Unit 1.1

Fluency Passages

Level D

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<th>First read WPM</th>
<th>Last read WPM</th>
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<tr>
<td>Practice</td>
<td>What's Your Birth Order?</td>
<td></td>
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<tr>
<td>D</td>
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<td>Snitching for Money</td>
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<tr>
<td>D</td>
<td>Snitching and Reporting</td>
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Reading rate goal: _______ WPM!
Working with the fluency workbook

Day One

Part 1: First read

Read your passage **silently**.

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set timer to one minute.</td>
<td>Start reading <strong>out loud</strong> at a good pace.</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 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

Listen to your partner. Read passage **out loud** in phrases to your partner.

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>
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</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.
Day One
Judge the Person, Not the Playlist
Part 1: First read

→ Is it okay to judge people based on their taste in music? Read silently.

Do you listen to Taylor Swift or Pitbull? Do you rap along with Kendrick Lamar or sing along with Justin Bieber? People may judge you based on the music you enjoy.

In many people’s eyes, different kinds of music are linked to different kinds of listeners. If you like hip-hop, people may think you are rude or even dangerous. If classical music is your preference, people may view you as nerdy. If you like country, people may think you also like trucks and guns. Are these pictures true?

Some studies say that music preferences may, in fact, tell us something about a person. One study found that people with more education tended to like opera, classical, and jazz music. The study found that classical music fans earned higher salaries than fans of pop music.

Other studies have found links between heavy metal and negative behavior. If you listen to Korn or Anthrax, you may be more likely to use drugs, behave aggressively, and commit crimes.

One teen, Yvelis, is sick of music stereotypes. Because she is Puerto Rican, everyone thinks she likes reggaeton. Reggaeton, a blend of salsa, hip-hop, and dancehall, is popular among many Hispanics. However, Yvelis hates reggaeton. “It sounds like you’re banging on a garbage can,” she says. Her playlist includes a wide mix of music styles.

What do you think? Does a playlist give you good information about a person? Or is it unfair to judge people this way?
Do you listen to Taylor Swift or Pitbull? Do you rap along with Kendrick Lamar or sing along with Justin Bieber? People may judge you based on the music you enjoy.

In many people’s eyes, different kinds of music are linked to different kinds of listeners. If you like hip-hop, people may think you are rude or even dangerous. If classical music is your preference, people may view you as nerdy. If you like country, people may think you also like trucks and guns. Are these pictures true?

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What do you think? Does a playlist give you good information about a person? Or is it unfair to judge people this way?

---

**Part 2: Comprehension and discussion**

What are music stereotypes? 

________________________________________________________________________

What does some research show about classical music fans? 

________________________________________________________________________

________________________________________________________________________
Day One

Judge the Person, Not the Playlist

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.

Do you listen to Taylor Swift / or Pitbull? // Do you rap along with Kendrick Lamar / or sing along with Justin Bieber? // People may judge you / based on the music you enjoy. //

In many people’s eyes, / different kinds of music / are linked to different kinds of listeners. // If you like hip-hop, / people may think you are rude / or even dangerous. // If classical music is your preference, / people may view you as nerdy. // If you like country, / people may think you also like trucks / and guns. // Are these pictures true? //

Some studies say that music preferences may, / in fact, / tell us something about a person. // One study found that / people with more education tended to like opera, / classical, / and jazz music. // The study found that / classical music fans earned higher salaries / than fans of pop music. //

Other studies have found links between heavy metal / and negative behavior. // If you listen to Korn / or Anthrax, / you may be more likely to use drugs, / behave aggressively, / and commit crimes. //

One teen, / Yvelis, / is sick of music stereotypes. // Because she is Puerto Rican, / everyone thinks she likes reggaeton. // Reggaeton, / a blend of salsa, / hip-hop, / and dancehall, / is popular among many Hispanics. // However, / Yvelis hates reggaeton. // “It sounds like you’re banging on a garbage can,” / she says. // Her playlist includes / a wide mix of music styles. //

What do you think? // Does a playlist give you good information about a person? // Or is it unfair to judge people this way? //

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

Judge the Person, Not the Playlist

Part 1: Tricky phrases and words

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

- Do you rap along with Kendrick Lamar
- are linked to different kinds of listeners
- people with more education tended to like opera
- is sick of music stereotypes
- Her playlist includes

