Unit 1.1
Fluency Passages
Level B

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## Developing fluency

### Fluency chart

<table>
<thead>
<tr>
<th>Level</th>
<th>Passage title</th>
<th>First read WPM</th>
<th>Last read WPM</th>
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<tbody>
<tr>
<td>Practice</td>
<td>What’s Your Birth Order?</td>
<td></td>
<td></td>
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<td>B</td>
<td>Baseball Nation</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading rate goal: ________ WPM!
## Working with the fluency workbook

### Day One

<table>
<thead>
<tr>
<th>Part 1: First read</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>🕒 Set timer to one minute.</td>
<td></td>
</tr>
<tr>
<td>🕒 Say “ready, set, go” and start timer.</td>
<td>🕒 Start reading <strong>out loud</strong> at a good pace.</td>
</tr>
<tr>
<td>🕒 Tell partner to stop when timer goes off.</td>
<td>📝 Mark the last word with //</td>
</tr>
<tr>
<td>Help partner figure out words per minute (WPM).</td>
<td>Record words per minute (WPM) at top of page.</td>
</tr>
<tr>
<td>🎧 Listen to partner read to end of passage.</td>
<td>🎧 Finish reading passage <strong>out loud</strong>.</td>
</tr>
</tbody>
</table>

Now switch roles and repeat!

### Part 2: Comprehension and discussion

- 🎧 Read fluency passage questions.
- 📝 Write answers.
- 🎧 Share one interesting sentence with your partner.
- 📝 Record WPM on your fluency chart.

### Part 3: Phrase-cued reading

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎧 Listen to your partner.</td>
<td>🕒 Read passage <strong>out loud</strong> in phrases to your partner.</td>
</tr>
</tbody>
</table>

Now switch roles and repeat!
### Day Two

#### Part 1: Tricky phrases and words

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎧 Listen to your partner.</td>
<td>🎧 Read tricky phrases and words <strong>out loud</strong> to your partner.</td>
</tr>
</tbody>
</table>

Now switch roles and repeat!

Both partners complete word study activity.

#### Part 2: Last read

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>⌛️ Set timer to one minute.</td>
<td></td>
</tr>
<tr>
<td>⌛️ Say “ready, set, go” and start timer.</td>
<td>⌛️ Mark the last word with //</td>
</tr>
<tr>
<td>🕒 Tell partner to stop when timer goes off.</td>
<td>Help partner figure out words per minute (WPM). Record words per minute (WPM) at top of page.</td>
</tr>
<tr>
<td>🎧 Listen to partner read to end of passage.</td>
<td>🎧 Finish reading passage <strong>out loud</strong>.</td>
</tr>
</tbody>
</table>

Now switch roles and repeat!

#### Part 3: Comprehension and discussion

- 🎭 Read fluency passage questions.
- 📝 Write detailed answers.
- 🎬 Share and talk over answers with your partner.
- ✍️ Record WPM on your fluency chart.

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Day One
Baseball Nation
Part 1: First read

→ Find out about a Nation of loyal fans. Read silently.

It was the sixth inning. Slugger David Ortiz from the Red Sox had hit a towering home run. The crowd went crazy with excitement. But wait a minute. They weren’t in Boston. This baseball game was being played in Florida! Who were all those Red Sox fans who were cheering?

Welcome to Red Sox Nation. Fans of the team can be found all over the U.S. Even in the home of the Tampa Bay Rays, Sox fans fill many seats. Looking around the park, you can see almost as many red shirts as shirts of Tampa blue.

Fans can even be found in Alaska. Here, 3,000 miles from Boston, is the Far From Fenway Fan Club. Maria is a member. “I come from a Red Sox family,” she says. “We pay a lot to be able to stream all their games.”

If you’re like Maria in Alaska, you don’t have a local MLB team to root for. All over the South, people tune in to Atlanta Braves games. In Nevada, there are no hometown MLB teams. Baseball fans cheer for San Diego. There are other surprises, too. The Yankees are big in North Carolina and Florida. That’s hundreds of miles from the Yankees’ home in the Bronx.

Teena is 12. She lives in Dallas. She has never been to Fenway. Still, she wears her pink Sox cap with pride. “My brother loves the Rangers. I hate them!” she says. “Go Sox!”
It was the sixth inning. Slugger David Ortiz from the Red Sox had hit a towering home run. The crowd went crazy with excitement. But wait a minute. They weren’t in Boston. This baseball game was being played in Florida! Who were all those Red Sox fans who were cheering?

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Part 2: Comprehension and discussion

What is Red Sox Nation? _______________________________________________________

__________________________________________________________________________

Where is the Far From Fenway Fan Club located?

__________________________________________________________________________

Passage 1

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Day One
Baseball Nation
Part 3: Phrase-cued reading

→ Read the passage out loud in phrases to your partner.
→ Pause at each / mark for a phrase.
→ Also pause at each // mark that shows the end of a sentence.

It was the sixth inning. // Slugger David Ortiz from the Red Sox / had hit a towering
home run. // The crowd went crazy with excitement. // But wait a minute. // They weren’t
in Boston. // This baseball game was being played in Florida! // Who were all those Red
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the home of the Tampa Bay Rays, / Sox fans fill many seats. // Looking around the park, /
you can see almost as many red shirts / as shirts of Tampa blue. //

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Fenway Fan Club. // Maria is a member. // “I come from a Red Sox family,” / she says. //
“We pay a lot / to be able to stream all their games.” //

If you’re like Maria in Alaska, / you don’t have a local MLB team to root for. // All over
the South, / people listen to Atlanta Braves games. // In Nevada, / there are no hometown
MLB teams. // Baseball fans cheer for San Diego. // There are other surprises, / too. //
The Yankees are big in North Carolina / and Florida. // That’s hundreds of miles / from
the Yankees’ home in the Bronx. //

Teena is 12. // She lives in Dallas. // She has never been to Fenway. // Still, / she wears
her pink Sox cap with pride. // “My brother loves the Rangers. // I hate them!” / she
says. // “Go Sox!” //
Day Two
Baseball Nation
Part 1: Tricky phrases and words

→ Read these phrases and words **out loud** to your partner.

