies to stop the dumping. There were beach cleanups, letters of protest, marches, and a major public hearing. Finally, on September 1, 1997, the last dumpsite was closed. It felt like a big victory!

#### The Fight Continues

Sadly, just two years later, Zipf found out that some companies—which had permission to dump waste that was safe for the ocean—were also dumping chemicals that caused a lot more damage.

In 2000, Zipf, 44, brought national attention to the new troubles by walking from Cape May on the southern tip of New Jersey to a spot called Sandy Hook—a 127-mile trip! The eight-day march was called "Dump No More—March for the Shore" to protest violation of the 1997 agreement.



## Pretest (cont.)

**Directions:** Use the text on page 38 to help you answer the questions.

<p><b>1.</b> What does the image of the lobster help the reader understand?</p> <p>(A) how animals feel when they are exposed to toxins</p> <p>(B) what Cindy Zipf looks like</p> <p>(C) the setting of the text</p> <p>(D) one kind of animal affected by ocean pollution</p>	
<p><b>2.</b> What does the heading “Waves of Poison” refer to?</p> <p>(A) the polluted nature of New Jersey’s shoreline due to toxic-waste dumpsites</p> <p>(B) toxic tidal waves that were killing the marine life</p> <p>(C) the danger of swimming off New Jersey’s beaches</p> <p>(D) the polluted state of New Jersey’s drinking water</p>	<p><b>3.</b> What does the heading “The Fight Continues” refer to?</p> <p>(A) Zipf’s efforts to stop ocean pollution after the closing of the last dumpsite</p> <p>(B) Zipf’s struggle to get recognition for her efforts</p> <p>(C) ocean animals struggle to survive in polluted waters</p> <p>(D) the fight to close ocean dumpsites in other states</p>
<p><b>4.</b> The text says that the Jersey Shore is the ocean-dumping capital of the world. What detail supports that statement?</p> <p>(A) The Clean Ocean Action started in New Jersey.</p> <p>(B) There were eight legal toxic-waste dumpsites along its coastline.</p> <p>(C) Some companies dumped waste.</p> <p>(D) A lobster is an ocean animal.</p>	<p><b>5.</b> Which text feature helps the reader understand the distance covered by Zipf’s march?</p> <p>(A) the paragraph headings</p> <p>(B) the image of the lobster</p> <p>(C) the map</p> <p>(D) the title</p>

Name \_\_\_\_\_ Date \_\_\_\_\_

## *Sports for All: The Impact of Title IX (page 4)*

Total Word Count	Codes			
147	E = errors	SC = self-corrections	M = meaning	S = structure V = visual

Word Count	Text	E	SC	Cues Used					
				E		SC			
4	What is Title IX?			M	S	V	M	S	V
12	Girls have always enjoyed playing sports. But before			M	S	V	M	S	V
25	Title IX, they did not always get the chance to play			M	S	V	M	S	V
34	on school sports teams. For years, those teams were			M	S	V	M	S	V
47	mainly for boys. It was also rare for a girl to win an			M	S	V	M	S	V
51	athletic scholarship to college.			M	S	V	M	S	V
61	Then, along came Title IX. Passed in 1972, the new			M	S	V	M	S	V
71	law said that if a school received federal funding, it			M	S	V	M	S	V
80	had to give girls equal opportunities to play sports.			M	S	V	M	S	V
89	That meant schools had to create teams and provide			M	S	V	M	S	V
95	equipment and uniforms for female athletes.			M	S	V	M	S	V
106	The benefits to girls under Title IX were clear, but			M	S	V	M	S	V
114	obeying the new law required major social change.			M	S	V	M	S	V
119	How would the country react?			M	S	V	M	S	V
122	It's the Law!			M	S	V	M	S	V
132	Title IX states that no one can be stopped from			M	S	V	M	S	V
140	joining "any education program or activity" at a			M	S	V	M	S	V
147	school that receives money from the government.			M	S	V	M	S	V

**Oral Reading Assessment**

**Error Rate:**

**Self-Correction Rate:**

**Accuracy Percentage:**

**Time:**

# Use Text Features

**Preview  
Text**

**Clarify  
Text**

**Find  
Details**

**Sports** for All

**TIME**  
FOR KIDS

# The Impact of Title IX



**Heather E. Schwartz**

**Sports** for All

# The Impact of Title IX



Heather E. Schwartz

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# What Is Title IX?