- Bieber **BEE** | ber
- salaries **SAL** | er | eez
- Anthrax **AN** | thraks
- aggressively **uh** | **GRESS** | iv | lee
- Yvelis **ee** | ve | **LEESS**
- stereotypes **STAIR** | ee | oh | typss
- Puerto Rican **POR** | toh | **REE** | ken
- reggaeton **REH** | gay | **TAHN**
- Hispanics **hiss** | **PAN** | ikss

**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.

nerdy listeners dangerous
preference unfair
Judge the Person, Not the Playlist

Part 2: Last read

Do you listen to Taylor Swift or Pitbull? Do you rap along with Kendrick Lamar or sing along with Justin Bieber? People may judge you based on the music you enjoy.

In many people’s eyes, different kinds of music are linked to different kinds of listeners. If you like hip-hop, people may think you are rude or even dangerous. If classical music is your preference, people may view you as nerdy. If you like country, people may think you also like trucks and guns. Are these pictures true?

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What do you think? Does a playlist give you good information about a person? Or is it unfair to judge people this way?

Part 3: Comprehension and discussion

What kind of music do you like?

Ask your partner about his or her musical taste.

My partner likes

☐ I was surprised about the kind of music my partner likes.

☐ I was not surprised about the kind of music my partner likes.
Day One
Are You Multicultural?
Part 1: First read

How would you define your race? Read silently.

Lauren’s father is from Antigua. Her mother is from China. She has lived her whole life in Brooklyn, New York. She has brown skin and straight, black hair. At her middle school, she is a member of the Black students’ club, but she doesn’t know many other West Indian students. She is also the only brown-skinned member of her Chinese dance troupe.

Lauren said, “I never know what to say when people ask me what race I am. Sometimes I give different answers, depending on who is asking.” While some people may have no difficulty speaking about their race, for many people, defining race is not that simple. When applying to college, for example, many students have a hard time deciding which racial category to check off.

The meaning of “race” is complex. When some people think about race, they think about skin color. But when others ask about race, they actually want to know where your family came from.

People in the U.S. are expanding their concept of race. Every 10 years, the U.S. government conducts a census of the entire population. One of the census questions asks people to indicate their race. In 1977, Americans could only check one of four categories on census forms. But in 2000, people could choose from nine racial categories. Over the years, the percentage of Americans who identify as multicultural has also increased. In some areas now, youth who identify as multiracial outnumber those who identify as White.
Lauren’s father is from Antigua. Her mother is from China. She has lived her whole life in Brooklyn, New York. She has brown skin and straight, black hair. At her middle school, she is a member of the Black students’ club, but she doesn’t know many other West Indian students. She is also the only brown-skinned member of her Chinese dance troupe.

Lauren said, “I never know what to say when people ask me what race I am. Sometimes I give different answers, depending on who is asking.” While some people may have no difficulty speaking about their race, for many people, defining race is not that simple. When applying to college, for example, many students have a hard time deciding which racial category to check off.

The meaning of “race” is complex. When some people think about race, they think about skin color. But when others ask about race, they actually want to know where your family came from.

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**Part 2: Comprehension and discussion**

What group of Americans has been increasing in numbers?

How many choices of race were on the 2000 U.S. Census?
Day One
Are You Multicultural?
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.

Lauren's father is from Antigua. // Her mother is from China. // She has lived her whole life in Brooklyn, / New York. // She has brown skin / and straight, / black hair. // At her middle school, / she is a member of the Black students’ club, / but she doesn’t know many other West Indian students. // She is also the only brown-skinned member of her Chinese dance troupe. //

Lauren said, / “I never know what to say / when people ask me what race I am. // Sometimes I give different answers, / depending on who is asking.” // While some people may have no difficulty speaking about their race, / for many people, / defining race is not that simple. // When applying to college, / for example, / many students have a hard time deciding which racial category to check off. //

The meaning of “race” is complex. // When some people think about race, / they think about skin color. // But when others ask about race, / they actually want to know where your family came from. //

People in the U.S. are expanding their concept of race. // Every 10 years, / the U.S. government conducts a census / of the entire population. // One of the census questions asks people to indicate their race. // In 1977, / Americans could only check one of four categories on census forms. // But in 2000, / people could choose from nine racial categories. // Over the years, / the percentage of Americans who identify as multicultural / has also increased. // In some areas now, / youth who identify as multiracial outnumber those who identify as White. //

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

Are You Multicultural?

