## Fluency Passages

**Level C**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Hero or Traitor?</td>
<td>p. 5</td>
</tr>
<tr>
<td>2. The King of Pop</td>
<td>p. 10</td>
</tr>
<tr>
<td>3. Too Much Drama</td>
<td>p. 15</td>
</tr>
<tr>
<td>4. Losing It!</td>
<td>p. 20</td>
</tr>
<tr>
<td>5. When Mean Is Queen</td>
<td>p. 25</td>
</tr>
<tr>
<td>6. Together for Latinas</td>
<td>p. 30</td>
</tr>
<tr>
<td>8. The War on Poverty</td>
<td>p. 40</td>
</tr>
<tr>
<td>10. No Snitchin’!</td>
<td>p. 50</td>
</tr>
</tbody>
</table>
Developing fluency

Fluency chart

<table>
<thead>
<tr>
<th>Level</th>
<th>Passage title</th>
<th>First read WPM</th>
<th>Last read WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>What's Your Birth Order?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Hero or Traitor?</td>
<td></td>
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<tr>
<td>C</td>
<td>The King of Pop</td>
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<td>C</td>
<td>When Mean Is Queen</td>
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<td>C</td>
<td>Together for Latinas</td>
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<tr>
<td>C</td>
<td>Deep Friendships: Not Just for Girls</td>
<td></td>
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<tr>
<td>C</td>
<td>The War on Poverty</td>
<td></td>
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<tr>
<td>C</td>
<td>Peer Pressure: Pushing Back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>No Snitchin’!</td>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>📈 Set timer to one minute.</td>
</tr>
<tr>
<td>🕒 Say “ready, set, go” and start timer.</td>
</tr>
<tr>
<td>🕒 Tell partner to stop when timer goes off.</td>
</tr>
<tr>
<td>🎧 Listen to partner read to end of passage.</td>
</tr>
</tbody>
</table>

**Partner 1**
- Set timer to one minute.
- Say “ready, set, go” and start timer.
- Tell partner to stop when timer goes off.
- Listen to partner read to end of passage.

**Partner 2**
- Start reading **out loud** at a good pace.
- Mark the last word with //
- Record words per minute (WPM) at top of page.
- Finish reading passage **out loud**.

**Help partner figure out words per minute (WPM).**

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>
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<td>🖋 Mark the last word with //</td>
</tr>
<tr>
<td></td>
<td>Help partner figure out words per minute (WPM).</td>
</tr>
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<td></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 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.
Can Celtics fans forgive Ray Allen? Read silently.

Boston fans were shocked when they heard the news. Ray Allen, the beloved Celtics basketball star, had chosen a new team. He turned down a $12 million contract with the Celtics. Instead, he signed a smaller contract with Boston’s archrival: the Miami Heat.

When Allen joined the Celtics in 2007, fans felt like he was coming home. He had played college ball at nearby UConn. Recognized as the greatest three-point shooter of all time, Allen could also play gritty, Celtics-style defense.

With Allen joining Kevin Garnett and Paul Pierce on the team, the Celtics became unstoppable. In the first year of the “Big Three,” the Celtics won the NBA championship.

As the years went on, Allen developed problems. He had painful injuries, and he began missing shots. The Celtics signed new, younger players, including the aggressive Avery Bradley. Allen spent more and more time on the bench.

When Allen moved to Miami, he took out a full-page ad in the *Boston Globe*. “I took great pride in calling Boston home. From my heart, THANK YOU Boston.”

Still, some fans could not forgive him. “Ray walked away,” one Celtics fan wrote on his blog. “Ray, you’re nothing to me now.”

Should Boston fans be grateful for the good years Allen gave the team? Or was his move to the Heat an act of betrayal? What do you think?
Day One

Hero or Traitor?

Part 1: First read

Boston fans were shocked when they heard the news. Ray Allen, the beloved Celtics basketball star, had chosen a new team. He turned down a $12 million contract with the Celtics. Instead, he signed a smaller contract with Boston’s archrival: the Miami Heat.

When Allen joined the Celtics in 2007, fans felt like he was coming home. He had played college ball at nearby UConn. Recognized as the greatest three-point shooter of all time, Allen could also play gritty, Celtics-style defense.

With Allen joining Kevin Garnett and Paul Pierce on the team, the Celtics became unstoppable. In the first year of the “Big Three,” the Celtics won the NBA championship.

As the years went on, Allen developed problems. He had painful injuries, and he began missing shots. The Celtics signed new, younger players, including the aggressive Avery Bradley. Allen spent more and more time on the bench.

When Allen moved to Miami, he took out a full-page ad in the Boston Globe. “I took great pride in calling Boston home. From my heart, THANK YOU Boston.”

Still, some fans could not forgive him. “Ray walked away,” one Celtics fan wrote on his blog. “Ray, you’re nothing to me now.”

Should Boston fans be grateful for the good years Allen gave the team? Or was his move to the Heat an act of betrayal? What do you think?

Part 2: Comprehension and discussion

What did Ray Allen do that shocked Celtics fans?

What problems did Allen have in his last years with the Celtics?
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.

Boston fans were shocked / when they heard the news. // Ray Allen, / the beloved Celtics basketball star, / had chosen a new team. // He turned down a $12 million contract / with the Celtics. // Instead, / he signed a smaller contract with Boston’s archrival: / the Miami Heat. //

When Allen joined the Celtics in 2007, / fans felt like he was coming home. // He had played college ball at nearby UConn. // Recognized as the greatest three-point shooter / of all time, / Allen could also play gritty, / Celtics-style defense. //

With Allen joining Kevin Garnett and Paul Pierce / on the team, / the Celtics became unstoppable. // In the first year of the “Big Three,” / the Celtics won the NBA championship. //

As the years went on, / Allen developed problems. // He had painful injuries, / and he began missing shots. // The Celtics signed new, / younger players, / including the aggressive Avery Bradley. // Allen spent more and more time on the bench. //

When Allen moved to Miami, / he took out a full-page ad / in the *Boston Globe*. // “I took great pride in calling Boston home. // From my heart, / THANK YOU Boston.” //

Still, / some fans could not forgive him. // “Ray walked away,” / one Celtics fan wrote on his blog. // “Ray, / you’re nothing to me now.” //

Should Boston fans be grateful / for the good years Allen gave the team? // Or was his move to the Heat / an act of betrayal? // What do you think? //

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

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

- He turned down a $12 million contract
- When Allen joined the Celtics in 2007
- In the first year of the “Big Three”
- including the aggressive Avery Bradley
- When Allen moved to Miami

- contract **KAHN** | trakt
- developed **deh** | **VEL** | **upt**
- problems **PRAH** | **blemz**
- injuries **IN** | **jer** | **eez**
- aggressive **uh** | **GRESS** | **iv**

**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.

- archrival
- beloved
- shooter
- gritty
- unstoppable
- painful
- championship
- betrayal
Day Two

Hero or Traitor?