Girls have always enjoyed playing sports. But before Title IX, they did not always have the chance to play on school sports teams. For years, those teams were mainly for boys. It was also rare for a girl to win an athletic scholarship to college.


Then, along came Title IX. Passed in 1972, the new law said that if a school received **federal** funding, it had to give girls equal opportunities to play sports. That meant schools had to create teams and provide equipment and uniforms for female athletes.

The benefits to girls under Title IX were clear, but obeying the new law required major social change. How would the country react?



## It's the Law!

Title IX states that no one can be stopped from joining "any education program or activity" at a school that receives money from the government. This means it is against the law to stop girls from joining sports teams and other programs just because they are girls.



Title IX gave more girls the chance to play sports in school.

## Fights for Rights

Title IX was passed as part of the 1960s women's movement. This push was a renewal of another movement. In the early part of the century, women fought for the right to vote. Both of these movements sought to end **discrimination**.

# The Backstory

**Faulty** science was partly to blame for discrimination against girls in sports. In the 1870s, people thought girls were weak. They thought girls could not handle both academic and physical activities.

More false ideas were added over the years. People said girls were not good team players. Some thought women who played sports were not **feminine**. They believed athletic girls would have a hard time getting married.

Many girls were **discouraged** or scared away from playing sports. That helped spread the false idea that girls did not like playing sports.

## Now vs. Then

Beliefs about girls in sports have changed a lot since Title IX was passed. Today, people know that girls—just like boys—can handle academics, school activities, sports, and having social lives. Studies actually show that most athletic girls get better grades than girls who do not play sports. Female athletes are also more likely to graduate from high school.



- How have people's views of girls in sports changed over time?
- How else might these views of females change the way they were treated?
- Do some of the effects of these views exist today? How and where?



## On Their Own

Before Title IX, many girls found ways to play sports, but it was not easy. Female athletes had to make their own opportunities in the late 1960s. They organized their own teams and made their own uniforms. They held fundraisers, such as bake sales and car washes, to raise the money they needed.

Athletic girls played sports for the pure joy of it. They knew that they would not have large crowds show up to watch them play. Scholarships for girls were almost nonexistent. Still, female athletes worked hard to build and improve their skills.

### Pay to Play

Lynn Colella was a student at the University of Washington in the late 1960s. She was a great swimmer. But her college only had a swimming club for women, not a team. To travel to swim meets, Colella and her teammates sold fruit to pay their way. Her hard work paid off. Colella went on to win a silver medal in the 1972 Olympic games.

### Stringer's Legacy

C. Vivian Stringer (shown above) began coaching college women's basketball in 1971. She didn't get paid for being the coach at Cheyney University in Pennsylvania. Her team didn't get any funding. But Stringer never gave up. She took her team to the Final Four and had one of the best records in women's basketball in the country.

## The Fight Begins

An early 1972 court case laid the groundwork for Title IX. Emily and Cynthia Barrett were sisters who wanted to play high school tennis, but their school in Michigan did not have a team for girls. The girls asked to play on the boys' team. A rule in their state did not allow it, so they took their case to court.

The court decided that the rule **violated** the girls' rights. Emily and Cynthia were allowed to play on the boys' team.

### Limited Victory

The court's ruling in the Barrett case protected girls in sports and allowed them to play on many boys' teams. However, these teams were limited to noncontact sports. Girls were not allowed to play contact sports with boys.



The Barrett sisters gave girls like these access to sports that they did not have before.

### Fourteenth Amendment

The Fourteenth **Amendment** protects against **gender** discrimination. Emily and Cynthia cited it when they went to court. They said they faced discrimination by not being able to play sports. The court agreed with them.

# Passing the Law

Many people fought for new laws that would give girls equal rights. Three members of Congress led the charge. Congresswomen Patsy T. Mink from Hawaii and Edith Green from Oregon faced gender discrimination when they were young. Mink's high school would not let her play basketball. And kids teased Green for wanting to study engineering. Senator Birch Bayh (BIGH) from Indiana had a good role model as a child. His father had been a huge **advocate** for female athletes. Bayh and Mink co-wrote the law. Green fought for many laws that made schools more equal, one of which was Title IX.