Part 1: Tricky phrases and words

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

☐ many students have a hard time deciding which racial category to check off
☐ People in the U.S. are expanding their concept of race
☐ The U.S. government conducts a census
☐ One of the census questions asks people to indicate their race
☐ the percentage of Americans who identify as multicultural
☐ youth who identify as multiracial outnumber those who identify as White

☐ trouve TROOP
☐ defining di F EYE ning
☐ complex kahm PLEKS
☐ expanding eks PAN ding
☐ census SEN suss
☐ population pop yuh LAY shuhn
☐ indicate IN dih kayt

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.

skinned difficulty outnumber
actually percentage meaning
Day Two

Are You Multicultural?

Part 2: Last read

Lauren’s father is from Antigua. Her mother is from China. She has lived her whole life in Brooklyn, New York. She has brown skin and straight, black hair. At her middle school, she is a member of the Black students’ club, but she doesn’t know many other West Indian students. She is also the only brown-skinned member of her Chinese dance troupe.

Lauren said, “I never know what to say when people ask me what race I am. Sometimes I give different answers, depending on who is asking.” While some people may have no difficulty speaking about their race, for many people, defining race is not that simple. When applying to college, for example, many students have a hard time deciding which racial category to check off.

The meaning of “race” is complex. When some people think about race, they think about skin color. But when others ask about race, they actually want to know where your family came from.

People in the U.S. are expanding their concept of race. Every 10 years, the U.S. government conducts a census of the entire population. One of the census questions asks people to indicate their race. In 1977, Americans could only check one of four categories on census forms. But in 2000, people could choose from nine racial categories. Over the years, the percentage of Americans who identify as multicultural has also increased. In some areas now, youth who identify as multiracial outnumber those who identify as White.

Part 3: Comprehension and discussion

If you were Lauren, what would you say about your race?

___________________________________________________________________

___________________________________________________________________

Check with your partner. Would your partner say the same thing or something different? _______________________________________________________________________
Day One
Learning from Babies
Part 1: First read

Can babies help reduce bullying in school? Read silently.

Jessica nervously scanned the lunchroom. Even though there were many empty seats, she knew she wouldn’t be able to find a place to eat her lunch. “This seat is reserved for people who speak real English,” Tasha said menacingly. She was making fun of Jessica’s Spanish accent.

Newcomers are just one group that may be targeted in schools. Many children have been bullied or have bullied their classmates. Experts say bullying may start as early as preschool. But incidents of bullying are often underreported. Bullying is serious because victims may have lifelong problems. Bullies are at risk, as well. Children who bully others may have been mistreated at home.

Schools are trying to reduce bullying by punishing children for even teasing classmates. Some schools in Canada are trying an offbeat approach. They are bringing babies into classrooms to help reduce bullying. New mothers bring their tiny babies to school once a month for an entire school year. Students observe the baby and try to understand its feelings. Learning to care for a baby helps children develop more compassion. Aggressive children can work through their own feelings by taking the perspective of the baby. Teachers say that the results have been amazing. Children who have been mean to classmates warm up to the babies. Sometimes they even sing to the babies. In fact, children who have been in classrooms with babies still act kinder to classmates three years later.
Jessica nervously scanned the lunchroom. Even though there were many empty seats, she knew she wouldn’t be able to find a place to eat her lunch. “This seat is reserved for people who speak real English,” Tasha said menacingly. She was making fun of Jessica’s Spanish accent.

Newcomers are just one group that may be targeted in schools. Many children have been bullied or have bullied their classmates. Experts say bullying may start as early as preschool. But incidents of bullying are often underreported. Bullying is serious because victims may have lifelong problems. Bullies are at risk, as well. Children who bully others may have been mistreated at home.

Schools are trying to reduce bullying by punishing children for even teasing classmates. Some schools in Canada are trying an offbeat approach. They are bringing babies into classrooms to help reduce bullying. New mothers bring their tiny babies to school once a month for an entire school year. Students observe the baby and try to understand its feelings. Learning to care for a baby helps children develop more compassion. Aggressive children can work through their own feelings by taking the perspective of the baby. Teachers say that the results have been amazing. Children who have been mean to classmates warm up to the babies. Sometimes they even sing to the babies. In fact, children who have been in classrooms with babies still act kinder to classmates three years later.

