



Grades 7 & 8

**AVID**

**WEEK #2**

Disciplinary literacy is an emphasis on the shared ways of reading, writing, speaking, and thinking within a particular content area or academic field.

**LEVEL OF DIFFICULTY:**

- Foundational
- Intermediate
- Advanced
- ELL

**FOCUS AREA:**

- College and Career Readiness
- ELA
- Health
- Math
- Science
- Social-Emotional Learning
- Social Studies
- STEM
- Technology



**AVID's**  
**WICOR®**  
**Methodology**

This lesson uses the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) methodology and strategies from AVID's curriculum library.

**AVID WEEKLY RESOURCES**

Visit the AVID Weekly matrix for links to lessons and articles. Additional resources are available on the AVID Weekly website.

## Who do American adults trust? Survey says: School principals.




**SOURCE:** *The Washington Post*

By Valerie Strauss

Published September 23, 2019

**AVID'S CRITICAL READING PROCESS**

This lesson uses the three phases of the critical reading process.

<p><b>Activate</b></p> 	<p><b>Planning for Reading.</b> Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning as does identifying how a “content expert” would read the text.</p>
	<p><b>Selecting the Text.</b> Select the texts, or portions of texts, that will be read. Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.</p>
	<p><b>Pre-Reading.</b> Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.</p>
<p><b>Engage</b></p> 	<p><b>Building Vocabulary.</b> Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text. While this is included within the “engage” portion of the critical reading process, vocabulary building can happen at any point.</p>
	<p><b>Interacting with the Text.</b> Interact with the text to process information as it is read. This is done by numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.</p>
<p><b>Extend</b></p> 	<p><b>Extending Beyond the Text.</b> Utilize the text to complete the assigned academic task. “Extend” strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.</p>

## Academic Task:

Analyze “Who do American adults really trust? Survey says: School principals,” written by Valerie Strauss, through questioning the text as a content expert to create a mandala to identify key concepts of the text.

**Estimated Preparation Time:** 30 minutes

**Instructional Time:** 45–60 minutes

### Resources Needed:

*Student and Educator Resources are included with this lesson.*

### Learning Objectives:

- Read like a content expert in order to identify key concepts in the text.
- Identify the relationship between ethics and trust in leadership.

## Essential Question:

How do we decide what makes a leader trustworthy?

**Focused Note-Taking:** Two-column notes are the recommended note-taking format.

## ACTIVATE

*Establish a purpose for reading, build background knowledge, and set students up for success.*

## PLANNING FOR READING

Restate the academic task and identify the strategies that will be needed to successfully engage with the text. Recognize where students are in the gradual release of responsibility and decide whether this activity will be modeled with the entire class, in small groups, or with students working individually. *For more information about the gradual release of responsibility, see the online Teacher Resources.*

Think through or have students respond to the following questions and identify how the chosen text fits within the broader context of your instructional unit so students are making connections to their prior knowledge.

- What academic tasks are associated with reading the text?

## SELECTING THE TEXT

*This text meets the following features of an ideal text:*

- Rigorous
- Develops key content or academic thinking skills
- Length is appropriate for the purpose
- Format allows for interaction
- Balanced perspective or multiple viewpoints
- Culturally relevant

- This text provides students with the opportunity to practice the “evaluate academic thinking” skill.
- This text contains content that is of high interest to students.

## PRE-READING

### Quickwrites

1. Introduce the prompt and allow a minute of think time prior to starting the quickwrite: Why is it important for people to trust those in positions of power or helping careers such as principals, military leaders, or police officers?
2. Provide students with the opportunity to ask for clarification about the prompt or any challenging vocabulary within it.
3. If the prompt is rigorous, have students work with a partner to discuss the prompt. Additional scaffolds that can be introduced include a communal word bank with terms such as trust, confidence, resources, empathy, etc.
4. Give students 1–3 minutes to write or draw an illustration without editing. The goal is for students to use the maximum amount of time to express their thinking without getting caught up in style or editing conventions. A quickwrite really should be quick.
5. Once students have completed their quickwrite, provide a couple of minutes for students to share their writing or illustration with a partner or small group.