Along with others, these leaders kept records of times when girls faced discrimination. These records formed the basis for Title IX. In June 1972, Title IX passed.

## The Opposition

Even before Title IX passed, politicians started to worry. Some people did not support the law because they thought it would mean male and female athletes would have to use the same locker rooms. Those people were wrong. The law only says that male and female athletes had to have the same opportunities.

## Mink's Legacy

The law's formal name was the Title IX Amendment of the Higher Education Act. After Mink's death in 2002, members of Congress wanted to honor all of her hard work. So, they renamed the law. It is now the Patsy T. Mink Equal Opportunity in Education Act. But most people still call it Title IX.

Mink is greeted by President Lyndon Johnson.

## Gaining Ground

When Title IX passed, many girls suddenly had more opportunities to play school sports. They now had funds for team uniforms and equipment. They could afford to travel to games.

Their successes in sports were not limited to the court or field. Girls could even compete for athletic scholarships to attend college. With their rights protected under Title IX, girls could demand equal treatment. When they were not treated equally, they had the law on their side to help fight back.

## Advancing Education

Before Title IX, girls did not have the same chance for a higher education as boys. There were almost no athletic scholarships for women. That made it hard for women to pay for college. Today, women receive about half of all athletic scholarships.

## Participation Problem

When Title IX became a law in 1972, there were more than 3 million boys playing high school sports. At the same time, there were fewer than 300,000 girls playing high school sports. Title IX changed that. Just one year later, the number of girls playing high school sports had tripled!



## More Than Sports

Title IX is known for giving girls equal opportunities in sports. But it actually covers a lot more than that. The law protects against many forms of gender discrimination in schools that receive federal funding.

How does that work in real life? Schools must protect students from gender-based bullying. They must provide equal access to school programs. Title IX is not just for girls in sports. It is for male, female, and **transgender** students in all areas of education.

## Title IX



Prohibits discriminatory language



Guarantees counseling sessions at school, if requested



Prohibits unwanted electronic contact



Prohibits retaliation against people who claim they are being discriminated against



Requires schools to offer equal academic opportunities to all students

## Still Not Fair

Even after Title IX passed, many schools did not make the required changes. They continued doing things the same way as before. This meant discrimination in sports based on gender was still an issue.

### Female Athletes Fight Back

In 1976, the Yale University women's crew team was stuck taking cold showers in a trailer while the men's team took hot showers in a **boathouse**. The female athletes knew the school was not treating them fairly. They demanded to be treated equally. Within a few days, they got hot showers. By the following year, their lockers were moved into the boathouse.

A major problem with Title IX was that it was not always enforced. Girls had to protest when they felt they were being treated unfairly. Sometimes, girls even had to bring their cases to court in order to be heard. If schools were found to be **noncompliant**, they could lose federal funding. They took a big risk by not obeying the law, but some schools still refused to change.

### Queen of the Court

In 1973, tennis champion Bobby Riggs challenged female champ Billie Jean King (shown right) to a tennis match. King was at the peak of her career, so she said no. Riggs said King was scared and spent months mocking women. Finally, King agreed to play Riggs. King prepared for the match and won by a huge margin. Most important, she won respect for female athletes.