**Part 2: Comprehension and discussion**

**Who do bullies pick on?**

**What are some schools in Canada doing to reduce bullying?**
Day One
Learning from Babies
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.

Jessica nervously scanned the lunchroom. // Even though there were many empty seats, / she knew she wouldn’t be able to find a place to eat her lunch. // “This seat is reserved for people who speak real English,” / Tasha said menacingly. // She was making fun of Jessica’s Spanish accent. //

Newcomers are just one group that may be targeted in schools. // Many children have been bullied / or have bullied their classmates. // Experts say bullying may start as early as preschool. // But incidents of bullying are often underreported. // Bullying is serious / because victims may have lifelong problems. // Bullies are at risk, / as well. // Children who bully others may have been mistreated at home. //

Schools are trying to reduce bullying / by punishing children for even teasing classmates. // Some schools in Canada are trying an offbeat approach. // They are bringing babies into classrooms / to help reduce bullying. // New mothers bring their tiny babies to school once a month for an entire school year. // Students observe the baby / and try to understand its feelings. // Learning to care for a baby helps children develop more compassion. // Aggressive children can work through their own feelings / by taking the perspective of the baby. // Teachers say that the results have been amazing. // Children who have been mean to classmates / warm up to the babies. // Sometimes they even sing to the babies. // In fact, / children who have been in classrooms with babies / still act kinder to classmates three years later. //
Day Two
Learning from Babies
Part 1: Tricky phrases and words

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

- she knew she wouldn’t be able to find a place to eat her lunch
- Newcomers are just one group that may be targeted in schools
- incidents of bullying are often underreported
- Learning to care for a baby helps children develop more compassion
- Aggressive children can work through their own feelings

- nervously
- menacingly
- mistreated
- compassion
- aggressive
- perspective

Word study:

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

lunchroom  newcomer  classmate

lifelong  offbeat  underreported
Day Two
Learning from Babies
Part 2: Last read

Jessica nervously scanned the lunchroom. Even though there were many empty seats, she knew she wouldn’t be able to find a place to eat her lunch. “This seat is reserved for people who speak real English,” Tasha said menacingly. She was making fun of Jessica’s Spanish accent.

Newcomers are just one group that may be targeted in schools. Many children have been bullied or have bullied their classmates. Experts say bullying may start as early as preschool. But incidents of bullying are often underreported. Bullying is serious because victims may have lifelong problems. Bullies are at risk, as well. Children who bully others may have been mistreated at home.

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Part 3: Comprehension and discussion

Spending time with babies in the classroom seems to make kids nicer to each other. Do you think this would work in your school? Why or why not?

Talk this over with your partner. What does your partner think?
Does the internet make bullying better or worse? Read silently.

What do Barack Obama, the Red Sox, and Kesha have in common? They are all part of the “It Gets Better Project.” “It Gets Better” is a website created for gay youth. Gay young people are often targets for bullies. Students who are targeted may feel hopeless. They may feel they will never be accepted. The “It Gets Better Project” tells gay youth that their lives will get better. The message is to have hope during the difficult teenage years. The website includes upbeat videos with basketball players and Marines. Stars like Raven-Symone add their voices. The project also includes links to helplines and other supports for gay teens.

Although websites can give positive messages, bullying is common on the web. The media talks about the problem of “cyberbullying.” Cyberbullies are bullies who use texts, emails, or social media. On the web or over the phone, bullies don’t have to confront their victims. Technology can also help bullies spread their messages. With social media or texts, a bully can forward a mean rumor or photo to dozens of classmates. As many as 40 percent of teens who use the internet are bullied. Girls are even more likely to be cyberbullied than boys.

The U.S. government has declared that bullying is a national problem. President Obama said, “We’ve got to dispel this myth that bullying is just a normal rite of passage. It’s not.”
What do Barack Obama, the Red Sox, and Kesha have in common? They are all part of the “It Gets Better Project.” “It Gets Better” is a website created for gay youth. Gay young people are often targets for bullies. Students who are targeted may feel hopeless. They may feel they will never be accepted. The “It Gets Better Project” tells gay youth that their lives will get better. The message is to have hope during the difficult teenage years. The website includes upbeat videos with basketball players and Marines. Stars like Raven-Symone add their voices. The project also includes links to helplines and other supports for gay teens.