- Slugger David Ortiz from the Red Sox
- Even in the home of the Tampa Bay Rays
- you don’t have a local MLB team to root for
- The Yankees are big in North Carolina

- Ortiz  or | TEEZ
- Tampa  TAM | puh
- Alaska  uh | LASS | kuh
- Nevada  nuh | VAD | uh
- San Diego SAN  dee | AY | goh
- Bronx   BRAHNKS

**Word study:**
Circle the base words in the longer words below. Remember, a base word shows the core meaning of a longer word. The base word includes no word endings or prefixes. The first one has been done for you.

sixth       slugger       towering

excitement       hometown
Day Two
Baseball Nation
Part 2: Last read

It was the sixth inning. Slugger David Ortiz from the Red Sox had hit a towering home run. The crowd went crazy with excitement. But wait a minute. They weren’t in Boston. This baseball game was being played in Florida! Who were all those Red Sox fans who were cheering?

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Teena is 12. She lives in Dallas. She has never been to Fenway. Still, she wears her pink Sox cap with pride. “My brother loves the Rangers. I hate them!” she says. “Go Sox!”

Part 3: Comprehension and discussion

Can you be a true fan if your team is from somewhere else? ______________

Why or why not? ________________________________________________________

Check in with your partner.

☐ We feel the same way about this.

☐ We feel differently about this.
Day One
Dealing with Stereotypes
Part 1: First read

Do people judge you based on your race? Read silently.

Nicole, Kim, and Sara are talking about race.

Nicole is concerned about racial stereotypes. “At my school, if you are Black, people act surprised when you get good grades. Last week my teacher was handing back essays. A White student passed me the paper. You could tell she was shocked at my A grade. I try not to overreact. But it’s slowly wearing me down,” she says. Students also expect her to dress a certain way and like certain music. “I hate rap,” Nicole says. “But my White friends are always saying, ‘Listen, you’ll like this.’”

A racial stereotype is a race-based judgment. It means expecting people will act a certain way based on their race. “Latinos are good dancers.” “African Americans can’t swim.” These are both racial stereotypes.

Kim, an Asian student, also has a problem with stereotypes. Other students expect her to be good at math. Actually, math is her weakest subject. “People take one look at me and think I am a math whiz,” she says. “They couldn’t be more wrong.” Kim feels bad about not living up to the stereotype. “I feel like I’m not smart enough or good enough,” she says. Kim even tries not wearing her glasses. “The glasses just make me look more like a nerd!”

Sara, a Latina student, says stereotypes can keep people apart. She thinks students should get to know each other. To do this, they need to get past racial stereotypes.
Day One
Dealing with Stereotypes
Part 1: First read

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Sara, a Latina student, says stereotypes can keep people apart. She thinks students should get to know each other. To do this, they need to get past racial stereotypes.

Part 2: Comprehension and discussion

What is a racial stereotype?

___________________________________________________________________

What’s the problem with racial stereotypes?

___________________________________________________________________

___________________________________________________________________

Passage 2
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Day One
Dealing with Stereotypes
Part 3: Phrase-cued reading

→ Read the passage out loud in phrases to your partner.
→ Pause at each / mark for a phrase.
→ Also pause at each // mark that shows the end of a sentence.

Nicole, / Kim, / and Sara / are talking about race. //

Nicole is concerned about racial stereotypes. // “At my school, / if you are Black, / people act surprised when you get good grades. // Last week / my teacher was handing back essays. // A White student passed me the paper. // You could tell she was shocked at my A grade. // I try not to overreact. // But it’s slowly wearing me down,” / she says. // Students also expect her to dress a certain way / and like certain music. // “I hate rap,” / Nicole says. // “But my White friends are always saying, / ‘Listen, / you’ll like this.’” //

A racial stereotype is a race-based judgment. // It means expecting people will act a certain way / based on their race. // “Latinos are good dancers.” // “African Americans can’t swim.” // These are both racial stereotypes. //

Kim, / an Asian student, / also has a problem with stereotypes. // Other students expect her to be good at math. // Actually, / math is her weakest subject. // “People take one look at me and think I am a math whiz,” / she says. // “They couldn’t be more wrong.” // Kim feels bad about not living up to the stereotype. // “I feel like I’m not smart enough / or good enough,” / she says. // Kim even tries not wearing her glasses. // “The glasses just make me look more like a nerd!” //

Sara, / a Latina student, / says stereotypes can keep people apart. // She thinks students should get to know each other. // To do this, / they need to get past racial stereotypes. //

□ I read the passage in phrases out loud to my partner.
Day Two
Dealing with Stereotypes
Part 1: Tricky phrases and words

Read these phrases and words out loud to your partner.

☐ I try not to overreact
☐ A racial stereotype is a race-based judgment
☐ It means expecting people will act a certain way
☐ math is her weakest subject
☐ says stereotypes can keep people apart
☐ they need to get past racial stereotypes

☐ concerned kuhn | SERND
☐ stereotypes STEH | ree | oh | typss
☐ certain SER | tuhn
☐ judgment JUHJ | mehnt

Word study:
Circle the base words in the longer words below. Remember, a base word is a smaller word within a longer word, with no endings or other word parts added.

racial     Asian     weakest
wearing    judgment  concerned
Has someone ever used a stereotype to judge you? What happened? How did you feel? ____________________________________________________________________________________________

Share with your partner. Has your partner had an experience like this? ____________________________________________________________________________________________
How can bullying be stopped? Read silently.

In fifth grade, Mike had plenty of friends. But when he entered middle school, the trouble started. Other kids began to bully him. They spread rumors about Mike. When he walked down the hallway, students shot rubber bands at him. “The message was just go away,” he said. “Don’t even try to talk to us.” Mike didn’t know why he became a target. The bullying even became physical. Kids pushed him in the lunch line.

Mike is one of thousands of students who get bullied each day. Bullying is mean or aggressive behavior that gets repeated. Bullying reaches a peak in the teenage years. Some students bully to feel powerful. Others bully to be part of a group. Sometimes bullies are put down or abused at home. They may use bullying to feel more confident.

When bullies are teasing or hurting a victim, there often are bystanders. They may be laughing or watching silently. Some bystanders feel power when someone else gets hurt. Or perhaps they are afraid. After all, if you stick up for the victim, you may become a target yourself.

School anti-bullying programs try to help students understand bullies. They give an overview of what bullying looks like and how it can be stopped. Bystanders can be important in stopping bullying. A bystander can undercut a bully by refusing to laugh or watch. “The community can take away the bully’s power,” one teacher says.
In fifth grade, Mike had plenty of friends. But when he entered middle school, the trouble started. Other kids began to bully him. They spread rumors about Mike. When he walked down the hallway, students shot rubber bands at him. “The message was just go away,” he said. “Don’t even try to talk to us.” Mike didn’t know why he became a target. The bullying even became physical. Kids pushed him in the lunch line.