Part 2: Last read

Boston fans were shocked when they heard the news. Ray Allen, the beloved Celtics basketball star, had chosen a new team. He turned down a $12 million contract with the Celtics. Instead, he signed a smaller contract with Boston’s archrival: the Miami Heat.

When Allen joined the Celtics in 2007, fans felt like he was coming home. He had played college ball at nearby UConn. Recognized as the greatest three-point shooter of all time, Allen could also play gritty, Celtics-style defense.

With Allen joining Kevin Garnett and Paul Pierce on the team, the Celtics became unstoppable. In the first year of the “Big Three,” the Celtics won the NBA championship.

As the years went on, Allen developed problems. He had painful injuries, and he began missing shots. The Celtics signed new, younger players, including the aggressive Avery Bradley. Allen spent more and more time on the bench.

When Allen moved to Miami, he took out a full-page ad in the Boston Globe. “I took great pride in calling Boston home. From my heart, THANK YOU Boston.”

Still, some fans could not forgive him. “Ray walked away,” one Celtics fan wrote on his blog. “Ray, you’re nothing to me now.”

Should Boston fans be grateful for the good years Allen gave the team? Or was his move to the Heat an act of betrayal? What do you think?

Part 3: Comprehension and discussion

Should Celtics fans be grateful to Ray Allen, or should they hate him for joining a rival team? ________________________________

Ask your partner how he or she feels about athletes switching teams.

☐ It’s okay if it was not the athlete’s own choice.
☐ It’s okay if the new team is not a rival.
☐ It’s okay—sports is just a business.
Day One
The King of Pop
Part 1: First read

What happened to Michael Jackson’s skin color? Read silently.

Michael Jackson wowed listeners with hits like “Beat It.” But rumors flew around about his skin color. As a member of the Jackson Five, Michael’s skin was a rich brown. By the time the video for “Thriller” came out, Michael’s skin was almost white.

Many people thought Michael Jackson bleached his skin. He didn’t! Michael Jackson actually had a skin disorder. It is called vitiligo. About one percent of the population has this problem. Vitiligo runs in the Jackson family, and people with a family history are more likely to develop the skin problem. People with vitiligo lose their skin coloring in small patches. The patches can spread and form large white areas on the face and body. Vitiligo stands out the most for people with darker coloring. But people of all skin tones can suffer from this skin problem. Since Michael Jackson had vitiligo on his face, he used a cream to make his skin tones match. The vitiligo was just one of many body issues that dogged Michael.

Even as the King of Pop, Michael was teased about his skin. People with this skin disorder often have problems with self-esteem. They may be targeted by bullies. They may have trouble making and keeping friends. Although vitiligo does not directly affect learning, teens with vitiligo can struggle in school. Whispers and slams can distract teens from learning.
Michael Jackson wowed listeners with hits like “Beat It.” But rumors flew around about his skin color. As a member of the Jackson Five, Michael’s skin was a rich brown. By the time the video for “Thriller” came out, Michael’s skin was almost white.

Many people thought Michael Jackson bleached his skin. He didn’t! Michael Jackson actually had a skin disorder. It is called vitiligo. About one percent of the population has this problem. Vitiligo runs in the Jackson family, and people with a family history are more likely to develop the skin problem. People with vitiligo lose their skin coloring in small patches. The patches can spread and form large white areas on the face and body. Vitiligo stands out the most for people with darker coloring. But people of all skin tones can suffer from this skin problem. Since Michael Jackson had vitiligo on his face, he used a cream to make his skin tones match. The vitiligo was just one of many body issues that dogged Michael.

Even as the King of Pop, Michael was teased about his skin. People with this skin disorder often have problems with self-esteem. They may be targeted by bullies. They may have trouble making and keeping friends. Although vitiligo does not directly affect learning, teens with vitiligo can struggle in school. Whispers and slams can distract teens from learning.

**Part 2: Comprehension and discussion**

Why did Michael Jackson’s skin color change?

__________________________________________

What kinds of social problems do teens with vitiligo face?

__________________________________________

__________________________________________
Day One
The King of Pop
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.

Michael Jackson wowed listeners with hits like “Beat It.” // But rumors flew around about his skin color. // As a member of the Jackson Five, / Michael’s skin was a rich brown. // By the time the video for “Thriller” came out, / Michael’s skin was almost white. //

Many people thought Michael Jackson bleached his skin. // He didn’t! // Michael Jackson actually had a skin disorder. // It is called vitiligo. // About one percent of the population has this problem. // Vitiligo runs in the Jackson family, / and people with a family history are more likely to develop the skin problem. // People with vitiligo lose their skin coloring in small patches. // The patches can spread and form large white areas / on the face and body. // Vitiligo stands out the most for people with darker coloring. // But people of all skin tones can suffer from this skin problem. // Since Michael Jackson had vitiligo on his face, / he used a cream to make his skin tones match. // The vitiligo was just one of many body issues that dogged Michael. //

Even as the King of Pop, / Michael was teased about his skin. // People with this skin disorder often have problems with self-esteem. // They may be targeted by bullies. // They may have trouble making and keeping friends. // Although vitiligo does not directly affect learning, / teens with vitiligo can struggle in school. // Whispers and slams can distract teens from learning. //

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

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

☐ But rumors flew around about his skin color
☐ Michael Jackson actually had a skin disorder
☐ People with vitiligo lose their skin coloring in small patches
☐ But people of all skin tones can suffer from this skin problem
☐ The vitiligo was just one of many body issues that dogged Michael
☐ Whispers and slams can distract teens from learning

☐ rumors ROO | murz
☐ vitiligo vih | tih LEYE | goh
☐ population pop | yoo LAY | shuhn
☐ spread SPRED

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.

wowed ward Thiller darker coloring
bleached
disorder targeted directly

dogged
Michael Jackson wowed listeners with hits like “Beat It.” But rumors flew around about his skin color. As a member of the Jackson Five, Michael’s skin was a rich brown. By the time the video for “Thriller” came out, Michael’s skin was almost white.