Although websites can give positive messages, bullying is common on the web. The media talks about the problem of “cyberbullying.” Cyberbullies are bullies who use texts, emails, or social media. On the web or over the phone, bullies don’t have to confront their victims. Technology can also help bullies spread their messages. With social media or texts, a bully can forward a mean rumor or photo to dozens of classmates. As many as 40 percent of teens who use the internet are bullied. Girls are even more likely to be cyberbullied than boys.

The U.S. government has declared that bullying is a national problem. President Obama said, “We’ve got to dispel this myth that bullying is just a normal rite of passage. It’s not.”

How can the web help students who are targeted for being gay?

What is cyberbullying?
Day One
It Gets Better
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.

What do Barack Obama, / the Red Sox, / and Kesha / have in common? // They are all part of the “It Gets Better Project.” // “It Gets Better” is a website created for gay youth. // Gay young people are often targets for bullies. // Students who are targeted may feel hopeless. // They may feel they will never be accepted. // The “It Gets Better Project” tells gay youth that their lives will get better. // The message is to have hope / during the difficult teenage years. // The website includes upbeat videos with basketball players / and Marines. // Stars like Raven-Symone add their voices. // The project also includes links to helplines and other supports / for gay teens. //

Although websites can give positive messages, / bullying is common on the web. // The media talks about the problem of “cyberbullying.” // Cyberbullies are bullies who use texts, / email, / or social media. // On the web or over the phone, / bullies don’t have to confront their victims. // Technology can also help bullies spread their messages. // With social media or texts, / a bully can forward a mean rumor or photo to dozens of classmates. // As many as 40 percent of teens who use the internet are bullied. // Girls are even more likely to be cyberbullied / than boys. //

The U.S. government has declared that bullying is a national problem. // President Obama said, / “We’ve got to dispel this myth / that bullying is just a normal rite of passage. // It’s not.” //
Day Two

It Gets Better

Part 1: Tricky phrases and words

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

☐ The project also includes links to helplines and other supports
☐ Although websites can give positive messages
☐ Technology can also help bullies spread their messages
☐ The U.S. government has declared that bullying is a national problem
☐ We’ve got to dispel this myth that bullying is just a normal rite of passage

☐ media          MEE | dee | uh
☐ confront       kuhn | FRUHNT
☐ technology     tek | NOL | uh | jee
☐ dispel         dih | SPEHL

Word study:

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

- anyone
- website
- upbeat
- helpline
- cyberbully
- classmate
What do Barack Obama, the Red Sox, and Kesha have in common? They are all part of the “It Gets Better Project.” “It Gets Better” is a website created for gay youth. Gay young people are often targets for bullies. Students who are targeted may feel hopeless. They may feel they will never be accepted. The “It Gets Better Project” tells gay youth that their lives will get better. The message is to have hope during the difficult teenage years. The website includes upbeat videos with basketball players and Marines. Stars like Raven-Symone add their voices. The project also includes links to helplines and other supports for gay teens.

Although websites can give positive messages, bullying is common on the web. The media talks about the problem of “cyberbullying.” Cyberbullies are bullies who use texts, emails, or social media. On the web or over the phone, bullies don’t have to confront their victims. Technology can also help bullies spread their messages. With social media or texts, a bully can forward a mean rumor or photo to dozens of classmates. As many as 40 percent of teens who use the internet are bullied. Girls are even more likely to be cyberbullied than boys.

The U.S. government has declared that bullying is a national problem. President Obama said, “We’ve got to dispel this myth that bullying is just a normal rite of passage. It’s not.”

Part 3: Comprehension and discussion

Some people think cyberbullying is worse than face-to-face bullying. What do you think? Why?

Share your answer with your partner. What does your partner think?
Day One
Fighting Girls
Part 1: First read

Is YouTube spreading violent behavior? Read silently.

In July 2010, a video of two girls fighting each other was posted on YouTube. The video showed the girls giving poisonous looks to each other. Then they started viciously punching and hitting. This was not an isolated incident. Many videos of girls fighting are now online. Boys used to do most of the physical fighting in schools. But now girls are responsible for a growing number of school fights.