Mike is one of thousands of students who get bullied each day. Bullying is mean or aggressive behavior that gets repeated. Bullying reaches a peak in the teenage years. Some students bully to feel powerful. Others bully to be part of a group. Sometimes bullies are put down or abused at home. They may use bullying to feel more confident.

When bullies are teasing or hurting a victim, there often are bystanders. They may be laughing or watching silently. Some bystanders feel power when someone else gets hurt. Or perhaps they are afraid. After all, if you stick up for the victim, you may become a target yourself.

School anti-bullying programs try to help students understand bullies. They give an overview of what bullying looks like and how it can be stopped. Bystanders can be important in stopping bullying. A bystander can undercut a bully by refusing to laugh or watch. “The community can take away the bully’s power,” one teacher says.
Day One
Bullying: A Real Problem
Part 3: Phrase-cued reading

➔ Read the passage out loud in phrases to your partner.
➔ Pause at each / mark for a phrase.
➔ Also pause at each // mark that shows the end of a sentence.

In fifth grade, / Mike had plenty of friends. // But when he entered middle school, / the trouble started. // Other kids began to bully him. // They spread rumors about Mike. // When he walked down the hallway, / students shot rubber bands at him. // “The message was / just go away,” / he said. // “Don’t even try to talk to us.” // Mike didn’t know / why he became a target. // The bullying even became physical. // Kids pushed him / in the lunch line. //

Mike is one of thousands of students / who get bullied each day. // Bullying / is mean or aggressive behavior / that gets repeated. // Bullying reaches a peak in the teenage years. // Some students bully to feel powerful. // Others bully to be part of a group. // Sometimes bullies are put down / or abused / at home. // They may use bullying to feel more confident. //

When bullies are teasing or hurting a victim, / there often are bystanders. // They may be laughing / or watching silently. // Some bystanders feel power when someone else gets hurt. // Or / perhaps they are afraid. // After all, / if you stick up for the victim, / you may become a target yourself. //

School anti-bullying programs / try to help students understand bullies. // They give an overview of what bullying looks like / and how it can be stopped. // Bystanders can be important in stopping bullying. // A bystander can undercut a bully / by refusing to laugh / or watch. // “The community can take away the bully’s power,” / one teacher says. //

☐ I read the passage in phrases out loud to my partner.
Day Two
Bullying: A Real Problem
Part 1: Tricky phrases and words

→ Read these phrases and words out loud to your partner.

☐ The bullying even became physical
☐ is mean or aggressive behavior
☐ When bullies are teasing or hurting a victim
☐ school anti-bullying programs
☐ They give an overview of what bullying looks like
☐ A bystander can undercut a bully

☐ trouble \(\text{TRUH} \mid \text{buhl}\)
☐ spread \(\text{SPRED}\)
☐ message \(\text{MESS} \mid \text{uhj}\)
☐ physical \(\text{FIH} \mid \text{zih} \mid \text{kuhl}\)
☐ aggressive \(\text{uh} \mid \text{RESS} \mid \text{iv}\)
☐ confident \(\text{KON} \mid \text{fih} \mid \text{dent}\)
☐ community \(\text{kuh} \mid \text{MYOO} \mid \text{nih} \mid \text{tee}\)

Word study:

Circle the two base words in the compounds below. The first one is done for you.

someone  hallway  teenage
bystanders  overview  undercut
In fifth grade, Mike had plenty of friends. But when he entered middle school, the trouble started. Other kids began to bully him. They spread rumors about Mike. When he walked down the hallway, students shot rubber bands at him. “The message was just go away,” he said. “Don’t even try to talk to us.” Mike didn’t know why he became a target. The bullying even became physical. Kids pushed him in the lunch line.

Mike is one of thousands of students who get bullied each day. Bullying is mean or aggressive behavior that gets repeated. Bullying reaches a peak in the teenage years. Some students bully to feel powerful. Others bully to be part of a group. Sometimes bullies are put down or abused at home. They may use bullying to feel more confident.

When bullies are teasing or hurting a victim, there often are bystanders. They may be laughing or watching silently. Some bystanders feel power when someone else gets hurt. Or perhaps they are afraid. After all, if you stick up for the victim, you may become a target yourself.

School anti-bullying programs try to help students understand bullies. They give an overview of what bullying looks like and how it can be stopped. Bystanders can be important in stopping bullying. A bystander can undercut a bully by refusing to laugh or watch. “The community can take away the bully’s power,” one teacher says.

Part 3: Comprehension and discussion

Have you ever seen a student bully another student? How did you respond?

Ask your partner about a time when bullying happened. What did your partner say or do?
Day One
A Victim’s Story
Part 1: First read

What happens to victims of bullying? Read silently.

Jason Beltran was bullied for years. “I was punched, pushed, and tripped,” he remembers. “Classmates called me every name in the book.” Today, Jason is a peer advocate at his middle school. He works to stop bullying.

For Jason, the worst part was not being hit. What hurt the most was being ignored by classmates. He remembers being the only person at his lunch table. In gym, he was the only one without a partner. In science class, when students did labs, Jason worked alone.

Bullying is serious. Like Jason Beltran, victims can be hurt through words or actions. Victims are at risk for depression, low grades, and other problems. Bullies are also at risk. They are more likely to abuse drugs and drop out. Experts say that bullying is often in the background in cases of teen suicide. Memories of bullying can harm people their entire lives.

Talking about bullying in the classroom can help. Hearing victims’ stories can make students less likely to target others. Students also need to know what is and what is not acceptable.

Jason has learned that most bullies don’t mean to really hurt people. Sometimes they are just bored and want something to do. Or they may be going along with their friends. Whatever the reasons, bullying is serious. When Jason presents at school, he gives that message. “It doesn’t have to be this way,” he says.
Day One
A Victim’s Story

Part 1: First read

Jason Beltran was bullied for years. “I was punched, pushed, and tripped,” he remembers. “Classmates called me every name in the book.” Today, Jason is a peer advocate at his middle school. He works to stop bullying.

For Jason, the worst part was not being hit. What hurt the most was being ignored by classmates. He remembers being the only person at his lunch table. In gym, he was the only one without a partner. In science class, when students did labs, Jason worked alone.