tennis match between King and Riggs



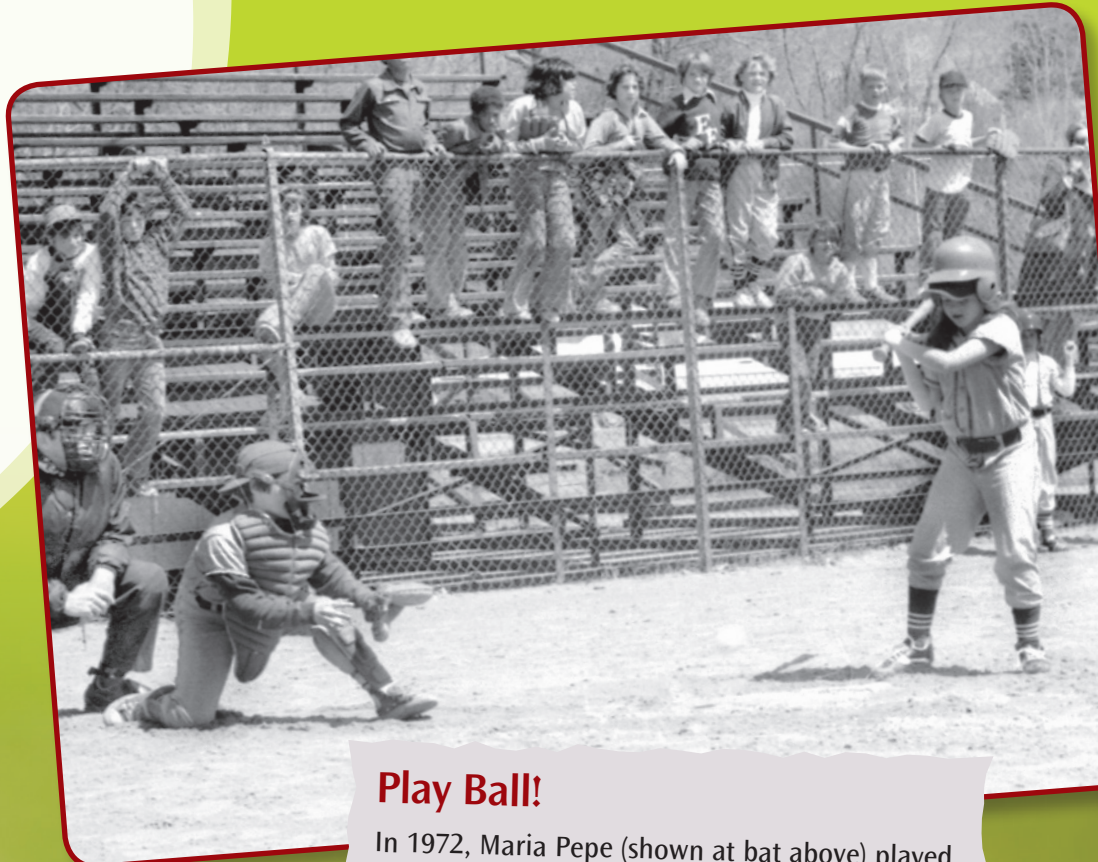
# Changing Times

Title IX gave female athletes a fair shot at playing sports. The legal system took their side. But changing the way things had always been done was no simple matter. Many challenges still stood in the way.

Many sports teams and competitions were set up with only male players in mind. That did not immediately change once women were allowed to play. Some women found when they were in competitions against men, the men did not want to play. Opposing teams would forfeit rather than play against them.

## Boys vs. Girls

Boys were uncomfortable playing against girls in sports for many reasons. In the 1960s and 1970s, many people believed boys should be stronger and tougher than girls. They thought boys should not lose to girls. At the same time, boys were expected to be polite to girls, which made it difficult to play hard against them.



## Play Ball!

In 1972, Maria Pepe (shown at bat above) played her first Little League game. Pepe played two more baseball games before she was kicked off the team for being a girl. Title IX helped girls like Pepe fight back, and by 1974 the rules were changed to allow girls to play.



## Civil Rights Victories

There have been many civil rights movements in the United States. Some fought against discrimination based on gender, while others fought against discrimination based on race. Follow the time line of key historical civil rights victories of the twentieth century.



**1920** —The Nineteenth Amendment gives women the right to vote.



**1924** —The 1924 Citizenship Act grants all American Indians citizenship.



**1934** —The Indian Reorganization Act prohibits the federal government from selling American Indian land and allows tribes to form their own tribal governments.



**1947** —A court case, *Mendez v. Westminster, California*, makes **segregation** of Latino kids in schools illegal.



**1954** —A court case, *Brown v. Board of Education of Topeka, Kansas*, makes segregation of African American students in schools illegal.



**1956** —Segregation on public buses is made illegal.



**1963** —Martin Luther King Jr. gives his “I Have a Dream” speech in front of the Lincoln Memorial.



**1964** —President Lyndon B. Johnson signs the Civil Rights Act, which made segregation in public places illegal.



**1965** —President Johnson signs the Voting Rights Act, which eliminated poll taxes, literacy tests, and other restrictions designed to keep African Americans from voting.



**1972** —Title IX makes discrimination on the grounds of gender illegal in federally funded schools.



**1972** —The Boston Marathon allows women to be counted for the first time.



**1974** —A court case, *Lau v. Nichols*, makes it illegal to prohibit students from participating in school programs on the grounds that they do not speak English.