## ENGAGE

*Build vocabulary and engage in purposeful rereads.*

### BUILDING VOCABULARY

*Vocabulary development can happen at any point in the reading process.*

- **Academic words:**
  - trust (par. 1)
  - accurate (par. 1)
  - consequences (par. 9)
  - ethics (par. 6)
- **Content-area words:**
  - resources (par. 3)
  - error (par. 7)
  - ethnic (par. 10)

### Extended Definition Paragraph

1. A key concept in this text that is crucial to the overall understanding of the text is trust and ethics in leadership. Use the following guiding question: How have the terms impacted you, your family, your school, or your community?
2. Have students create a concept map as a brainstorming strategy to collect their thoughts around the definition and use of the term.
3. Ask students to write a paragraph or draw an illustration that addresses the designated guiding questions.

### INTERACTING WITH THE TEXT

*Students process information during this stage. Purposeful rereads are essential for learning.*

#### First Read: Read for the Gist

Have students read the text one time through to identify the main idea; this is a pencil-down read.

1. Pair students up with elbow partners or small groups to talk through what they got from the first read.
2. Ask students to capture the main idea that sums up the gist of the text in their notes.

3. If students are struggling to identify the main idea, ask that they identify the 5 W's (who, what, where, when, why) and the H (how). This can be modeled, done with a partner, or done individually.

#### Second Read: Get Organized

Number the paragraphs or sections of the text as a class. Read the first two words of each paragraph or section and ask students to call out the number of the paragraph. While they call out the number, they will also number that paragraph or section in the margin of their text.

#### Purposeful Reread: Questioning the Text as a Content Expert

1. Provide students with *Student Resource: Academic Thinking Skills: Question and Answer Stems—Evaluate*.
2. For differentiation, this may be done as a whole-class activity with teacher modeling.
3. Before having students read in small groups, model the thought process of developing a question by thinking aloud as you write the following question out for students: What is the relationship between ethics and trust in leadership?
4. Have each group write another question that would be appropriate for the content. Then have the groups share their questions with the class in a Whip-Around to determine whether they are ready to write more questions within their groups or if they need additional modeling or scaffolding. For differentiation, an alternative is to have students share questions orally as the teacher scribes.
5. Instruct student groups to write a question for each chunk of the text.
6. Have students partner with an individual from another group. Each student will share the questions that they wrote, and together they will answer those questions, writing short responses next to their questions on the text.

## EXTEND

*Reading tasks should be directly connected to what students will do with the text after they have read and understand it.*

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### EXTENDING BEYOND THE TEXT

This stage uses the text to develop academic thinking skills.

#### ACADEMIC THINKING SKILLS:

- Analyze
- Evaluate
- Synthesize
- Apply

#### Mandala

1. Have students identify a key concept from the article to explore through the creation of a mandala.
2. Provide students with *Student Resource: Mandala Template* or have them create a mandala on a blank sheet of paper.
3. In partners or small groups, instruct students to first create a representation of the key concept in the center of the mandala. (If examples of mandalas are needed, see the AVID Weekly Teacher Resources.)
4. Have students create contextual visuals in the surrounding areas of the mandala that support the key concept in the center. These contextual visuals should “situate” the key concept as it is addressed in the text. Students will need to make choices as to which critical information should contextualize the key concept.
5. Finally, have students create a written summary justifying their reasoning for including various elements on the mandala. Encourage them to draw from the text to do so.

## Academic Thinking Skills: Question and Answer Stems

### Evaluate (assess)

- Assess cause and effect relationships within texts.
- Compare ideas or perspectives found in texts.
- Assess the validity of arguments in texts.
- Justify reasoning found in texts.
- Make a judgment based on information.
- Categorize ideas, events, themes, and data by relevant characteristics.