Bullying is serious. Like Jason Beltran, victims can be hurt through words or actions. Victims are at risk for depression, low grades, and other problems. Bullies are also at risk. They are more likely to abuse drugs and drop out. Experts say that bullying is often in the background in cases of teen suicide. Memories of bullying can harm people their entire lives.

Talking about bullying in the classroom can help. Hearing victims’ stories can make students less likely to target others. Students also need to know what is and what is not acceptable.

Jason has learned that most bullies don’t mean to really hurt people. Sometimes they are just bored and want something to do. Or they may be going along with their friends. Whatever the reasons, bullying is serious. When Jason presents at school, he gives that message. “It doesn’t have to be this way,” he says.

Part 2: Comprehension and discussion

What can happen to the victims of bullying? _______________________________________

______________________________________________________________________________

For Jason, what was the worst part of being bullied? _________________________________

______________________________________________________________________________
Day One
A Victim’s Story
Part 3: Phrase-cued reading

➔ Read the passage **out loud** in phrases to your partner.
➔ Pause at each / mark for a phrase.
➔ Also pause at each // mark that shows the end of a sentence.

Jason Beltran was bullied for years. // “I was punched, / pushed, / and tripped,” / he remembers. // “Classmates called me every name in the book.” // Today, / Jason is a peer advocate at his middle school. // He works to stop bullying. //

For Jason, / the worst part was not being hit. // What hurt the most / was being ignored by classmates. // He remembers being the only person at his lunch table. // In gym, / he was the only one without a partner. // In science class, / when students did labs, / Jason worked alone. //

Bullying is serious. // Like Jason Beltran, / victims can be hurt through words / or actions. // Victims are at risk for depression, / low grades, / and other problems. // Bullies are also at risk. // They are more likely to abuse drugs / and drop out. // Experts say that bullying is often in the background / in cases of teen suicide. // Memories of bullying / can harm people their entire lives. //

Talking about bullying in the classroom can help. // Hearing victims’ stories / can make students less likely to target others. // Students also need to know what is / and what is not / acceptable. //

Jason has learned / that most bullies don’t mean to really hurt people. // Sometimes they are just bored / and want something to do. // Or they may be going along with their friends. // Whatever the reasons, / bullying is serious. // When Jason presents at school, / he gives that message. // “It doesn’t have to be this way,” / he says. //
Day Two
A Victim’s Story
Part 1: Tricky phrases and words

Read these phrases and words **out loud** to your partner.

- Classmates called me every name in the book
- Jason is a peer advocate at his middle school
- was being ignored by classmates
- Experts say that bullying is often in the background

- advocate
- depression
- suicide
- acceptable
- damaging

**Word study:**
Circle the two base words in the compounds below. The first one is done for you.

- everything classroom
- background sometimes
Day Two
A Victim’s Story
Part 2: Last read

Jason Beltran was bullied for years. “I was punched, pushed, and tripped,” he remembers. “Classmates called me every name in the book.” Today, Jason is a peer advocate at his middle school. He works to stop bullying.

For Jason, the worst part was not being hit. What hurt the most was being ignored by classmates. He remembers being the only person at his lunch table. In gym, he was the only one without a partner. In science class, when students did labs, Jason worked alone.

Bullying is serious. Like Jason Beltran, victims can be hurt through words or actions. Victims are at risk for depression, low grades, and other problems. Bullies are also at risk. They are more likely to abuse drugs and drop out. Experts say that bullying is often in the background in cases of teen suicide. Memories of bullying can harm people their entire lives.

Talking about bullying in the classroom can help. Hearing victims’ stories can make students less likely to target others. Students also need to know what is and what is not acceptable.

Jason has learned that most bullies don’t mean to really hurt people. Sometimes they are just bored and want something to do. Or they may be going along with their friends. Whatever the reasons, bullying is serious. When Jason presents at school, he gives that message. “It doesn’t have to be this way,” he says.

Part 3: Comprehension and discussion

What advice would you give to kids like Jason who are bullied at school?

Check with your partner. What is your partner’s advice to kids like Jason?
Day One
Girl-on-Girl Violence
Part 1: First read

→ Are girls fighting more? Read silently.

Two girls face each other in their school’s locker room. They give each other hateful looks. Suddenly, one girl attacks. Fists fly. The girls screech, kick, and grab each other’s long hair. There’s a brutal punch. Soon, one girl is on her back, her head slamming against the floor. Her name is Kelly, and she is just 13 years old.

A friend of Kelly’s attacker made a video of the fight and posted it online. A parent who watched the video says, “I was disgusted. Girls today are outrageous!”

Some people say that girl-on-girl violence has become a big problem. People used to believe that girls and boys fought in different ways. Girls spread rumors and excluded each other. Boys fought with their fists. Stories like Kelly’s suggest that this is changing. Statistics tell us that today, more girls are arrested for assault. More girls also carry weapons. In one recent incident in Boston, a girl slashed another with a razor. The victim needed 100 stitches.

What’s behind the rise in girl-on-girl violence? Experts point to violent TV, changing gender roles, and poor parenting.

However, other people say that girl-on-girl violence is not a meaningful trend. After all, girls still fight and carry weapons less often than boys. Police and schools may be just responding more to girls’ fights. Are today’s girls more violent? Or are a few violent incidents giving people the wrong idea?
Two girls face each other in their school’s locker room. They give each other hateful looks. Suddenly, one girl attacks. Fists fly. The girls screech, kick, and grab each other’s long hair. There’s a brutal punch. Soon, one girl is on her back, her head slamming against the floor. Her name is Kelly, and she is just 13 years old.

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Day One

Girl-on-Girl Violence

Part 3: Phrase-cued reading

Read the passage out loud in phrases to your partner.

Pause at each / mark for a phrase.

Also pause at each // mark that shows the end of a sentence.

Two girls face each other / in their school’s locker room. // They give each other hateful looks. // Suddenly, / one girl attacks. // Fists fly. // The girls screech, / kick, / and grab each other’s long hair. // There’s a brutal punch. // Soon, / one girl is on her back, / her head slamming against the floor. // Her name is Kelly, / and she is just 13 years old. //

A friend of Kelly’s attacker made a video of the fight / and posted it online. // A parent who watched the video says, / “I was disgusted. // Girls today are outrageous!” //

Some people say that girl-on-girl violence has become a big problem. // People used to believe that girls and boys fought in different ways. // Girls spread rumors / and excluded each other. // Boys fought with their fists. // Stories like Kelly’s suggest that this is changing. // Statistics tell us that today, / more girls are arrested for assault. // More girls also carry weapons. // In one recent incident in Boston, / a girl slashed another with a razor. // The victim needed 100 stitches. //

What’s behind the rise / in girl-on-girl violence? // Experts point to violent TV, / changing gender roles, / and poor parenting. //

However, / other people say that girl-on-girl violence is not a meaningful trend. // After all, / girls still fight / and carry weapons / less often than boys. // Police and schools may be just responding more to girls’ fights. // Are today’s girls more violent? // Or are a few violent incidents giving people the wrong idea? //

☐ I read the passage in phrases out loud to my partner.
Day Two
Girl-on-Girl Violence
Part 1: Tricky phrases and words

→ Read these phrases and words **out loud** to your partner.