**1975** —President Gerald Ford expands the 1965 Voting Rights Act. For the first time, states must provide voting materials in other languages, which encouraged more non-English speakers to vote.



**1990** —The Americans with **Disabilities Act** (ADA) makes it illegal to discriminate against people with disabilities in all public matters.

## Limited Resources

Clearly, change could not be stopped. But people were still worried. **Stereotypes** and social pressures were not the only things that kept girls from getting equal opportunities in sports. Money was a common cause for noncompliance, too.

What would happen to male athletes if schools spent more funding on female athletes? Adding girls' teams or paying for their uniforms and travel would mean taking away funds from boys' teams. After all, school **budgets** were limited. There was only so much money to go around.

## Legal Challenges

In 1974, an amendment was proposed to limit Title IX. The amendment would **exempt** sports that earn money for schools from the rules of Title IX. The amendment did not pass.

## Tearing Down Tradition

After Title IX, more girls were able to play sports that before were only open to boys. For the first time, girls competed in wrestling, rugby, boxing, and weightlifting.



## The Money Myth

Title IX does not require that schools spend equally on boys' and girls' sports. Schools are free to choose how to use funding. They can support sports in any way—as long as it does not discriminate based on gender.

When spending money on uniforms, for example, schools may need to spend more on the boys' football team because the equipment is costly. Title IX allows for that difference. However, buying low-quality uniforms for girls' teams while the boys' teams get high-quality uniforms is not allowed. It would be a violation of the law.

Girls' Swimming



Boys' Football



Boys' Baseball



Girls' Softball



= Title IX Approved

## Is It Bad for Boys?

Some people believe Title IX discriminates against boys. They say it forces schools to make a tough choice in the name of equality. Schools can either add teams for girls, or they can cut teams for boys. Since adding teams is more expensive, schools may end up cutting boys' teams.

Not everyone sees it this way. The National Coalition for Women and Girls in Education (NCWGE) reports that sports programs are cut for other reasons. They cite the fact that many colleges favor football and basketball. Both sports bring in a lot of money for schools, but both sports are expensive to keep running. These types of programs use most of the funding that schools receive for sports, which leads to cuts in other programs.

### Reverse Discrimination

In 1996, California State University, Bakersfield, announced it was going to limit the number of athletes on the men's wrestling team. It was the school's way of complying with Title IX. A wrestler at the school, Stephen Neal (shown right), led a group of 28 students to court. Neal argued that the boys of the school were being discriminated against. They wanted the law changed. Neal did not win the case.



### It's a Myth!

One case against funding women's sports is that they do not make money for their schools whereas men's sports do. But even big sports like football and basketball are not usually **profitable**. In 2015, a study looked at 128 **Division I** football programs. It found that out of all of those programs, only 24 made more money than they spent.

# Title IX Today

Title IX has stood the test of time. Schools must still follow it if they receive federal funding. But the question remains—has it been successful? Does Title IX really give girls equal opportunities in sports?

The NCWGE has studied the issue. The organization found that far more girls play sports today than before the law passed. Female athletes also get more money for sports at their schools. Before Title IX, girls had a 1 out of 50 chance of receiving a scholarship. Today, that number is closer to 1 out of 2.

## By the Numbers

In 1972, just 1 out of 14 girls played sports in high school. Today, that number is closer to 1 out of 2. The number of boys who play sports in high school has gone up, too. There are now 1 million more boy athletes than there were before Title IX was passed.

## Funding Figures

Before Title IX, women athletes did not see much funding. After Title IX, funding for women athletes **boomed**. Today, on average, schools spend more than 20 times the amount spent on women's sports before Title IX was passed.



## Looking Up

Even after Title IX passed, girls and women could still not play some sports. There were not enough teams for them. Changes under the law led to more opportunities in specific sports. Over the years, more female athletes joined soccer, crew, and other traditionally male sports teams.

That trend led to more **professional** women's sports teams. Individual female athletes get more respect now, too. They are seen as role models for both girls and boys. Today, girls with athletic skills are admired. Much of that approval came as a result of Title IX.

### Pro Power!

The Women's National Basketball Association (WNBA) stepped onto the court in 1997. In 2013, the National Women's Soccer League (NWSL) played its first games. The National Women's Hockey League (NWHL) took to the ice two years after. These leagues let girls dream of one day becoming professional athletes.