	Question Stems	Answer Stems	Word Bank
<b>English</b>	<ul style="list-style-type: none"> <li>• Does the author support...?</li> <li>• Do I have enough ... to form a conclusion?</li> <li>• Does this fit with other ...?</li> <li>• Did the author justify...?</li> </ul>	<ul style="list-style-type: none"> <li>• ...can be compared to...</li> <li>• The is a ... correlation/relationship between ... and...</li> <li>• ...strengthens the argument.</li> <li>• ...makes me question the author's credibility.</li> <li>• ...is similar to...</li> <li>• ...supports the previous work by...</li> </ul>	<ul style="list-style-type: none"> <li>• consequence</li> <li>• outcome</li> <li>• repercussion</li> <li>• aftermath</li> <li>• ramification</li> <li>• justify</li> <li>• explain</li> <li>• describe</li> <li>• predict</li> <li>• evaluate</li> <li>• gauge</li> <li>• appraise</li> <li>• estimate</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• What is the relationship between ... and...?</li> <li>• How did ... lead to...?</li> <li>• How can ... define the time period?</li> <li>• Why did ... cause...?</li> <li>• What can be concluded from...?</li> </ul>	<ul style="list-style-type: none"> <li>• An effect/consequence/outcome of ... was...</li> <li>• A result/impact/consequence of ... was...</li> <li>• The text implies/suggests/insinuates...</li> </ul>	
<b>Math</b>	<ul style="list-style-type: none"> <li>• What would happen to ... if ... was increased or decreased?</li> <li>• How would you describe the sequence of...?</li> </ul>	<ul style="list-style-type: none"> <li>• My solution is reasonable because...</li> <li>• The formula/data I chose to use was significant because...</li> <li>• My results are/are not reliable because...</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>• How is ... related to...?</li> <li>• What conclusions can you draw from...?</li> <li>• How would you test...?</li> <li>• Can you elaborate on the reason for...?</li> <li>• What would happen if...?</li> <li>• How would you test...?</li> <li>• Do you feel the ... experiment is ethical?</li> </ul>	<ul style="list-style-type: none"> <li>• I agree/disagree with the results because...</li> <li>• My data was affected by...</li> </ul>	