- Girls spread rumors and excluded each other
- Statistics tell us that today
- more girls are arrested for assault
- recent incident in Boston
- a girl slashed another with a razor
- changing gender roles and poor parenting

- fought** FAWT**
- excluded eks | **KLOO** | did
- assault a | **SAWLTL**
- weapons **WEP** | uhnz
- incident IN | s_ih | dent
- gender **JEN** | der

Word study:

Circle the base words in the longer words below. Remember, a base word is a smaller word within a longer word, with no endings or other word parts added.

- locker hateful slamming
- attacker parenting meaningful
Day Two

Girl-on-Girl Violence

Part 2: Last read

Two girls face each other in their school’s locker room. They give each other hateful looks. Suddenly, one girl attacks. Fists fly. The girls screech, kick, and grab each other’s long hair. There’s a brutal punch. Soon, one girl is on her back, her head slamming against the floor. Her name is Kelly, and she is just 13 years old.

A friend of Kelly’s attacker made a video of the fight and posted it online. A parent who watched the video says, “I was disgusted. Girls today are outrageous!”

Some people say that girl-on-girl violence has become a big problem. People used to believe that girls and boys fought in different ways. Girls spread rumors and excluded each other. Boys fought with their fists. Stories like Kelly’s suggest that this is changing. Statistics tell us that today, more girls are arrested for assault. More girls also carry weapons. In one recent incident in Boston, a girl slashed another with a razor. The victim needed 100 stitches.

What’s behind the rise in girl-on-girl violence? Experts point to violent TV, changing gender roles, and poor parenting.

However, other people say that girl-on-girl violence is not a meaningful trend. After all, girls still fight and carry weapons less often than boys. Police and schools may be just responding more to girls’ fights. Are today’s girls more violent? Or are a few violent incidents giving people the wrong idea?

Part 3: Comprehension and discussion

Based on your own experience, do you think girls are more violent than they used to be? Why do you think that?

Share your answer with your partner. Does your partner agree or disagree?
Day One
Relational Aggression
Part 1: First read

What is relational aggression? Read silently.

Jess was a popular seventh grader. One night she saw a text message that her best friend had sent. “I was thinking it might be a joke or plans for something fun.” But instead, Jess’s friend was dropping her. The next day in school, nobody would sit with Jess at lunch. People laughed in a mean way when she made a tiny mistake in math class. “It was like a switch had flipped,” Jess said.

This was an act of relational aggression. Relational aggression is a kind of non-physical bullying. It can include spreading gossip, jumping up from a lunch table when a certain person sits down, or excluding someone from conversations or parties. Name-calling and backstabbing are also relational aggression. Some students call it “outcasting.”

Girls are more likely to use relational aggression, but boys can bully this way, too. Experts disagree about the causes. Sometimes, these bullies have low self-esteem. They may target others to raise their own status. However, they may also be people with healthy egos who bully to stay popular.

With relational aggression, just a few words can do real emotional damage. However, just a few supportive words can help, too. After Jess lost her best friend, she had to ride the bus on her own. One day, another group of seventh graders invited her to sit with them.

“I still remember that,” Jess says.
Jess was a popular seventh grader. One night she saw a text message that her best friend had sent. “I was thinking it might be a joke or plans for something fun.” But instead, Jess’s friend was dropping her. The next day in school, nobody would sit with Jess at lunch. People laughed in a mean way when she made a tiny mistake in math class. “It was like a switch had flipped,” Jess said.

This was an act of relational aggression. Relational aggression is a kind of non-physical bullying. It can include spreading gossip, jumping up from a lunch table when a certain person sits down, or excluding someone from conversations or parties. Name-calling and backstabbing are also relational aggression. Some students call it “outcasting.”

Girls are more likely to use relational aggression, but boys can bully this way, too. Experts disagree about the causes. Sometimes, these bullies have low self-esteem. They may target others to raise their own status. However, they may also be people with healthy egos who bully to stay popular.

With relational aggression, just a few words can do real emotional damage. However, just a few supportive words can help, too. After Jess lost her best friend, she had to ride the bus on her own. One day, another group of seventh graders invited her to sit with them.

“I still remember that,” Jess says.
Day One
Relational Aggression
Part 3: Phrase-cued reading

➔ Read the passage **out loud** in phrases to your partner.
➔ Pause at each / mark for a phrase.
➔ Also pause at each // mark that shows the end of a sentence.

Jess was a popular seventh grader. // One night she saw a text message / that her best friend had sent. // “I was thinking it might be a joke / or plans for something fun.” // But instead, // Jess’s friend was dropping her. // The next day in school, // nobody would sit with Jess at lunch. // People laughed in a mean way // when she made a tiny mistake in math class. // “It was like a switch had flipped,” // Jess said. //

This was an act of relational aggression. // Relational aggression is a kind of non-physical bullying. // It can include spreading gossip, // jumping up from a lunch table when a certain person sits down, // or excluding someone from conversations // or parties. // Name-calling and backstabbing are also relational aggression. // Some students call it “outcasting.” //

Girls are more likely to use relational aggression, // but boys can bully this way, // too. // Experts disagree about the causes. // Sometimes, // these bullies have low self-esteem. // They may target others // to raise their own status. // However, // they may also be people with healthy egos // who bully to stay popular. //

With relational aggression, // just a few words can do real // emotional damage. // However, // just a few supportive words can help, // too. // After Jess lost her best friend, // she had to ride the bus on her own. // One day, // another group of seventh graders invited her to sit with them. //

“I still remember that,” // Jess says. //
Day Two
Relational Aggression
Part 1: Tricky phrases and words

→ Read these phrases and words out loud to your partner.