Many people thought Michael Jackson bleached his skin. He didn’t! Michael Jackson actually had a skin disorder. It is called vitiligo. About one percent of the population has this problem. Vitiligo runs in the Jackson family, and people with a family history are more likely to develop the skin problem. People with vitiligo lose their skin coloring in small patches. The patches can spread and form large white areas on the face and body.

Vitiligo stands out the most for people with darker coloring. But people of all skin tones can suffer from this skin problem. Since Michael Jackson had vitiligo on his face, he used a cream to make his skin tones match. The vitiligo was just one of many body issues that dogged Michael.

Even as the King of Pop, Michael was teased about his skin. People with this skin disorder often have problems with self-esteem. They may be targeted by bullies. They may have trouble making and keeping friends. Although vitiligo does not directly affect learning, teens with vitiligo can struggle in school. Whispers and slams can distract teens from learning.

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Part 3: Comprehension and discussion

Why do you think teens can be mean to people with vitiligo?

Check with your partner. Why do they think teens can be mean about vitiligo?
Too much drama! As students move up to middle school, social problems can start. Some students spread rumors, just to feel important. Others talk behind people’s backs and use put-downs to make themselves feel popular. With lots of new students in a grade, people are figuring out where they fit in. “It’s just a lot of drama,” says Kelly, a sixth grader.

Bullying is on the rise. By middle school there is a good chance you will be bullied. Perhaps someone you know is a bully. Teenage bullies may be popular, but they often have problems at home or at school. The ringleaders in bullying may be students who have been abused themselves. Bystanders are often afraid of the bullies, so they go along with the attacks.

Does bullying come naturally to all humans? History is full of stories of how powerful people overtook weaker people and then controlled their lives. The most respected leaders were often strong individuals who kept others in their place. While history is full of successful bullies, we know that bullying comes with a steep price. Victims of bullying feel helpless. They don’t set goals. They live in fear and can develop very poor feelings about themselves. Victims can be affected for the rest of their lives.

Schools all over the world are taking on bullying. With more openness about how bullying wrecks lives, there is hope that kids will get together and stand up to bullies.
Too much drama! As students move up to middle school, social problems can start. Some students spread rumors, just to feel important. Others talk behind people’s backs and use put-downs to make themselves feel popular. With lots of new students in a grade, people are figuring out where they fit in. “It’s just a lot of drama,” says Kelly, a sixth grader.

Bullying is on the rise. By middle school there is a good chance you will be bullied. Perhaps someone you know is a bully. Teenage bullies may be popular, but they often have problems at home or at school. The ringleaders in bullying may be students who have been abused themselves. Bystanders are often afraid of the bullies, so they go along with the attacks.

Does bullying come naturally to all humans? History is full of stories of how powerful people overtook weaker people and then controlled their lives. The most respected leaders were often strong individuals who kept others in their place. While history is full of successful bullies, we know that bullying comes with a steep price. Victims of bullying feel helpless. They don’t set goals. They live in fear and can develop very poor feelings about themselves. Victims can be affected for the rest of their lives.

Schools all over the world are taking on bullying. With more openness about how bullying wrecks lives, there is hope that kids will get together and stand up to bullies.

**Part 2: Comprehension and discussion**

Why do middle school students get involved in bullying?

___________________________________________________________________

Why do bystanders often do nothing to stop a bully?

___________________________________________________________________

___________________________________________________________________

Passage 3

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Day One

Too Much Drama

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.

Too much drama! // As students move up to middle school, / social problems can start. // Some students spread rumors, / just to feel important. // Others talk behind people’s backs / and use putdowns to make themselves feel popular. // With lots of new students in a grade, / people are figuring out where they fit in. // “It’s just a lot of drama,” / says Kelly, / a sixth grader. //

Bullying is on the rise. // By middle school / there is a good chance you will be bullied. // Perhaps someone you know is a bully. // Teenage bullies may be popular, / but they often have problems at home or at school. // The ringleaders in bullying may be students who have been abused themselves. // Bystanders are often afraid of the bullies, / so they go along with the attacks. //

Does bullying come naturally to all humans? // History is full of stories of how powerful people overtook weaker people / and then controlled their lives. // The most respected leaders were often strong individuals / who kept others in their place. // While history is full of successful bullies, / we know that bullying comes with a steep price. // Victims of bullying feel helpless. // They don’t set goals. // They live in fear / and can develop very poor feelings about themselves. // Victims can be affected for the rest of their lives. //

Schools all over the world are taking on bullying. // With more openness about how bullying wrecks lives, / there is hope that kids will get together and stand up to bullies. //
Day Two
Too Much Drama
Part 1: Tricky phrases and words

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

- Does bullying come naturally to all humans
- History is full of stories of how powerful people overtook weaker people
- The most respected leaders were often strong individuals
- We know that bullying comes with a steep price
- With more openness about how bullying wrecks lives

- drama  DRAH | muh
- abused  uh | BYOOZD
- naturally  NACH | uh | ruh | lee
- individuals  in | dih | VIH | joo | ulz
- openness  OH | puhn | ness

Word study:

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

somone  putdown  teenage
bystanders  overtook  ringleader
Too much drama! As students move up to middle school, social problems can start. Some students spread rumors, just to feel important. Others talk behind people’s backs and use put-downs to make themselves feel popular. With lots of new students in a grade, people are figuring out where they fit in. “It’s just a lot of drama,” says Kelly, a sixth grader.