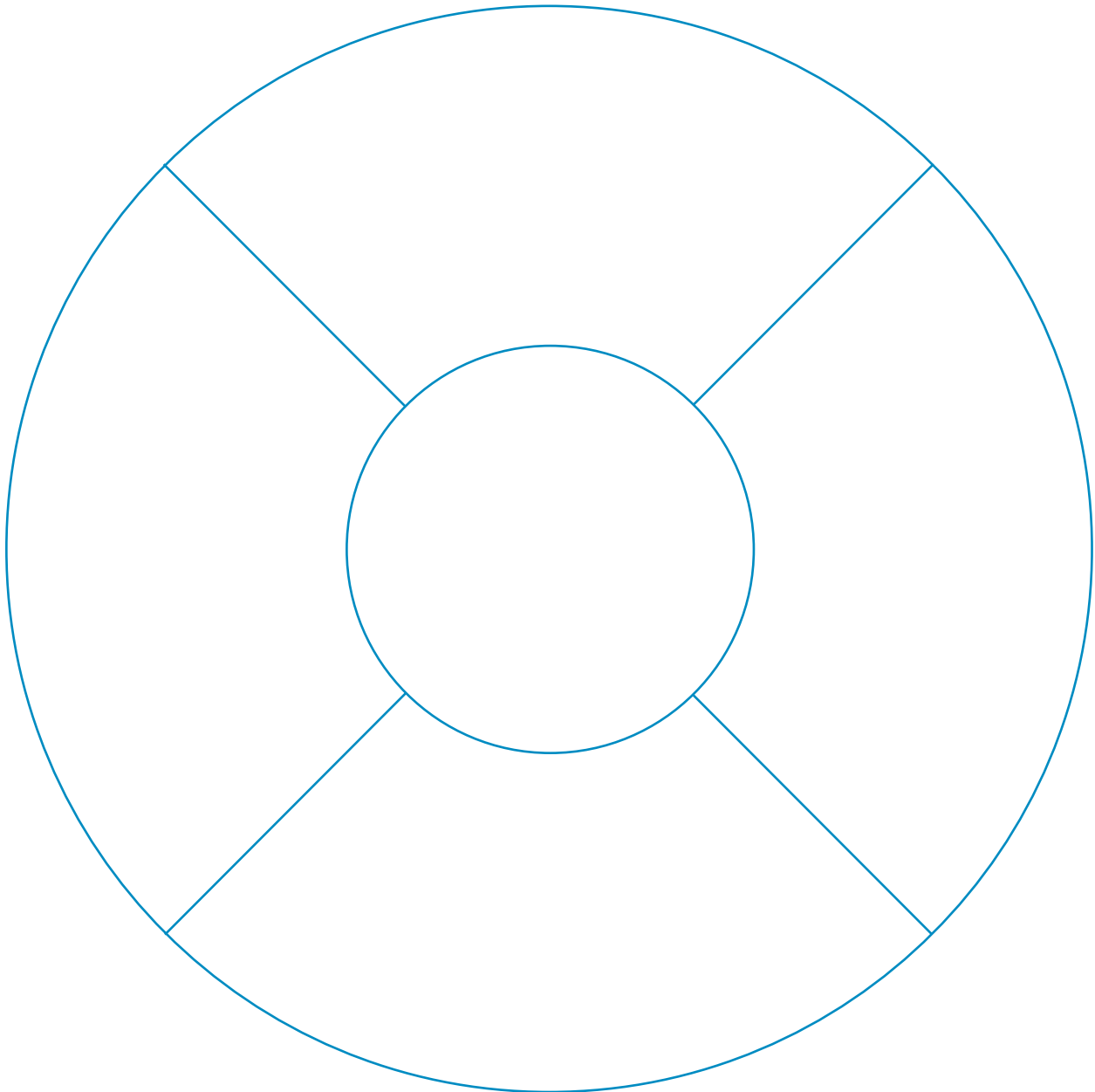


## Mandala Template

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Center of the circle = Most important term or focus symbol

Around the circle = Supporting text or symbols



## Who do American adults really trust? Survey says: School principals.

**SOURCE:** *The Washington Post*

By Valerie Strauss

Published September 23, 2019

Whom do American adults trust the most when it comes to providing fair and accurate information, caring about people and responsibly managing resources?

A new survey by the nonprofit Pew Research Center has an answer that may surprise you. It's not military or religious leaders.

The most trusted are K-12 public school principals, according to the survey and report with its details, titled, "Why Americans Don't Fully Trust Many Who Hold Positions of Power and Responsibility." The report, which you can see in full below, says:

"Generally, the public has the most confidence in the way K-12 public school principals, military leaders and police officers operate when it comes to caring about people, providing fair and accurate information to the public and handling resources responsibly. Some 84% think principals care about the

students they serve 'some of the time' or 'all or most of the time,' 79% think police officers care about them at that level of frequency, and 73% have the same level of confidence in military leaders."

Religious leaders, journalists and local elected officials did somewhat worse, but even lower results came in for members of Congress and leaders of technology companies.

The survey looked at Americans' views on eight groups of people who hold powerful positions: members of Congress, local elected officials, K-12 public school principals, journalists, military leaders, police officers, leaders of technology companies and religious leaders. In all three categories — empathy, transparency and ethics — public school principals came out on top.

The survey was taken between Nov. 27 — Dec. 10, 2018, and the 10,618 respondents were a nationally representative panel of



randomly selected U.S. adults, Pew said. The margin of sampling error is plus or minus 1.5 percentage points.