☐ Relational aggression is a kind of non-physical bullying
☐ or excluding someone from conversations
☐ name-calling and backstabbing are also relational aggression
☐ Experts disagree about the causes
☐ they may also be people with healthy egos

☐ relational  rih | LAY | shuh | nuhl
☐ aggression   uh | GRESH | uhn
☐ excluding   ek | SKLOO | ding
☐ status      STAY | tuhs or STAH | tuhs
☐ egos        EE | gohz

Word study:

Circle the base words in the longer words below. Remember, a base word is a smaller word within a longer word, with no endings or other word parts added.

seventh    supportive    backstab
emotional  healthy      disagree
Day Two
Relational Aggression

Part 2: Last read

Jess was a popular seventh grader. One night she saw a Facebook message that her best friend had sent. “I was thinking it might be a joke or plans for something fun.” But instead, Jess’s friend was dropping her. The next day in school, nobody would sit with Jess at lunch. People laughed in a mean way when she made a tiny mistake in math class. “It was like a switch had flipped,” Jess said.

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With relational aggression, just a few words can do real emotional damage. However, just a few supportive words can help, too. After Jess lost her best friend, she had to ride the bus on her own. One day, another group of seventh graders invited her to sit with them.

“I still remember that,” Jess says.

Part 3: Comprehension and discussion


Check with your partner. Does your partner have a different opinion?
Why do some teens get involved in vandalism? Read silently.

One night in Florida, two beams of light appeared in a dark school building. Soon, two boys began to scatter books and paper across classroom floors. They poured soda on the ground. They smeared walls. They flooded the science lab. Meanwhile, the school’s alarm company had called the police. Police spotted two teenagers outside in the schoolyard. After a chase, the boys were caught and arrested. They were charged with vandalism.

Vandalism means destroying or damaging someone else’s property. Vandals might smash car windows, push over mailboxes, throw eggs, or set fires. They might scribble their names on a wall, or leave other graffiti.

The two boys in Florida were 13 and 14 years old. Police estimate the damage they caused at about $5,000. This was bad news for the boys. When vandals cause damage above $400, they can be charged with a felony. Felonies can be punished by more than a year in prison.

Sometimes vandals act on their own. More typically, however, vandalism is a group activity. Teens dare each other to do things they would not do on their own.

Acts of vandalism can start small. But often, especially when a group is involved, the actions snowball. In 2011, New York City students broke into their school for a senior party. Soon, some students were trashing equipment. Others spray-painted the football field. All of the students were banned from their prom. Some people said the punishment was too light. “Vandalism is a crime,” said one parent, “and there should be real consequences.”
Day One
Vandalism

Part 1: First read

One night in Florida, two beams of light appeared in a dark school building. Soon, two boys began to scatter books and paper across classroom floors. They poured soda on the ground. They smeared walls. They flooded the science lab. Meanwhile, the school’s alarm company had called the police. Police spotted two teenagers outside in the schoolyard. After a chase, the boys were caught and arrested. They were charged with vandalism.

Vandalism means destroying or damaging someone else’s property. Vandals might smash car windows, push over mailboxes, throw eggs, or set fires. They might scribble their names on a wall, or leave other graffiti.

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Acts of vandalism can start small. But often, especially when a group is involved, the actions snowball. In 2011, New York City students broke into their school for a senior party. Soon, some students were trashing equipment. Others spray-painted the football field. All of the students were banned from their prom. Some people said the punishment was too light. “Vandalism is a crime,” said one parent, “and there should be real consequences.”

Part 2: Comprehension and discussion

What is vandalism?

If a vandal causes damage above $400, what can happen?
Day One
Vandalism
Part 3: Phrase-cued reading

 ➔ Read the passage out loud in phrases to your partner.
 ➔ Pause at each / mark for a phrase.
 ➔ Also pause at each // mark that shows the end of a sentence.

One night in Florida, / two beams of light appeared in a dark school building. // Soon, / two boys began to scatter books and paper / across classroom floors. // They poured soda on the ground. // They smeared walls. // They flooded the science lab. // Meanwhile, / the school’s alarm company had called the police. // Police spotted two teenagers outside in the schoolyard. // After a chase, / the boys were caught / and arrested. // They were charged with vandalism. //

Vandalism means destroying / or damaging / someone else’s property. // Vandals might smash car windows, / push over mailboxes, / throw eggs, / or set fires. // They might scribble their names on a wall, / or leave other graffiti. //

The two boys in Florida were 13 / and 14 / years old. // Police estimate the damage they caused at about $5,000. // This was bad news for the boys. // When vandals cause damage above $400, / they can be charged with a felony. // Felonies can be punished / by more than a year in prison. //

Sometimes vandals act on their own. // More typically, / however, / vandalism is a group activity. // Teens dare each other to do things they would not do on their own. //

Acts of vandalism can start small. // But often, / especially when a group is involved, / the actions snowball. // In 2011, / New York City students broke into their school / for a senior party. // Soon, / some students were trashing equipment. // Others spray-painted the football field. // All of the students were banned from their prom. // Some people said the punishment was too light. // “Vandalism is a crime,” / said one parent, / “and there should be real consequences.” //

☐ I read the passage in phrases out loud to my partner.
Day Two
Vandalism
Part 1: Tricky phrases and words

→ Read these phrases and words **out loud** to your partner.

- They smeared walls
- Police estimate the damage
- Felonies can be punished
- and there should be real consequences

- building  **BIL** | **ding**
- vandalism  **VAN** | **duhl** | **izm**
- graffiti  gruh | **FEE** | tee
- felony  **FEL** | **uh** | **nee**
- consequences  **CON** | **sih** | **kwen** | **siz**

Word study:
Complete these words from the passage that start with a consonant blend.

- *sch_________ sm_________*
- *sc_________ sn_________*
- *sm_________ st_________*

If you don’t know the word already:

a) **Underline** and say the single sounds in the blend.

b) Say the sounds out loud as a blend.

c) What sounds are in the rest of the word?

d) Say and write the whole word.
One night in Florida, two beams of light appeared in a dark school building. Soon, two boys began to scatter books and paper across classroom floors. They poured soda on the ground. They smeared walls. They flooded the science lab. Meanwhile, the school’s alarm company had called the police. Police spotted two teenagers outside in the schoolyard. After a chase, the boys were caught and arrested. They were charged with vandalism.

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Sometimes vandals act on their own. More typically, however, vandalism is a group activity. Teens dare each other to do things they would not do on their own.