Bullying is on the rise. By middle school there is a good chance you will be bullied. Perhaps someone you know is a bully. Teenage bullies may be popular, but they often have problems at home or at school. The ringleaders in bullying may be students who have been abused themselves. Bystanders are often afraid of the bullies, so they go along with the attacks.

Does bullying come naturally to all humans? History is full of stories of how powerful people overtook weaker people and then controlled their lives. The most respected leaders were often strong individuals who kept others in their place. While history is full of successful bullies, we know that bullying comes with a steep price. Victims of bullying feel helpless. They don’t set goals. They live in fear and can develop very poor feelings about themselves. Victims can be affected for the rest of their lives.

Schools all over the world are taking on bullying. With more openness about how bullying wrecks lives, there is hope that kids will get together and stand up to bullies.

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Part 3: Comprehension and discussion

Do you think bullying happens naturally? Will there always be bullies?

Talk this over with your partner. What does your partner think?
Why is it so important to keep your cool? Read silently.

Anybody can lose it from time to time. But why is it so important to stay cool?

Keeping calm, steady, and in control can be tricky. People do things all the time that get us really angry. We come up against name-callers, instigators, and backstabbers. We may want to lash out at the people who really bother us. It’s fine to feel anger. But it’s a mistake to react in an out-of-control way. Dissing and threatening payback are always bad choices. The result is usually harsh and may even put your life at risk.

A group of people who study youth violence asked high school students in Boston a question. How many students carry guns? They found that just over 5 percent of students reported ever carrying a gun. Most of the students who had carried guns were boys, but a smaller number of girls had carried a gun, too. Students with gun histories believed that a lot of other students also carried guns. They thought that they were in the mainstream. They may have also felt a real need to protect themselves. But these students did not have all the facts.

If there is a possibility that students are carrying guns, there is significant concern that fights could blow up into serious violence. Students may worry that if someone loses their cool, they will pull out a gun. Students need help to not use violence when they lose their cool. Learning to stay cool can be a lifeline!
Anybody can lose it from time to time. But why is it so important to stay cool?

Keeping calm, steady, and in control can be tricky. People do things all the time that get us really angry. We come up against name-callers, instigators, and backstabbers. We may want to lash out at the people who really bother us. It’s fine to feel anger. But it’s a mistake to react in an out-of-control way. Dissing and threatening payback are always bad choices. The result is usually harsh and may even put your life at risk.

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If there is a possibility that students are carrying guns, there is significant concern that fights could blow up into serious violence. Students may worry that if someone loses their cool, they will pull out a gun. Students need help to not use violence when they lose their cool. Learning to stay cool can be a lifeline!

Why is it a bad idea to threaten someone who is bothering you?

According to the study, what percentage of Boston high school students have carried a gun?
Day One
Losing It!
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.

Anybody can lose it from time to time. // But why is it so important to stay cool? //

Keeping calm, / steady, / and in control / can be tricky. // People do things all the time / that get us really angry. // We come up against name-callers, / instigators / and backstabbers. // We may want to lash out at the people who really bother us. // It’s fine to feel anger. // But it’s a mistake to react in an out-of-control way. // Dissing / and threatening payback / are always bad choices. // The result is usually harsh / and may even put your life at risk. //

A group of people who study youth violence / asked high school students in Boston a question. // How many students carry guns? // They found that just over 5 percent of students / reported ever carrying a gun. // Most of the students who had carried guns were boys, / but a smaller number of girls had carried a gun. // Students with gun histories believed that a lot of other students also carried guns. // They thought that they were in the mainstream. // They may have also felt a real need to protect themselves. // But these students did not have all the facts. //

If there is a possibility that students are carrying guns, / there is a significant concern that fights could blow up into serious violence. // Students may worry that if someone loses their cool, / they will pull out a gun. // Students need help to not use violence / when they lose their cool. // Learning to stay cool can be a lifeline! //
Day Two
Losing It!
Part 1: Tricky phrases and words

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

☐ We come up against name-callers
☐ We may want to lash out at the people who really bother us
☐ A group of people who study youth violence
☐ They found that just over 5 percent of students believed that a lot of other students also carried guns

☐ calm  CAHM
☐ steady  STEH | dee
☐ instigators  IN | stih | gay | terz
☐ threatening  THREH | tuhn | ing
☐ violence  VEYE | oh | lenss
☐ significant  sig | NIH | fih | kuhnt
☐ serious  SEE | ree | uhss

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

anybody  backstab  payback
mainstream  lifeline  putdown
Anybody can lose it from time to time. But why is it so important to stay cool?

Keeping calm, steady, and in control can be tricky. People do things all the time that get us really angry. We come up against name-callers, instigators, and backstabbers. We may want to lash out at the people who really bother us. It’s fine to feel anger. But it’s a mistake to react in an out-of-control way. Dissing and threatening payback are always bad choices. The result is usually harsh and may even put your life at risk.

A group of people who study youth violence asked high school students in Boston a question. How many students carry guns? They found that just over 5 percent of students reported ever carrying a gun. Most of the students who had carried guns were boys, but a smaller number of girls had carried a gun, too. Students with gun histories believed that a lot of other students also carried guns. They thought that they were in the mainstream. They may have also felt a real need to protect themselves. But these students did not have all the facts.

If there is a possibility that students are carrying guns, there is significant concern that fights could blow up into serious violence. Students may worry that if someone loses their cool, they will pull out a gun. Students need help to not use violence when they lose their cool. Learning to stay cool can be a lifeline!

Part 3: Comprehension and discussion

What kind of behavior by other people really pushes your buttons?

___________________________________________________________________

___________________________________________________________________

Compare your answer with what your partner says. Do the same things bother both of you?

___________________________________________________________________

___________________________________________________________________
Day One
When Mean Is Queen
Part 1: First read

→ Have you heard of a girl being a “queen bee”? Read silently.

“Hey, metal face!” When the victim shows she’s hurt, the bully will respond, “What happened to your sense of humor?” This is called a “take-back.” Take-backs mean you don’t take responsibility for your words or actions.

Many people tease their friends and family members. Brothers might kid each other about klutzy behavior. Girls who are friends can make jokes about each others’ cheesy tastes in music. But this kind of teasing isn’t bullying.