Questions were focused on public judgments about members of each of the eight groups regarding:

- Level of empathy
- Adequacy in performing a specific part of their job
- Stewardship of resources
- Ability to provide fair and accurate information to their constituents
- Frequency with which they behave unethically
- Frequency with which they face serious consequences when they act unethically

The results showed partisan and demographic differences in opinions about power and responsibility. Some of the results show:

- Republicans and independents who lean toward the Republican Party are less likely than Democrats and Democratic leaners to believe journalists perform key parts of their jobs “all or most of the time” or “some of the time.” For instance, three in

10 Republicans and Republican leaners (31 percent) believe journalists fairly cover all sides of an issue at least some of the time, while about three-quarters of Democrats and those who lean toward the Democratic Party (74 percent) say the same — a 43-percentage-point difference in opinion between the two groups.

- Democrats and those who lean Democratic are more likely than their Republican counterparts to think K-12 public school principals consistently perform key aspects of their jobs. For instance, Democrats and leaners are more likely than Republicans and their leaners to believe that principals handle resources in a responsible way (87 percent vs. 76 percent) and to think that principals do a good job ensuring that students are developing critical thinking and problem-solving skills (76 percent vs. 68 percent).
- Republicans generally give higher marks to military leaders than Democrats. For example, Republicans are 20 points more likely than Democrats to say military leaders handle the resources available in a responsible way some of the time or more often (89 percent vs. 69 percent).

- Black Americans and Hispanics are more skeptical than white people about the performance of police officers. Roughly seven in 10 white Americans (72 percent) say police officers treat racial and ethnic groups equally at least some of the time. In comparison, half of Hispanics and just 33 percent of black adults say the same.
- Women are more likely than men to have confidence in members of Congress and journalists doing their jobs much of the time.

Eighty-four percent of respondents said public school principals care about the students in their schools at least some of the time; 81 percent said school principals mostly handle their resources responsibly; 79 percent said they provide fair and accurate information to the public at least some of the time.

“K-12 public school principals do stand apart from some other powerful cohorts in the eyes of the public when it comes to admitting and taking responsibility for mistakes,” the report said. “By a two-to-one margin, more

U.S. adults say school principals take responsibility for their mistakes ‘all or most’ or ‘some of the time’ (65 percent) than say that principals take responsibility for mistakes ‘only a little’ or ‘none of the time’ (32 percent).”

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Link to report: <https://www.people-press.org/2019/09/19/why-americans-dont-fully-trust-many-who-hold-positions-of-power-and-responsibility/>

#### **Author Information:**

Valerie Strauss is an education writer who authors The Answer Sheet blog. She came to The Washington Post as an assistant foreign editor for Asia in 1987 and weekend foreign desk editor after working for Reuters as national security editor and a military/foreign affairs reporter on Capitol Hill. She also previously worked at UPI and the LA Times.

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# Getting a college sports scholarship is a long shot




**SOURCE:** *The Washington Post*

By Fred Bowen

Published September 12, 2019

**AVID'S CRITICAL READING PROCESS**

This lesson uses the three phases of the critical reading process.

<p><b>Activate</b></p> 	<p><b>Planning for Reading.</b> Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning as does identifying how a “content expert” would read the text.</p>
	<p><b>Selecting the Text.</b> Select the texts, or portions of texts, that will be read. Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.</p>
	<p><b>Pre-Reading.</b> Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.</p>
<p><b>Engage</b></p> 	<p><b>Building Vocabulary.</b> Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text. While this is included within the “engage” portion of the critical reading process, vocabulary building can happen at any point.</p>
	<p><b>Interacting With the Text.</b> Interact with the text to process information as it is read. This is done by numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.</p>
<p><b>Extend</b></p> 	<p><b>Extending Beyond the Text.</b> Utilize the text to complete the assigned academic task. “Extend” strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.</p>

## Academic Task:

Evaluate “Getting a college sports scholarship is a long shot,” written by Fred Bowen, through identifying the authors claim, evidence, and reasoning to evaluate the author’s conclusion by engaging in an argument analysis.