Acts of vandalism can start small. But often, especially when a group is involved, the actions snowball. In 2011, New York City students broke into their school for a senior party. Soon, some students were trashing equipment. Others spray-painted the football field. All of the students were banned from their prom. Some people said the punishment was too light. “Vandalism is a crime,” said one parent, “and there should be real consequences.”

Part 3: Comprehension and discussion

Do you see the effects of vandalism in your community? How do you feel about it? __________________________________________________________

What does your partner think?
Day One
Peer Pressure
Part 1: First read

➡ Is peer pressure a bad thing or a good thing? Read silently.

Inez is on her school soccer team. After the scrimmage, she sprawls on the bench with her friends. They wait for a ride home. “Team party this weekend!” Dee says. “My brother will buy us some 40s. Inez, you have to come!” Inez doesn’t drink, and she doesn’t want to. But she doesn’t know what to say. She doesn’t want her friends to think she’s a baby.

Inez is feeling peer pressure. This means she is feeling pushed to make a decision by someone her own age. When peers pressure someone to do something, they might use insults. They might threaten to reject the person. Or they might argue that what they’re doing is okay. Peer pressure can make teens do things they normally would not do.

Peer pressure can also be unspoken. People of all ages feel pressure to talk, act, or dress like people whom they admire. Students might wear a brand of snazzy sneakers to look like a well-known athlete. Adults might dream of owning an SUV model that celebrities drive.

Peer pressure can also be positive. If a student has studious peers, she might feel pressure to do her homework. Members of a team can put pressure on each other to attend practice and train hard. Choosing to be around the right peers is a smart strategy. It can help us feel positive, rather than negative, peer pressure.
Inez is on her school soccer team. After the scrimmage, she sprawls on the bench with her friends. They wait for a ride home. “Team party this weekend!” Dee says. “My brother will buy us some 40s. Inez, you have to come!” Inez doesn’t drink, and she doesn’t want to. But she doesn’t know what to say. She doesn’t want her friends to think she’s a baby.

Inez is feeling peer pressure. This means she is feeling pushed to make a decision by someone her own age. When peers pressure someone to do something, they might use insults. They might threaten to reject the person. Or they might argue that what they’re doing is okay. Peer pressure can make teens do things they normally would not do.

Peer pressure can also be unspoken. People of all ages feel pressure to talk, act, or dress like people whom they admire. Students might wear a brand of snazzy sneakers to look like a well-known athlete. Adults might dream of owning an SUV model that celebrities drive.

Peer pressure can also be positive. If a student has studious peers, she might feel pressure to do her homework. Members of a team can put pressure on each other to attend practice and train hard. Choosing to be around the right peers is a smart strategy. It can help us feel positive, rather than negative, peer pressure.

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Part 2: Comprehension and discussion

What is peer pressure?

___________________________________________________________________

___________________________________________________________________

How can peer pressure be positive?

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

Passage 8

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Day One
Peer Pressure
Part 3: Phrase-cued reading

→ Read the passage **out loud** in phrases to your partner.
→ Pause at each / mark for a phrase.
→ Also pause at each // mark that shows the end of a sentence.

Inez is on her school soccer team. // After the scrimmage, / she sprawls on the bench with her friends. // They wait for a ride home. // “Team party this weekend!” / Dee says. // “My brother will buy us some 40s. // Inez, / you have to come!” // Inez doesn’t drink, / and she doesn’t want to. // But she doesn’t know what to say. // She doesn’t want her friends to think she’s a baby. //

Inez is feeling peer pressure. // This means she is feeling pushed to make a decision / by someone her own age. // When peers pressure someone to do something, / they might use insults. // They might threaten to reject the person. // Or they might argue that what they’re doing is okay. // Peer pressure can make teens do things they normally would not do. //

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Peer pressure can also be positive. // If a student has studious peers, / she might feel pressure to do her homework. // Members of a team can put pressure on each other / to attend practice and train hard. // Choosing to be around the right peers / is a smart strategy. // It can help us feel positive, / rather than negative, / peer pressure. //

☐ I read the passage in phrases out loud to my partner.
Day Two
Peer Pressure
Part 1: Tricky phrases and words

→ Read these phrases and words **out loud** to your partner.

☐ After the scrimmage
☐ They might threaten to reject the person
☐ to look like a well-known athlete
☐ If a student has studious peers

☐ Inez ee | NEZ
☐ pressure PREH | sher
☐ decision dih | SIH | zhun
☐ unspoken uhn | SPOH | kuhn
☐ celebrities suh | LEH | brih | teez

Word study:

Complete these words from the passage that start with a consonant blend.

- **scr**___________  **br**___________
- **spr**___________  **pr**___________
- **fr**___________  **thr**___________

If you don’t know the word already:

a) **Underline** and say the single sounds in the blend.

b) Say the sounds out loud as a blend.

c) What sounds are in the rest of the word?

d) Say and write the whole word.
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Inez is feeling peer pressure. This means she is feeling pushed to make a decision by someone her own age. When peers pressure someone to do something, they might use insults. They might threaten to reject the person. Or they might argue that what they’re doing is okay. Peer pressure can make teens do things they normally would not do.

Peer pressure can also be unspoken. People of all ages feel pressure to talk, act, or dress like people whom they admire. Students might wear a brand of snazzy sneakers to look like a well-known athlete. Adults might dream of owning an SUV model that celebrities drive.

Peer pressure can also be positive. If a student has studious peers, she might feel pressure to do her homework. Members of a team can put pressure on each other to attend practice and train hard. Choosing to be around the right peers is a smart strategy. It can help us feel positive, rather than negative, peer pressure.

Can you think of a time when you felt peer pressure? Was it positive or negative? What did you feel pressured to do? ____________________________

___________________________________________________________________

Share your experience with your partner. What kind of peer pressure has your partner experienced? _________________________________________________

___________________________________________________________________

Part 3: Comprehension and discussion

Can you think of a time when you felt peer pressure? Was it positive or negative? What did you feel pressured to do? ____________________________

___________________________________________________________________

Share your experience with your partner. What kind of peer pressure has your partner experienced? _________________________________________________

___________________________________________________________________
Day One
Tattling or Reporting?
Part 1: First read

Why won’t teens tell when something bad is happening? Read silently.

Parents and teachers often tell children, “Don’t tattle.” They want children to report dangerous behavior, of course. But they also want kids to learn to solve their own problems. Children can’t thrive if adults are always stepping in. But small children often run to an adult when they see the rules being broken.