### More Options

In 1991, there were just 12 female college crew teams in the United States. Women in college could join 1 of 318 soccer teams. By 2009, those numbers had jumped. Women could compete on 146 college crew teams and 959 college soccer teams.

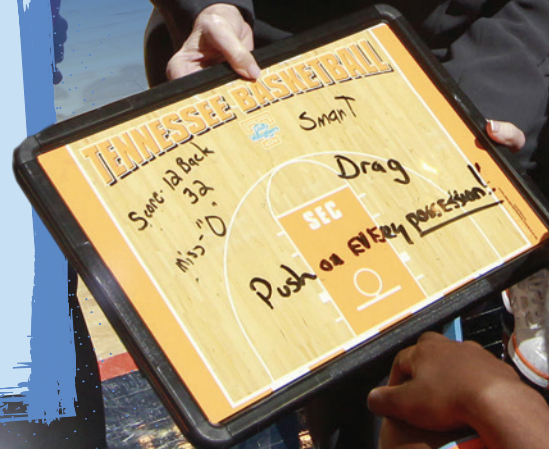
## Title IX Troubles

Title IX has not helped in all of the ways it was meant to, however. More high school girls played sports after the law passed, but they still did not have as many chances as boys. This was especially true for African American and Hispanic girls as well as girls from **immigrant** families. Most girls found it hard to win a court case if they were not Caucasian. In college, women got a better share of funding for their sports. But based on the number of women enrolled, they should have received even more.

The number of female coaches for girls' teams has actually dropped since Title IX passed. The law raised salaries for those jobs. As a result, more men applied to coach girls' teams. Before Title IX passed, 9 out of 10 girls' teams had female coaches. By 2012, that number was down to about 4 out of 10.

### Unfair Outcome

Some people think that Title IX overlooked racial **minorities** by accident. They think the mistake can be fixed. Others say it helps Caucasian girls and women on purpose. They think it gives them more chances to gain athletic scholarships and prepare for good jobs after graduation.



### Surprising Result

Pat Summitt coached the University of Tennessee's women's basketball team for almost 40 years. During that time, she led her team to over one thousand wins! That is still the most wins of any college basketball team—men or women. She was asked many times to coach the men's team, but Pat refused. "I didn't want people to think I looked at the men's game as a step up," she said.



## Room for Improvement

Schools had until 1975 to prove they were following the law. In the years that followed, the wording was changed to make it more effective. In 1979, a three-part test was developed. Schools had to meet at least one of the three parts in order to be in compliance with Title IX.

This test gave schools ways to offer proof. First, schools can show that they provide sports for each gender in **proportion** to enrollment. Second, schools can demonstrate a history of offering programs for girls. Or third, schools can prove they are working to expand their programs for girls.

### Changing Minds

In 1984, the U.S. Supreme Court said not all college programs had to follow Title IX. It said only programs that directly benefited from federal funding had to follow the rules. This exempted most sports programs. The ruling was reversed four years later.



### A Better Test

The three-part test was further clarified for schools in 1996 by adding three questions that schools could answer to make sure they are following the law:

- ▶ Do people want to play a sport that the school does not currently offer?
- ▶ Can the school maintain a team in that sport?
- ▶ Would there be competition for the team?

If the answers to all of these questions are yes, schools must provide that sport to be in compliance with Title IX.

Lacrosse is the fastest growing sport for high school girls in the United States.

## Conversations Continue

In recent years, Title IX has become a topic of debate. Some still think that it favors girls over boys. Others think it does not do enough to help girls.

**Statistics** show male athletes still make more money and win more scholarships than female athletes. Boys still have more opportunities in sports.

In 2003, Gallup (a company that takes public-opinion **polls**) talked to 1,000 people about Title IX. The poll found that most people thought the law was positive. Most did not feel it needed to be changed. They did not see a need to make the law stronger or weaker.