**Estimated Preparation Time:** 30 minutes

**Instructional Time:** 60 minutes

### Resources Needed:

*Student and Educator Resources are included with this lesson.*

### Learning Objectives:

- Students will be able to identify an author’s claim in a persuasive article.
- Students will be able to differentiate evidence and reasoning.
- Students will be able to evaluate an author’s conclusion using argument analysis.

## Essential Question:

How do authors develop valid arguments by utilizing evidence and reasoning in their writing?

**Focused Note-Taking:** Two-column notes are recommended for this lesson.

## ACTIVATE

*Establish a purpose for reading, build background knowledge, and set students up for success.*

## PLANNING FOR READING

Restate the academic task and identify the strategies that will be needed to successfully engage with the text. Recognize where students are in the gradual release of responsibility and decide whether this activity will be modeled with the entire class, in small groups, or with students working individually. *For more information about the gradual release of responsibility, see the online Teacher Resources.*

Think through or have students respond to the following questions and identify how the chosen text fits within the broader context of your instructional unit so students are making connections to their prior knowledge.

- What academic tasks are associated with reading the text?

## SELECTING THE TEXT

*This text meets the following features of an ideal text:*

- Rigorous
- Develops key content or academic thinking skills
- Length is appropriate for the purpose
- Format allows for interaction
- Balanced perspective or multiple viewpoints
- Culturally relevant

- The length of this text allows students to engage in all phases of the critical reading process within 1–2 class periods.
- This text contains content that is of high interest to students.

## PRE-READING

### Class Poll

1. Inform students they will be conducting a class poll regarding sports scholarships by polling as many classmates in the time allotted.
2. Ask students to set up their note page to capture their findings.
3. Invite students to use the following prompts to poll their peers:
  - a. Who currently plays a sport and is working toward gaining a scholarship to play in college?
  - b. Who knows someone who received a significant sports scholarship for college?
  - c. Do students agree or disagree that receiving a sports scholarship in college is a long shot?
4. When time is called, ask students to tabulate their findings.

## ENGAGE

*Build vocabulary and engage in purposeful rereads.*

### BUILDING VOCABULARY

*Vocabulary development can happen at any point in the reading process.*

- **Academic words:**
  - specialize (par. 2)
- **Content-area words:**
  - statistics (par. 4)
  - percentages (par. 6)
  - estimated (par. 10)

### Total Physical Response

1. Introduce the academic and content-area vocabulary words to students by saying each word aloud.
2. Discuss the meaning or provide a working definition for each word.
3. As a whole group, with partners, or in small groups have students develop gestures, facial expressions, and movements for the words. Body movements should illustrate the meaning of the word.
4. Have students add their own definitions to each of the words to their notes.

### INTERACTING WITH THE TEXT

*Students process information during this stage. Purposeful rereads are essential for learning.*

#### First Read: Read for the Gist

Have students read the text one time through to identify the main idea; this is a pencil-down read.

1. Pair students up with elbow partners or small groups to talk through what they got from the first read.
2. Ask students to capture the main idea that sums up the gist of the text in their notes.
3. If students are struggling to identify the main idea, ask that they identify the 5 W's (who, what, where, when, why) and the H (how).

This can be modeled, done with a partner, or done individually.

#### Second Read: Get Organized

Number the paragraphs or sections of the text as a class. Read the first two words of each paragraph or section and ask students to call out the number of the paragraph. While they call out the number, they will also number that paragraph or section in the margin of their text.