Bullying is supposed to be hurtful—that’s what it’s all about. Bullying involves unequal power. It isn’t joking among friends who share the same status. Bullying also continues over an extended time. It isn’t just a one-time putdown or a slam.

While some think that bullies don’t have many friends, some bullies are at the top of the social ladder. In fact, one kind of female bully, the queen bee, uses putdowns to keep her power as a leader. The queen bee travels with a posse, her loyal sidekicks. Her mean behavior to other girls sends a reward message to her posse. “See, you’re better than these girls I pick on.” But her nasty treatment of others can also serve as a threat. “Step out of line, and you can end up on the victims list.”

As the old saying goes, sometimes the worm turns. The queen’s sidekicks may decide they don’t want friendships that are based on hurting other girls. Everyone loses when being mean is queen!
“Hey, metal face!” When the victim shows she’s hurt, the bully will respond, “What happened to your sense of humor?” This is called a “take-back.” Take-backs mean you don’t take responsibility for your words or actions.

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While some think that bullies don’t have many friends, some bullies are at the top of the social ladder. In fact, one kind of female bully, the queen bee, uses putdowns to keep her power as a leader. The queen bee travels with a posse, her loyal sidekicks. Her mean behavior to other girls sends a reward message to her posse. “See, you’re better than these girls I pick on.” But her nasty treatment of others can also serve as a threat. “Step out of line, and you can end up on the victims list.”

As the old saying goes, sometimes the worm turns. The queen’s sidekicks may decide they don’t want friendships that are based on hurting other girls. Everyone loses when being mean is queen!

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**Part 2: Comprehension and discussion**

What are some important differences between teasing and bullying?

How does a queen bee keep her power?
Day One
When Mean Is Queen

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.

"Hey, / metal face!" // When the victim shows she’s hurt, / the bully will respond, / “What happened to your sense of humor?” // This is called a “take-back.” // Take-backs mean you don’t take responsibility for your words or actions. //

Many people tease their friends and family members. // Brothers might kid each other about klutzy behavior. // Girls who are friends can make jokes about each others’ cheesy tastes in music. // But this kind of teasing isn’t bullying. //

Bullying is supposed to be hurtful— / that’s what it’s all about. // Bullying involves unequal power. // It isn’t joking among friends who share the same status. // Bullying also continues over an extended time. // It isn’t just a one-time putdown or slam. //

While some think that bullies don’t have many friends, / some bullies are at the top of the social ladder. // In fact, / one kind of female bully, / the queen bee, / uses putdowns to keep her power as a leader. // The queen bee travels with a posse, / her loyal sidekicks. // Her mean behavior to other girls sends a reward message to her posse. // “See, / you’re better than these girls I pick on.” // But her nasty treatment of others can also serve as a threat. // “Step out of line, / and you can end up on the victims list.” //

As the old saying goes, / sometimes the worm turns. // The queen’s sidekicks may decide they don’t want friendships / that are based on hurting other girls. // Everyone loses when being mean is queen! //

☐ I read the passage in phrases out loud to my partner.
Day Two

When Mean Is Queen

Part 1: Tricky phrases and words

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

- Take-backs mean you don’t take responsibility for your words or actions
- Brothers might kid each other about klutzy behavior
- Bullying involves unequal power
- Bullying also continues over an extended time
- her loyal sidekicks

- responsibility  
  - rih | spon | sih | BIH | lih | tee
- status  
  - STAY | tuss | OR | STAH | tuss
- posse  
  - POSS | ee
- threat  
  - THREHT

**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.

klutzy       cheesy       hurtful
unequal      friendless    friendship
“Hey, metal face!” When the victim shows she’s hurt, the bully will respond, “What happened to your sense of humor?” This is called a “take-back.” Take-backs mean you don’t take responsibility for your words or actions.

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As the old saying goes, sometimes the worm turns. The queen’s sidekicks may decide they don’t want friendships that are based on hurting other girls. Everyone loses when being mean is queen!

**Part 3: Comprehension and discussion**

Have you ever stood up to a bully? What happened?

Ask your partner these questions, too. Were your stories almost the same or very different?
Day One  
**Together for Latinas**  
Part 1: First read

⇒ What’s the group called Together for Latinas? Read silently.

Being a teen can be difficult. Many teens struggle with thorny questions and serious issues. Latina teens are especially at risk. Young Latina women are more likely to drop out, get pregnant, contract HIV, and commit suicide than non-Latina women. Together for Latinas wants this to stop.

Together for Latinas is a mentoring group started by two women in Connecticut. A butterfly, or mariposa in Spanish, is Together for Latinas’ symbol. The group brings successful Latina women together. These women become mentors and role models for teenage girls.

The mentors from Together for Latinas want to empower girls to take control of their lives. They teach girls how to live boldly and confidently. They teach girls how to use journal writing to understand their own feelings. They teach girls how to identify negative messages and replace them with positive ones.

One girl said her experience with Together for Latinas was inspiring. “It was like two angels were sent to tell us that we were going to be okay,” she said. “That we can and will fulfill our dreams and aspirations. That we were beautiful, and that no matter what anyone told us, we were special.”

Everyone has the right to dream about a better life. Together for Latinas makes sure that young Latinas hear the encouraging messages teens need to succeed.
Day One

Together for Latinas

Part 1: First read

Being a teen can be difficult. Many teens struggle with thorny questions and serious issues. Latina teens are especially at risk. Young Latina women are more likely to drop out, get pregnant, contract HIV, and commit suicide than non-Latina women. Together for Latinas wants this to stop.

Together for Latinas is a mentoring group started by two women in Connecticut. A butterfly, or mariposa in Spanish, is Together for Latinas’ symbol. The group brings successful Latina women together. These women become mentors and role models for teenage girls.

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Everyone has the right to dream about a better life. Together for Latinas makes sure that young Latinas hear the encouraging messages teens need to succeed.

Part 2: Comprehension and discussion

What is Together for Latinas?

What is Together for Latinas’ symbol?
Day One
Together for Latinas
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.

