

# Are Pro Athletes Overpaid?

Top athletes make hundreds of millions of dollars.  
But should they?

## About the Story

Lexile® Measure 880L

For qualitative complexity factors, go to Scope Online.

**Learning Objective:** to read and analyze a text that presents arguments on both sides of a debate, then take a stand

**Featured Skill:** argument writing

### Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.8, W.1, SL.1

For more standards information—including TEKS—go to Scope Online.



## Your Teaching Package

Find your full suite of support materials at [scope.scholastic.com](https://scope.scholastic.com).

### Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

### Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Featured Skill Activity: Essay Kit
- Anchor Chart: Transitions
- Anchor Chart: Argument Essay Checklist
- Lesson Plan Slide Deck

# Step-by-Step Lesson Plan

## 1. Prepare to Read (5 minutes)

### Preview Vocabulary (5 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *chronic, defy, exorbitant, lucrative*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

## 2. Read and Discuss (45 minutes)

- Read the article once as a class. Optionally, for students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View. Then have students silently reread the article to themselves.
- Have students fill in the "Yes/No" chart in their magazines based on the details they identified in the text. Sample responses:

#### YES:

- Athletes are paid millions of dollars for simply playing a game when other people, including medical personnel, government officials, and teachers, are paid less for arguably more important and influential jobs.
- Plenty of people have dangerous jobs that expose them to potential injuries, and they aren't paid millions of dollars to do them.
- Athletes have other ways to make money after their careers are over, like becoming coaches, broadcasters, or public speakers.

#### NO:

- Without athletes, there would be no sports industry at all. They deserve a large stake in the profits that they are helping to generate.
- Not all athletes are paid hundreds of millions of dollars. Some, including many female professional athletes, are paid far less.

- Professional athletes do things that nobody else can do, and they've worked very hard and made many sacrifices to make it to where they are. They've earned their high salaries.
- Pro athletes have short careers. (Answer provided.)
- Discuss: Which supporting details do you think are the strongest? The weakest? Do you think the writer shows bias—that is, a preference for one side of the debate or the other? Explain and support your answer with text evidence.

### 3. Write About It: What Do You Think?

(45 minutes)

- Have students work individually to complete the **Essay Kit**, a guided writing activity and outline that will help them write their own argument essay in response to this question:

***Are professional athletes overpaid?***

- Students can use the **Transitions** and **Argument Essay Checklist** anchor charts to help them edit and evaluate their essays.