#### Purposeful Reread: Claim and Evidence

1. After students have read for the gist and can identify the main idea of the text, point out that in a persuasive or argumentative text, the main idea is what the author wants you to believe and is another name for the author's claim.
2. Direct students to reread the article more closely, looking for support for the author's main idea. This support can be in the form of reasons or evidence. Have students identify the support by underlining the text.
3. Have students work with a partner to write each piece of support on a sticky note so they can work through determining which are reasons and which are evidence. Remind students that reasons are broad support for the author's claim, such as "dreams of receiving scholarship money often drive kids to specialize" and evidence is the specific facts, statistics, analogies, or testimonies that provide additional support to the reasons, such as "the percentage of high school athletes who receive a scholarship for men's college basketball is less than 2 percent."
4. After students sort their sticky notes into "reasons" and "evidence," have them place the "reasons" across the top of a piece of chart paper, the desk they are working at, their section of the wall, or a whiteboard. Then ask students to work through the remaining sticky notes by placing the evidence pieces under the reason they support.
5. Facilitate a class discussion around how students deconstructed the argument and,

as a class, come to a conclusion on the author's reasons and the evidence supporting their claim.

6. Once they have discussed their ideas, have students go back and add to their two-column notes.

## EXTEND

*Reading tasks should be directly connected to what students will do with the text after they have read and understand it.*

### EXTENDING BEYOND THE TEXT

This stage uses the text to develop academic thinking skills.

#### ACADEMIC THINKING SKILLS:

- Analyze
- Evaluate
- Synthesize
- Apply

#### Argument Analysis Template

1. Provide students with *Student Resource: Argument Analysis Template*. This template can also be reproduced in students' notes or distributed to students electronically.
2. Model how to use the template and explain expectations for appropriate responses.
3. Have students mark the text as they read with the purpose of determining the author's conclusion.
4. Instruct students to write the name of the text and author in the appropriate box near the top of *Student Resource: Argument Analysis Template* and then record the author's conclusion in the following box.
5. Before moving to the reasons (i.e., support) for the author's conclusion, have students work with an elbow partner and compare their responses as to what they believe is the author's overall point.

6. Direct students to locate the support for the author's conclusion and list three reasons in the next section.
7. Once reasons are listed, ask students to reflect on the quality of the reasons and whether or not the author provides evidence to support each reason. Students should record their responses in the appropriate boxes.
8. At this point, the author's argument has been identified (conclusion plus reasons), but in order to fully evaluate the argument students need to look at what is not said or purposefully left out. A trick that students can use to determine omitted information is to put themselves in the role of someone who doesn't agree with the author and ask "why..." or "what if..." in regard to the reasons and evidence.
9. Next, ask students to evaluate the conclusion based on their assessment of the reasons, evidence, and omitted information. Remind students that an argument is only as strong as its support.
10. Have students critique the argument by listing its strengths and flaws.

#### Extensions:

1. After students complete *Student Resource: Argument Analysis Template*, have them research the opposing side to the argument.
2. Have students reflect on whether or not they agree with the author's position and do a quickwrite explaining their personal conclusion on the issue.
3. Have students reflect on whether or not they agree with the authors' findings and do a quickwrite explaining their reflection.

# Argument Analysis Template

<p><b>About Arguments</b></p>	<ul style="list-style-type: none"> <li>• An argument is <i>valid</i> if its premises necessarily lead to its conclusion. That is, if you accept that the premises are all true, you <u>must</u> accept that the conclusion is true.</li> <li>• An argument is <i>sound</i> if it is valid <u>and</u> you accept that all its premises are true.</li> <li>• A <i>good, convincing</i> argument is a sound argument. That is, since you accept all the premises are true, you must accept that the conclusion is true (because the argument is valid).</li> <li>• A <i>bad</i> argument is any other kind of argument.</li> </ul>	
<p><b>Text and Author</b></p>		
<p>Identify the overall “conclusion” or the point that the author is trying to make.</p>		
<p>Identify reasons or evidence presented to support this conclusion. What kinds of reasons or evidence are presented? Are they sound or bad reasoning? Why?</p>	<p><b>Reason 1</b></p>	
	<p>Sound or bad reasoning? Why?</p>	
	<p>Does this evidence demonstrate <b>causation</b> toward the conclusion or simply <b>correlation</b>? Explain.</p>	
	<p><b>Reason 2</b></p>	
	<p>Sound or bad reasoning? Why?</p>	
	<p>Does this evidence demonstrate <b>causation</b> toward the conclusion or simply <b>correlation</b>? Explain.</p>	
	<p><b>Reason 3</b></p>	
	<p>Sound or bad reasoning? Why?</p>	
	<p>Does this evidence demonstrate <b>causation</b> toward the conclusion or simply <b>correlation</b>? Explain.</p>	
	<p>...and so on, if necessary.</p>	
<p>Is there anything that is purposely left out of this argument? If so, what? Why do you think it was left out?</p>		
<p>Evaluate the “conclusion” based on the evidence presented. You may want to briefly outline the argument here. Does the evidence logically support the conclusion or not? Why?</p>		
<p>Critique the argument. What are its strengths? What are its flaws?</p>		