Being a teen can be difficult. // Many teens struggle with thorny questions / and serious issues. // Latina teens are especially at risk. // Young Latina women are more likely to drop out, / get pregnant, / contract HIV, / and commit suicide / than non-Latina women. // Together for Latinas wants this to stop. //

Together for Latinas is a mentoring group started by two women in Connecticut. // A butterfly, / or mariposa in Spanish, / is Together for Latinas’ symbol. // The group brings successful Latina women together. // These women become mentors / and role models / for teenage girls. //

The mentors from Together for Latinas want to empower girls to take control of their lives. // They teach girls how to live boldly and confidently. // They teach girls how to use journal writing to understand their own feelings. // They teach girls how to identify negative messages / and replace them with positive ones. //

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Everyone has the right to dream about a better life. // Together for Latinas makes sure that young Latinas hear the encouraging messages teens need to succeed. //

☑ I read the passage in phrases out loud to my partner.

Passage 6
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Day Two
Together for Latinas
Part 1: Tricky phrases and words

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

- Many teens struggle with thorny questions
- This group brings successful Latina women together
- They teach girls how to identify negative messages
- fulfill our dreams and aspirations
- encouraging messages teens need to succeed

- suicide  **SOO** | ih | seyd
- successful  **suhk** | **SESS** | ful
- experience  **eks** | **PEE** | ree | ehnss
- aspirations  **ass** | pih | **RAY** | shuhnz

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.

thorny  successful  especially
empower  boldly  mentoring
Day Two
Together for Latinas
Part 2: Last read

Being a teen can be difficult. Many teens struggle with thorny questions and serious issues. Latina teens are especially at risk. Young Latina women are more likely to drop out, get pregnant, contract HIV, and commit suicide than non-Latina women. Together for Latinas wants this to stop.

Together for Latinas is a mentoring group started by two women in Connecticut. A butterfly, or mariposa in Spanish, is Together for Latinas’ symbol. The group brings successful Latina women together. These women become mentors and role models for teenage girls.

The mentors from Together for Latinas want to empower girls to take control of their lives. They teach girls how to live boldly and confidently. They teach girls how to use journal writing to understand their own feelings. They teach girls how to identify negative messages and replace them with positive ones.

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Everyone has the right to dream about a better life. Together for Latinas makes sure that young Latinas hear the encouraging messages teens need to succeed.

Part 3: Comprehension and discussion

Would you like to have a mentor who would teach you about life and help you prepare for your future? Why or why not?

Check with your partner. Do you feel the same or differently about this? Why?
Friends matter to males! In the U.S., an old stereotype says that friendship is important to girls but not as important to boys. People are starting to realize that this is wrong. Boys need strong friendships to be happy and healthy.

One 15-year-old boy talked to psychologist Niobe Way. In her book Deep Secrets, Dr. Way tells Justin’s story. He and his best friend have a special bond. Justin said, “I guess in life, sometimes two people can really understand each other and really have a trust, respect, and love for each other.”

Dr. Way says this kind of friendship is natural and healthy. Friendships can help boys deal with stress. With a close friend, boys can talk about feelings and solve problems with school, family, and everyday life.

Young boys instinctively seek out deep friendships. However, as they grow older, they may be scared to show that their friends are important. They may become scornful of talking about feelings and sharing secrets. They may believe that “real” men can swagger through life without trusted friends.

Dr. Way thinks that boys need close friends. If boys don’t have deep friendships, they can become lonely or depressed. Dr. Way told The New Yorker magazine, “Boys want in-depth friendships in which secrets are shared.” For boys as much as girls, close friends are essential.

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**Part 2: Comprehension and discussion**

**What are people beginning to realize about boys?**

___________________________________________________________________

**What should friends in a deep friendship be able to do?**

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
Day One
Deep Friendships: Not Just for Girls
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.

Friends matter to males! // In the U.S., / an old stereotype says that friendship is important to girls / but not as important to boys. // People are starting to realize that this is wrong. // Boys need strong friendships to be happy and healthy. //

One 15-year-old boy talked to psychologist Niobe Way. // In her book Deep Secrets, / Dr. Way tells Justin’s story. // He and his best friend have a special bond. // Justin said, / “I guess in life, / sometimes two people can really understand each other / and really have a trust, / respect, / and love for each other.” //

Dr. Way says this kind of friendship is natural and healthy. // Friendships can help boys deal with stress. // With a close friend, / boys can talk about feelings / and solve problems with school, / family, / and everyday life. //

Young boys instinctively seek out deep friendships. // However, / as they grow older, / they may be scared to show that their friends are important. // They may become scornful of talking about feelings / and sharing secrets. // They may believe that “real” men can swagger through life without trusted friends. //

Dr. Way thinks that boys need close friends. // If boys don’t have deep friendships, / they can become lonely or depressed. // Dr. Way told The New Yorker magazine, / “Boys want in-depth friendships / in which secrets are shared.” // For boys as much as girls, / close friends are essential. //
Day Two
Deep Friendships: Not Just for Girls
Part 1: Tricky phrases and words

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

- an old stereotype says that friendship is important to girls
- Young boys instinctively seek out deep friendships
- They may become scornful of talking about feelings
- in which secrets are shared

- relationships
- instinctively
- essential
- Niobe

relationships | rih | LAY | shuhn | shipss
instinctively | in | STINK | tiv | lee
essential | ih | SEN | shuhl
Niobe | neye | OH | bee

Word study:

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

- str________________
- st________________
- sp________________
- sc________________
- str________________
- sc________________

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.
Friends matter to males! In the U.S., an old stereotype says that friendship is important to girls but not as important to boys. People are starting to realize that this is wrong. Boys need strong friendships to be happy and healthy.

One 15-year-old boy talked to psychologist Niobe Way. In her book *Deep Secrets*, Dr. Way tells Justin’s story. He and his best friend have a special bond. Justin said, “I guess in life, sometimes two people can really understand each other and really have a trust, respect, and love for each other.”

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Dr. Way thinks that boys need close friends. If boys don’t have deep friendships, they can become lonely or depressed. Dr. Way told *The New Yorker* magazine, “Boys want in-depth friendships in which secrets are shared.” For boys as much as girls, close friends are essential.