As children get older, the opposite problem develops. Peers become the prime focus. Adults become less important. Many teens hesitate to share problems with adults. They stop believing adults can help. They also may feel that “snitching” is bad. As a result, bullying and acts of violence go unreported. Some teens would rather be blamed than tell on the real culprits. A culture of “no tattling” means bullies can do what they want.

Violence prevention experts say communities must come together. When bullying is a problem at school, students cannot stop it on their own. Adults cannot stop it on their own. Both groups need to trust each other. Students need to report unsafe behavior. It’s critical that adults act when they hear about threats or bullying.

However, many communities lack this healthy trust. “Most kids say to us that they will never tell a teacher or parent. Kids believe telling won’t change anything,” says one bullying expert. “In most schools, students keep quiet. They have to feel that an adult is going to be able to help.”
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Part 2: Comprehension and discussion

How do attitudes about tattling change as children get older?

What is one reason that students don’t tell adults about bullies?
Day One
Tattling or Reporting?
Part 3: Phrase-cued reading

→ Read the passage out loud in phrases to your partner.
→ Pause at each / mark for a phrase.
→ Also pause at each // mark that shows the end of a sentence.

Parents and teachers often tell children, / “Don’t tattle.” // They want children to report dangerous behavior, / of course. // But they also want kids / to learn to solve their own problems. // Children can’t thrive / if adults are always stepping in. // But small children often run to an adult / when they see rules being broken. //

As children get older, / the opposite problem develops. // Peers become the prime focus. // Adults become less important. // Many teens hesitate to share problems with adults. // They stop believing adults can help. // They also may feel that “snitching” / is bad. // As a result, / bullying / and acts of violence / go unreported. // Some teens would rather be blamed / than tell on the real culprits. // A culture of “no tattling” / means bullies can do what they want. //

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Day Two
Tattling or Reporting?
Part 1: Tricky phrases and words

→ Read these phrases and words **out loud** to your partner.

- They want children to report dangerous behavior
- the opposite problem develops
- Many teens hesitate to share problems with adults
- It’s critical that adults act

- hesitate **HEZ | ih | tayt**
- unreported **uhn | rih | POR | tid**
- culprits **KUHL | prits**
- culture **KUHL | cher**
- prevention **prih | VEN | shuhn**
- communities **kuh | MYOO | nih | teez**

Word study:
Complete these words from the passage that start with a consonant blend.

thr_________ sn_________
pr_________ pr_________
tr_________ bl_________

If you don’t know the word already:

a) **Underline** and say the single sounds in the blend.

b) Say the sounds out loud as a blend.

c) What sounds are in the rest of the word?

d) Say and write the whole word.
Parents and teachers often tell children, “Don’t tattle.” They want children to report dangerous behavior, of course. But they also want kids to learn to solve their own problems. Children can’t thrive if adults are always stepping in. But small children often run to an adult when they see the rules being broken.

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**Part 3: Comprehension and discussion**

If you saw a peer being hurt by another peer, would you ever tell an adult? Why or why not?

Check in with your partner. Would they ever tell an adult? Why or why not?
Day One
Teasing: Friendly or Mean?
Part 1: First read

➔ Is teasing fun or cruel? Read silently.

The track team has finished their drills. Gina is the first one to finish the mile. “You win again, girl!” Troya yells. “Those long legs are definitely helping you out!” Gina smiles at her friend’s words. She feels good about being tall and speedy.

The next day, Gina is working on a problem in math class. Suddenly, Tyler calls out, “Hey, down in front! We can’t see over Gina the Giant!” Gina blushes and slumps down low in her seat, embarrassed.

After school, Rachel and Gina walk home together. Rachel pulls out a pack of cigarettes and offers one to Gina, but Gina refuses. “What are you, too good to smoke?” Rachel comments. “Are you afraid your mother might see you?”

In all three scenarios, Gina was being teased. Teasing is making a joke about someone. Teasing often focuses on someone’s appearance or behavior. One expert says there are three kinds of teasing: friendly, mean, and taunting. When Troya teased Gina about being tall, this was friendly teasing. Friendly teasing is playful and makes a person feel accepted for who they are. Mean or hurtful teasing, like Tyler’s comment, is intended to make a person feel bad. Taunting, like Rachel’s comments about smoking, can pressure someone to do something dangerous or stupid.

Ultimately, only the person being teased can decide whether teasing is friendly or hurtful. Only the person being teased knows for sure how it makes them feel inside.
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Ultimately, only the person being teased can decide whether teasing is friendly or hurtful. Only the person being teased knows for sure how it makes them feel inside.

**Part 2: Comprehension and discussion**

*What is teasing?*

*How can you tell if teasing is friendly or hurtful?*
Day One

Teasing: Friendly or Mean?

Part 3: Phrase-cued reading

→ Read the passage **out loud** in phrases to your partner.

→ Pause at each / mark for a phrase.

→ Also pause at each // mark that shows the end of a sentence.

The track team has finished their drills. // Gina is the first one to finish the mile. // “You win again, / girl!” / Troya yells. // “Those long legs are definitely helping you out!” // Gina smiles at her friend’s words. // She feels good about being tall and speedy. //

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Ultimately, / only the person being teased can decide whether teasing is friendly / or hurtful. // Only the person being teased knows for sure / how it makes them feel inside. //
Day Two
Teasing: Friendly or Mean?
Part 1: Tricky phrases and words

Read these phrases and words out loud to your partner.

- blushes and slumps down low in her seat
- In all three scenarios
- can pressure someone to do something dangerous
- Teasing often focuses on someone’s appearance
- is intended to make a person feel bad
- like Rachel’s comments about smoking

- definitely DEF | uh | nit | lee
- embarrassed em | BAHR | uhsst
- cigarettes SIG | uh | retss
- scenarios sih | NAHR | ee | ohz
- appearance uh | PEER | uhnss
- behavior bih | HEYV | yer
- ultimately UHL | tih | mit | lee

Word study:

Complete these words from the passage that start with a consonant blend.

- tr__________
- dr__________
- Tr__________
- bl__________

If you don’t know the word already:

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Ultimately, only the person being teased can decide whether teasing is friendly or hurtful. Only the person being teased knows for sure how it makes them feel inside.

**Part 3: Comprehension and discussion**

Can you explain the difference between teasing in a friendly way and teasing in a mean way? ____________________________________________________________

______________________________________________________________

Share your answer with your partner. What does your partner think? ________________________________________________________________