## Getting a college sports scholarship is a long shot

**SOURCE:** *The Washington Post*

By Fred Bowen

Published September 12, 2019

1. The college football season has started, so college sports are all over television and in the media.

2. Lots of kids (and their parents) dream of getting a scholarship to play sports in college. These dreams of receiving scholarship money often drive kids to specialize in one sport or to play on expensive travel teams or attend expensive sports camps.

3. But how realistic is it for any young athlete to think they will receive a scholarship to play a sport in college?

4. The National Collegiate Athletic Association (NCAA) keeps statistics on the estimated percentage of high school athletes who go on to play in college. So let's take a look.

5. Those numbers make things look pretty tough for kids who want to earn a

scholarship to play sports in college. (The numbers are not much better and often worse for "smaller" sports.) But several facts about college athletic scholarships make it even tougher.

6. First, smaller colleges, called Division III schools, do not give athletic scholarships. Most college athletes play at these schools. So the chances of receiving an athletic scholarship are actually much lower than the percentages listed above.

7. For example, the percentage of high school athletes who receive a scholarship for men's college basketball is less than 2 percent and for women's basketball is less than 2.5 percent.

8. In addition, NCAA rules limit the number of scholarships a school can give out in any sport. So not everyone on a college team gets a full scholarship. Most athletes in most sports receive only partial scholarships.



9. For example, the NCAA allows a Division I baseball team to issue only 11.7 scholarships for its roster. There are usually about 32 players on a team. That means the players have to split the scholarships, and many players do not receive any scholarship money.

10. It's the same with sports such as soccer, lacrosse, and track and field. It has been estimated that slightly more than half of the Division I and Division II athletes receive any scholarship money.

11. So what's a kid to do? Stop dreaming and stop playing? No, but maybe you should take a more realistic approach to sports. Play to have fun, make friends and to learn to try your hardest no matter what the score is.

12. But don't count on an athletic scholarship to college. The numbers show that's a long shot.

“Other brands have to worry about losing customers because their concepts and missions are often antiquated,” Smith said. “We are a blank canvas.”

His store not only sells gender neutral clothing: it seeks to guarantee that its clothing comes from designers who support the gender-free clothing mission. The store’s original clothing only makes up 50% of its inventory. The rest is made by designers aligned with the company’s mission and concept. The store doesn’t shop vintage or buy from wholesale.

The Phluid Project isn’t the lone retailer in this space. Labels such as Radimo and Official Rebrand-which emphasizes sustainability-are on the same path.

According to Business of Fashion’s 2018 State of Fashion research, 66% of millennials worldwide are willing to spend more on brands that are sustainable. In response to this data, Official Rebrand is “turning unsold goods into new, one-of-a-kind collections,” said MI Leggett, its founder. Official Rebrand modifies donations with design and alterations, including by painting clothing with phrases and figures.

“The first pieces came from my own closet,” Leggett said. “Now I take clothing donations from friends, family, and clients commissioning custom work.”