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**Part 3: Comprehension and discussion**

In your opinion, is this passage right? Do boys need deep friendships to be happy? Why or why not?

Tell your partner your opinion. Do you share the same opinion? Explain.
Not all children get a favored start in life. Many are less lucky. About 15 million American children live in poverty. Most of their families work but scramble to meet daily needs. Paychecks for low skill jobs haven’t kept up with rising prices. Parents may need to skimp on all but the basics.

Children who live in poverty may not eat well. They are less likely to attend preschool. Teens from low income homes are more likely to drop out of high school. Poor children feel more stress, which can lead to health problems. In 1964, President Lyndon Johnson began the War on Poverty. He was concerned about the one family in five that lacked the basics. He focused on health care, food, education, and housing. “Too many Americans live on the outskirts of hope,” Johnson said.

Johnson’s War on Poverty began programs that still support poor families. Programs include Medicaid, food stamps, and housing vouchers. Since 1964, trillions of dollars have been spent on this war. But today, too many children are still poor. Budgets for children’s programs are often strained.

Although low income children have more support today than in 1964, not all their needs are met. Groups like the Children’s Defense Fund advocate for poor children. They work to expand health care, preschool, and job training.
Day One
The War on Poverty

Part 1: First read

Not all children get a favored start in life. Many are less lucky. About 15 million American children live in poverty. Most of their families work but scramble to meet daily needs. Paychecks for low skill jobs haven’t kept up with rising prices. Parents may need to skimp on all but the basics.

Children who live in poverty may not eat well. They are less likely to attend preschool. Teens from low income homes are more likely to drop out of high school. Poor children feel more stress, which can lead to health problems. In 1964, President Lyndon Johnson began the War on Poverty. He was concerned about the one family in five that lacked the basics. He focused on health care, food, education, and housing. “Too many Americans live on the outskirts of hope,” Johnson said.

Johnson’s War on Poverty began programs that still support poor families. Programs include Medicaid, food stamps, and housing vouchers. Since 1964, trillions of dollars have been spent on this war. But today, too many children are still poor. Budgets for children’s programs are often strained.

Although low income children have more support today than in 1964, not all their needs are met. Groups like the Children’s Defense Fund advocate for poor children. They work to expand health care, preschool, and job training.

Part 2: Comprehension and discussion

What problems affect children living in poverty?

When did the War on Poverty begin?

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Passage 8
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Unit 1.1—Fluency C | p. 41
Day One
The War on Poverty
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.

Not all children get a favored start in life. // Many are less lucky. // About 15 million American children live in poverty. // Most of their families work / but scramble to meet daily needs. // Paychecks for low skill jobs haven’t kept up with rising prices. // Parents may need to skimp on all but the basics. //

Children who live in poverty may not eat well. // They are less likely to attend preschool. // Teens from low income homes are more likely to drop out of high school. // Poor children feel more stress, which can lead to health problems. // In 1964, / President Lyndon Johnson began the War on Poverty. // He was concerned about the one family in five / that lacked the basics. // He focused on health care, / food, / education, / and housing. // “Too many Americans live on the outskirts of hope,” / Johnson said. //

Johnson’s War on Poverty began programs that still support poor families. // Programs include Medicaid, / food stamps, / and housing vouchers. // Since 1964, / trillions of dollars have been spent on this war. // But today, / too many children are still poor. // Budgets for children’s programs are often strained. //

Although low income children have more support today than in 1964, / not all their needs are met. // Groups like the Children’s Defense Fund advocate for poor children. // They work to expand health care, / preschool, / and job training. //
Day Two
The War on Poverty
Part 1: Tricky phrases and words

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

- About 15 million American children live in poverty
- Paychecks for low skill jobs haven’t kept up with rising prices
- President Lyndon Johnson began the War on Poverty
- He was concerned about the one family in five
- Budgets for children’s programs are often strained

- poverty | POV | er | tee
- Lyndon | LIN | duhn
- concerned | kuhn | SERND
- outskirts | OWT | skurtss
- Medicaid | MEH | dih | kayd
- vouchers | VOW | cherz
- advocate | AD | voh | ket

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

- st________________
- scr________________
- sk________________
- str________________
- str________________

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.
Not all children get a favored start in life. Many are less lucky. About 15 million American children live in poverty. Most of their families work but scramble to meet daily needs. Paychecks for low skill jobs haven’t kept up with rising prices. Parents may need to skimp on all but the basics.

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Johnson’s War on Poverty began programs that still support poor families. Programs include Medicaid, food stamps, and housing vouchers. Since 1964, trillions of dollars have been spent on this war. But today, too many children are still poor. Budgets for children’s programs are often strained.

Although low income children have more support today than in 1964, not all their needs are met. Groups like the Children’s Defense Fund advocate for poor children. They work to expand health care, preschool, and job training.

Part 3: Comprehension and discussion

The Children’s Defense Fund is working to expand health care, preschool, and job training to help poor families. Would you add anything to the list of what they are working toward?

What would your partner add to the list?
Day One
Peer Pressure: Pushing Back
Part 1: First read

Is it ever smart to stand up to your friends? Read silently.

Asia is enjoying herself at a party when Jake, the cute boy from her math class, approaches. He thrusts a plastic cup in her direction. “Hey Asia, do you want a beer?” he asks. Asia is flustered. She doesn’t drink, but she is attracted to Jake, and she wants him to like her. What should she say?

Like all teens at some point, Asia is feeling peer pressure. Teens spend more time with peers than they do with their families or other adults. Many teens feel intense pressure to conform. They worry that they will be criticized or excluded if they dress, talk, or act too differently.

The best way to resist peer pressure is to be prepared to speak your mind assertively but not aggressively. Say “no” by standing up straight, looking the person in the eye, and saying in a pleasant but firm voice, “I don’t want to.”

Asia takes a deep breath. She stands up straight, smiles, and looks Jake in the eye. “No thanks, I don’t drink,” she says. “Are you going to the basketball game next weekend?” Jake sets the beer down, and soon they are talking with two other classmates about basketball. Asia is delighted to be talking to Jake and proud that she stayed true to herself. The next time she feels peer pressure she will know exactly what to do.
Asia is enjoying herself at a party when Jake, the cute boy from her math class, approaches. He thrusts a plastic cup in her direction. “Hey Asia, do you want a beer?” he asks. Asia is flustered. She doesn’t drink, but she is attracted to Jake, and she wants him to like her. What should she say?  

