

Title IX

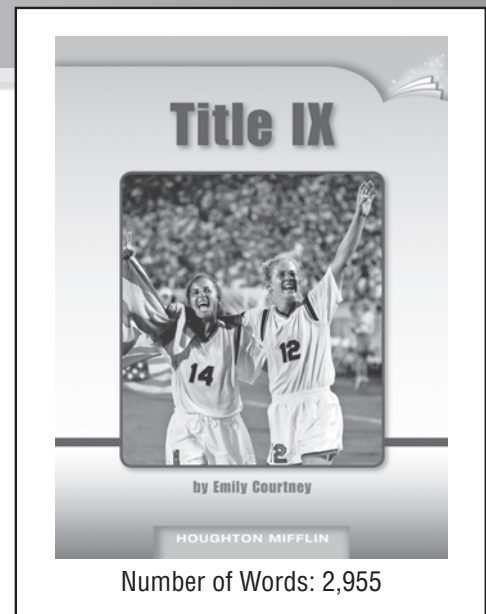
by Emily Courtney

Fountas-Pinnell Level Y

Narrative Nonfiction

Selection Summary

Title IX became a law in 1972. Its purpose is to see that males and females are given equal opportunities in all federally funded school programs, including sports. As a result of equal programs and scholarships, many females have become Olympic athletes.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Narrative nonfiction
Text Structure	<ul style="list-style-type: none"> • Introduction • Three chapters with subtitles • The subtitles in one chapter identify female athletes
Content	<ul style="list-style-type: none"> • History of Title IX • Title IX changed the lives of female athletes. • Female athletes who excel in various sports
Themes and Ideas	<ul style="list-style-type: none"> • Sometimes new laws are needed to fight discrimination. • Anti-discrimination laws like Title IX have profoundly improved opportunities for all.
Language and Literary Features	<ul style="list-style-type: none"> • Direct quotations about and from the profiled athletes
Sentence Complexity	<ul style="list-style-type: none"> • Many complex sentences—phrases, clauses, compound • Sentences with multiple nouns or verbs in a series, divided by commas
Vocabulary	<ul style="list-style-type: none"> • Many new vocabulary words that require use of dictionary • Words relating to laws: <i>Act, executive order, amended</i>
Words	<ul style="list-style-type: none"> • Many multisyllable words: <i>dizzying, orthopedic, opportunities</i> • Many words with affixes (prefixes and suffixes)
Illustrations	<ul style="list-style-type: none"> • Action shots of athletes
Book and Print Features	<ul style="list-style-type: none"> • Full range of punctuation, including dashes and ellipses • Sidebar text provides information about Title IX and the profiled athletes • Captions that add important details • Table of Contents
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Build Background

Help students use their knowledge of their favorite sports and athletes to visualize the text. Build interest by asking questions such as the following: *What are some Olympic sports that women participate in? What other sports do women often participate in? What famous female athletes can you name?* Read the title and explain the Roman numeral. Read the author and talk about the cover photograph. Tell students that this selection is narrative nonfiction and then ask them to describe the kinds of features they can expect to find in narrative nonfiction.

Introduce the Text

Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Draw students' attention to the Table of Contents. **Suggested language:** *The Table of Contents includes a list of the athletes who will be discussed in the selection. Read the names.* **Ask:** *Which of these names are familiar to you?*

Page 4: Point out the photograph of Dr. Martin Luther King, Jr. **Suggested language:** *Dr. King worked to end racial discrimination.* **Ask:** *For what other reasons are people discriminated against? Why do you think there was controversy about providing equal rights in sports?*

Page 7: Point out the photograph and read the caption aloud. **Ask:** *Why might the race official be trying to remove Kathrine Switzer from the marathon?*

Page 15: Direct students' attention to the boxed text on the page. Read the information aloud. **Ask:** *Why do you think the author included this particular information in a side bar, rather than in the body of the text?*

Turn back to the beginning and read to find out what Title IX is and how it changed the lives of women athletes.

Expand Your Vocabulary

boycotts – acts of abstaining from using, buying, or dealing with as an expression of protest, p. 4

controversies – disputes, usually public ones, p. 16

demonstrations – public displays of group opinion, p. 4

discrimination – treatment or consideration based on class or category rather than individual merit, p. 4

Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Monitor/Clarify Strategy  **TARGET STRATEGY**, as they read. Tell them to think about how Title IX has affected women.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the text.

Suggested language: *Had you heard of Title IX before you read this selection? What were you most surprised to learn about the law or the individual athletes?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Even though the Civil Rights Act banned gender discrimination, females were not treated fairly in school.• Title IX requires equal opportunities in regard to sports, academics, scholarships, job training, and facilities.• Title IX has changed the lives of many female athletes.	<ul style="list-style-type: none">• Because Title IX has been a law since 1972, a generation of males and females have been entitled to equal opportunities in school.• There are several forms of discrimination. Gender discrimination is one form.• Discrimination is extremely harmful.	<ul style="list-style-type: none">• In addition to identifying subjects, the comprehensive captions provide important details.• Sidebar text offers additional insight about some of the athletes.