### Have You Heard of Title IX?

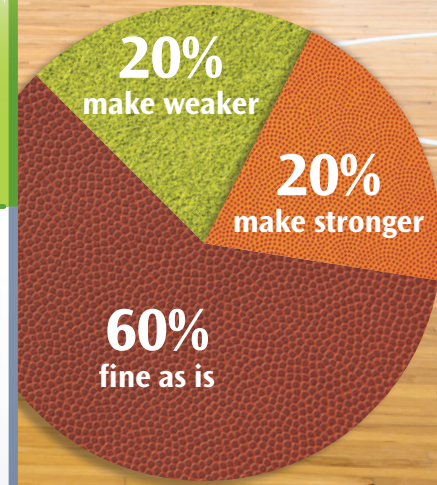
In 2002, tennis pro Jennifer Capriati (shown right) was asked about Title IX. She had never heard of the law. People saw this as a sign of hope. Girls her age never had to think about discrimination in sports because they had never experienced it. Title IX helped to create this shift in public opinion.



# STOP! THINK...

This circle graph shows the voting percentages for a 2003 Gallup poll that asked whether Title IX should be made stronger.

- According to the graph, what do most people think about Title IX?
- How might this graph have looked if it had been taken when Title IX was first passed?
- What fraction of the people believe the law should be stronger?



## It's the Law

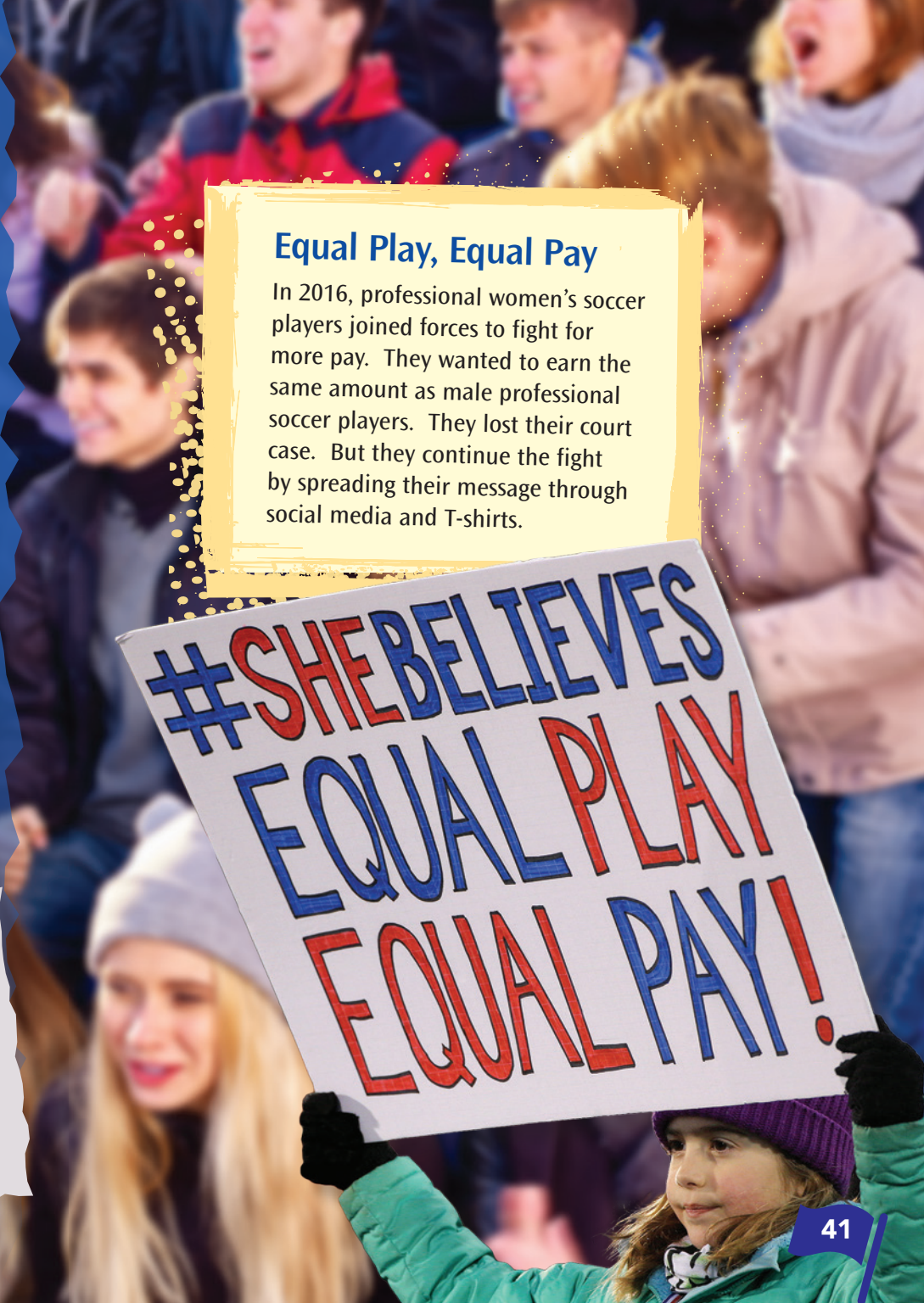
It is hard to imagine a time when keeping girls out of sports was normal, let alone legal. When Title IX passed, girls were given more than a chance to play. They also gained the benefits that come from being active, rising to personal challenges, and working with teams.