Like all teens at some point, Asia is feeling peer pressure. Teens spend more time with peers than they do with their families or other adults. Many teens feel intense pressure to conform. They worry that they will be criticized or excluded if they dress, talk, or act too differently.

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**Part 2: Comprehension and discussion**

Why do many teens feel intense peer pressure?

What is the best way to say “no” when you feel peer pressure?
Day One
Peer Pressure: Pushing Back
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.

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The best way to resist peer pressure is to be prepared to speak your mind assertively but not aggressively. Say “no” by standing up straight, looking the person in the eye, and saying, in a pleasant but firm voice, “I don’t want to.”

Asia takes a deep breath. She stands up straight, smiles, and looks Jake in the eye. “No thanks, I don’t drink,” she says. “Are you going to the basketball game next weekend?” Jake sets the beer down, and soon they are talking with two other classmates about basketball. Asia is delighted to be talking to Jake and proud that she stayed true to herself. The next time she feels peer pressure she will know exactly what to do.

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

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

☐ Asia is flustered
☐ but she is attracted to Jake
☐ Many teens feel intense pressure to conform
☐ They worry that they will be criticized or excluded if they dress

☐ approaches  uh | PROH | chiz
☐ attracted  uh | TRAK | tid
☐ conform  kuhn | FORM
☐ assertively  uh | SER | tiv | lee
☐ aggressively  uh | GRESS | iv | lee
☐ delighted  de | LEYE | tid

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

thr__________
pl__________
fl__________
pr__________
cr__________
cl__________

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.
Asia is enjoying herself at a party when Jake, the cute boy from her math class, approaches. He thrusts a plastic cup in her direction. “Hey Asia, do you want a beer?” he asks. Asia is flustered. She doesn’t drink, but she is attracted to Jake, and she wants him to like her. What should she say?

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Part 3: Comprehension and discussion

Do you think it was hard or easy for Asia to refuse the beer? Explain.

Check with your partner. Does your partner think it was hard or easy for Asia?
Day One

No Snitchin’!

Part 1: First read

→ How do you define snitching? Read silently.

A few years ago, tee shirts appeared in neighborhood stores with the logo, “No Snitchin’!” The shirts were popular in some communities where people don’t like to talk to police. In Boston, the mayor tried to block sales of the shirts. He said that criminals hid behind a wall of silence. After a crime occurred, witnesses would claim they had seen nothing.

In Philadelphia, students wanted to learn more about snitching. What did people think about tattling? Was every kind of tattling seen as “snitching”? When would people tell on a lawbreaker, and when would they keep quiet? The students created a survey called “The Snitching Project.” They posed questions about different tattling situations and then tallied up the responses.

What are the students learning about snitching? Some people say they will never ever tell, no matter what. One man said his brother could “die in his arms,” and he would still not talk to police. For most people, it matters most who the victim is. People were more willing to tell if the crime affected a child, an elderly person, or a close friend. When the victim is a criminal, like a drug dealer, many people said they would be afraid to tell.

Many people told the students they would never tell a parent on a brother or sister. They saw this as snitching, too. But many reported they would tell on someone if they were about to take the blame themselves.
A few years ago, tee shirts appeared in neighborhood stores with the logo, “No Snitchin’!” The shirts were popular in some communities where people don’t like to talk to police. In Boston, the mayor tried to block sales of the shirts. He said that criminals hid behind a wall of silence. After a crime occurred, witnesses would claim they had seen nothing.

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Many people told the students they would never tell a parent on a brother or sister. They saw this as snitching, too. But many reported they would tell on someone if they were about to take the blame themselves.

**Part 2: Comprehension and discussion**

**What is “The Snitching Project”?**

**Why won’t some people tell on a criminal?**
Day One
No Snitchin’!
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.

A few years ago, / tee shirts appeared in neighborhood stores with the logo, / “No Snitchin’!” // The shirts were popular in some communities / where people don’t like to talk to police. // In Boston, / the mayor tried to block sales of the shirts. // He said that criminals hid behind a wall of silence. // After a crime occurred, / witnesses would claim they had seen nothing. //

In Philadelphia, / students wanted to learn more about snitching. // What did people think about tattling? // Was every kind of tattling seen as “snitching”? // When would people tell on a lawbreaker, / and when would they keep quiet? // The students created a survey called “The Snitching Project.” // They posed questions about different tattling situations / and then tallied up the responses. //

What are the students learning about snitching? // Some people say they will never ever tell, / no matter what. // One man said his brother could “die in his arms,” / and he would still not talk to police. // For most people, / it matters most who the victim is. // People were more willing to tell if the crime affected a child, / an elderly person, / or a close friend. // When the victim is a criminal, / like a drug dealer, / many people said they would be afraid to tell. //

Many people told the students they would never tell a parent on a brother or sister. // They saw this as snitching, / too. // But many reported they would tell on someone if they were about to take the blame themselves. //

☐ I read the passage in phrases out loud to my partner.
Read these phrases and words out loud to your partner.

- He said that criminals hid behind a wall of silence
- The students created a survey called “The Snitching Project”
- They posed questions about different tattling situations
- and then tallied up the responses
- People were more willing to tell if the crime affected a child

- neighborhood
  - NAY | bur | hood
- communities
  - kuhm | MYOO | nih | teez
- Philadelphia
  - fih | lah | DEL | fee | ah
- lawbreaker
  - LAW | bray | ker
- situations
  - sich | oo | AY | shunz
- tallied
  - TAH | leed

Word study:

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

- _bL_____________
- _cr_____________
- _cl_____________
- _cr_____________

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

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Many people told the students they would never tell a parent on a brother or sister. They saw this as snitching, too. But many reported they would tell on someone if they were about to take the blame themselves.

**Part 3: Comprehension and discussion**

Would you tell on a brother or sister who had done something really wrong?

Why?

______________________________________________________________

______________________________________________________________

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