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Choices for Further Support

- **Fluency** Invite students to participate in choral reading. Remind them to link words together in meaningful phrases. Point out that phrasing involves pausing at punctuation. Encourage students to read at a louder volume to emphasize sections of the text that are particularly exciting, such as Bruce Jenner’s quote describing Jackie Joyner-Kersey on page 11.
- **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts. Tell students that the words have Latin roots. The word *proportion* on page 16 comes from the Latin root word *proportione*, which means “according to each part.” Other words that share this root include *proportional* and *disproportionate*.

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 4.10.

Responding

Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Sequence of Events ✓ **TARGET SKILL** Remind students that sequence is the order in which things happen. To understand sequence, readers should look for sequence clues. These can be words such as *first*, *next*, and *then* or clues such as dates. Model how to add details to the Graphic Organizer, using a "Think Aloud" like the one below:

Think Aloud

The signing of the Civil Rights Act appears as the middle event in the chart. In 1963, Martin Luther King, Jr. gave a speech about equality. Add that as the first event. In 1968, President Johnson issued an executive order to ban discrimination on the basis of gender. Add that as the third event. All these events built a foundation for Title IX.

Practice the Skill

Have students share examples of other stories in which a sequence of events can be determined.

Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

- The selection is mainly about
-

- How does the author organize information on pages 6 and 7?
- What words on page 5 help the reader understand what an executive order is?

English Language Development

Reading Support Have students listen to the audio or online recordings. Make sure the text matches the students' reading level. Language and content should be accessible with regular teaching support.

Vocabulary This selection uses the multiple-meaning word, *race*, in two different contexts. Point out the word *race* on page 4 and explain its meaning in the sentence, *It ended discrimination based on race, color, religious belief, or country of origin.* Then point out the word *race* on page 7 and explain how it is used in this sentence, *In 1967, Kathrine Switzer entered the race.*

Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency. **Speaker 1** is the teacher, **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: What law is this selection about?</p> <p>Speaker 2: Title IX</p> <p>Speaker 1: What group of people did Title IX help?</p> <p>Speaker 2: women</p> <p>Speaker 1: What sport does Mia Hamm play?</p> <p>Speaker 2: soccer</p>	<p>Speaker 1: What is the purpose of Title IX?</p> <p>Speaker 2: It is to see that everyone has equal opportunities in school programs.</p> <p>Speaker 1: What is one of Dot Richardson's accomplishments?</p> <p>Speaker 2: She won two Olympic gold medals in softball.</p>	<p>Speaker 1: Why does Rebecca Lobo feel lucky that she is "a Title IX baby"?</p> <p>Speaker 2: If she had grown up before Title IX was a law, she probably wouldn't have gotten a basketball scholarship.</p>

Responding

TARGET SKILL **Sequence of Events** What series of events led to the growth of equality in federally funded athletic programs? Copy and complete the chart below.

Event: ?

↓

Event: President Lyndon B. Johnson signed the Civil Rights Act into law in 1964.

↓

Event: ?

Write About It

Text To World Write a brief story about a girl in the mid-1970s joining the first girls' basketball or soccer team at her school. Create historical context for the story with information on the passage of Title IX.

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Lesson 4
BLACKLINE MASTER 4.10

Name _____ Date _____

Critical Thinking

Read and answer the questions. Possible responses shown.

- Think within the text** What event discussed in the passage came before Title IX?
Varona went to the Olympics; Martin Luther King, Jr., gave a famous speech at the Lincoln Memorial.
- Think within the text** What are the three requirements of Title IX?
participation, scholarship, fair treatment of all programs
- Think beyond the text** Explain how you think women felt when they were not allowed to participate in certain sports before Title IX. They probably felt angry because they did not have a chance to prove themselves.
- Think about the text** Why does the author include descriptions of Mia Hamm, Jackie Joyner-Kersey, Rebecca Lobo, and Dot Richardson?
The author wanted to show that the passage of Title IX helped create great female athletes.

Making Connections Title IX made it possible for women to participate in sports they enjoyed. Which sports do you enjoy? Why do you like those sports best?

Write your answer in your Reader's Notebook.

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Name _____ Date _____

Critical Thinking

Title IX Critical Thinking

Read and answer the questions.

1. **Think within the text** What event discussed in the passage came before Title IX?

2. **Think within the text** What are the three requirements of Title IX?

3. **Think beyond the text** Explain how you think women felt when they were not allowed to participate in certain sports before Title IX.

4. **Think about the text** Why does the author include descriptions of Mia Hamm, Jackie Joyner-Kersey, Rebecca Lobo, and Dot Richardson?

Making Connections Title IX made it possible for women to participate in sports they enjoyed. Which sports do you enjoy? Why do you like those sports best?

Write your answer in your Reader's Notebook.

Title IX • LEVEL Y

Title IX
Running Record Form

page	Selection Text	Errors	Self-Corrections
5	When Title IX came before Congress, it raised some questions. The law listed athletics among the programs that would be affected. If a school received money from the government, it would have to include everyone in the programs it offered. Did this mean that football teams would have to allow female players? This seemed to be the one element that worried lawmakers. There was a discussion on the Senate floor. A decision was reached. <i>Programs</i> could be different. <i>Opportunities</i> had to be uniform.		
6	President Richard Nixon signed Title IX into law on June 23, 1972. Its sweeping changes would not start right away.		
	Comments:	Accuracy Rate (# words read correctly/103 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓢ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^ cat	1
Word told	Ⓣ cat	1