Title IX has not settled the issue of equality in sports. But today's attitudes about female athletes are much better than they were before the law was passed. People now do not think it is strange to see girls and women succeed in sports. Title IX played a huge role in making that happen.



### Judged

Even today, female athletes do not always get the respect they deserve. Both fans and reporters tend to focus on how they look just as much as how well they play. They are expected to look fit, strong, and traditionally feminine all at once.



### Equal Play, Equal Pay

In 2016, professional women's soccer players joined forces to fight for more pay. They wanted to earn the same amount as male professional soccer players. They lost their court case. But they continue the fight by spreading their message through social media and T-shirts.

#SHEBELIEVES  
EQUAL PLAY  
EQUAL PAY!

# Glossary

**advocate**—someone who argues for or supports a cause

**amendment**—a change to the words or meaning of a law or document

**boathouse**—a small building used to store boats

**boomed**—grew, progressed, or expanded suddenly

**budgets**—plans for how to spend amounts of money

**coalition**—a group of people or groups who have joined together for a common reason

**disabilities**—conditions that damage or limit people's physical or mental abilities

**discouraged**—to make someone less confident or determined

**discrimination**—the practice of unfairly treating a person or group differently from another person or group

**Division I**—the highest level of college athletic programs

**exempt**—to say that something or someone does not have to do something that others are required to do

**faulty**—mistaken or misleading because of flaws

**federal**—relating to the main government of the United States

**feminine**—of, suited to, or relating to women or girls

**gender**—the state of being male or female

**immigrant**—relating to a person who comes to a country to live there

**minorities**—groups of people who are different in some way, such as race or religion, from the larger group in a specific country or place

**noncompliant**—not having or doing something that is required

**polls**—records taken in which several people are asked questions in order to get information about what most people think about a subject

**professional**—paid to participate in an activity or sport

**profitable**—making a financial gain

**proportion**—the correct relationship between parts of a whole

**scholarship**—an amount of money given to help pay for someone's education

**segregation**—the practice of separating groups of people based on their race or religion

**statistics**—numbers that represent pieces of information

**stereotypes**—unfair beliefs that all the people in a group are the same

**transgender**—relating to people who do not feel that their true gender matches their gender at birth

**violated**—ignored or interfered with something in an illegal or unfair way

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# Check It Out!

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## Videos

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- Makers: Women Who Make America. 2013. *Title IX*. Public Broadcasting Service (PBS).




## Websites

- National Collegiate Athletic Association.  
[www.ncaa.org/](http://www.ncaa.org/)
- Women's Sports Foundation.  
[www.womenssportsfoundation.org/](http://www.womenssportsfoundation.org/)

# Try It!



Imagine you are a U.S. Supreme Court justice. You are in charge of deciding on the fairness of laws for the entire country. A case has been brought before you that would get rid of Title IX.

-  Make a list of the pros and cons of Title IX.
-  Choose a side: Will you eliminate Title IX, or will you keep it as law?
-  Write a speech to give to the other judges that expresses your opinion on the issue.



## About the Author



Heather E. Schwartz is the author of more than 50 nonfiction books for children. She grew up during the 1970s and experienced discrimination in sports many times as an elementary school student. In school, she had a gym teacher who only taught boys

how to play basketball. Schwartz's mom was part of a group of parents who fought back. They made sure girls were given the chance to play, too.

## Reader's Guide

1. What stereotypes existed about girls and women before Title IX?
2. What are some arguments against the law?
3. How did Title IX help girls and women in sports?
4. What are some ways the law helped people outside of sports?