The internet can help spread a culture of violence among girls. Some videos of girls fighting have as many as 8 million views. Ms. Anderson from King School didn’t know about fighting videos until recently. “Girls and boys were crowded around a computer in my classroom. It was shocking to me as a teacher. Even though the fight was only on video, my students were taking sides and cheering.”

People who watch videos of brutal fights can replay them repeatedly. They don’t forget the violent scenes or move on from them easily. Parents and teachers worry that videos may make fighting seem acceptable. Teens who post fight videos may not realize that the police can watch, too. Sometimes police find video records helpful for finding the people involved in a fight. For example, a Massachusetts girl was arrested after she was filmed attacking another girl. But experts say that punishment cannot be the only solution. Students, parents, and teachers need to work together to prevent harmful fighting between girls before it starts.
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**Part 2: Comprehension and discussion**

**What is different about physical fighting in schools today?**

**What can police do with YouTube videos of school fighting?**
Day One
Fighting 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.

In July 2010, / a video of two girls fighting each other was posted on YouTube. // The video showed the girls giving poisonous looks to each other. // Then they started viciously punching and hitting. // This was not an isolated incident. // Many videos of girls fighting are now online. // Boys used to do most of the physical fighting in schools. // But now girls are responsible for a growing number of school fights. //

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Day Two
Fighting Girls
Part 1: Tricky phrases and words

Read these phrases and words out loud to your partner.

- The video showed the girls giving poisonous looks to each other
- This was not an isolated incident
- The internet can help spread a culture of violence among girls
- People who watch videos of brutal fights can replay them repeatedly
- Police find video records helpful for finding the people involved in a fight.

- viciously VIH | shuss | lee
- isolated EYE | suh | lay | tid
- incident IN | sih | dent
- physical FIH | suh | kuhl
- culture KUHL | cher
- repeatedly rih | PEE | tid | lee
- punishment PUHN | ish | ment

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.

viewer poisonous viciously hurtful
acceptable harmful realize punishment
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Part 3: Comprehension and discussion

Do you think girls are fighting more in school today?

________________________________________

________________________________________

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

________________________________________

________________________________________
Day One
Mean Girls
Part 1: First read

What happens when friends turn on you? Read silently.

“I want you to read this later,” Shayla said as she quickly handed Kendra an envelope. Kendra took the note and put it in her backpack, planning to read it on the way home. “Maybe she bought me an early birthday card,” Kendra thought. After school, she opened the envelope slowly, expecting an enjoyable surprise.

“Dear Kendra,” she read. “After careful consideration, I have decided that I can no longer continue to be your friend. Everyone says you are too geeky and you know you never fit in with us. Please do not try to talk to me in the future.” Kendra felt sick and crumpled the hateful note up.

The next morning, Kendra woke up feeling hopeless and defeated. Instead of getting ready for school, she simply lay in bed until her mother came in. To her mother’s surprise, Kendra burst out crying. She screamed, “I hate my friends, I hate my life, and I am never going to school again!”

Many girls have had hurtful things said or done to them at school. Some, like Kendra, suffer at the hands of their best friends. Experts use the term “relational aggression” to describe how students, most often girls, hurt their own friends through harmful words and behavior. Both the students who are victims of this kind of aggression and the students who are aggressors may end up depressed or anxious.
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Many girls have had hurtful things said or done to them at school. Some, like Kendra, suffer at the hands of their best friends. Experts use the term “relational aggression” to describe how students, most often girls, hurt their own friends through harmful words and behavior. Both the students who are victims of this kind of aggression and the students who are aggressors may end up depressed or anxious.

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**Part 2: Comprehension and discussion**

What is relational aggression?

___________________________________________________________________

___________________________________________________________________

Why didn’t Kendra want to go to school again?

___________________________________________________________________
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.**

“I want you to read this later,” / Shayla said / as she quickly handed Kendra an envelope. // Kendra took the note / and put it in her backpack, / planning to read it on the way home. // “Maybe she bought me an early birthday card,” / Kendra thought. // After school, / she opened the envelope slowly, / expecting an enjoyable surprise. //

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Day Two

Mean Girls

Part 1: Tricky phrases and words

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

- Please do not try to talk to me in the future
- suffer at the hands of their best friends
- Experts use the term “relational aggression”
- hurt their own friends through harmful words
- Both the students who are victims of this kind of aggression

- consideration kuhn | sih | duh | **RAY** | shuhn
- future **FYOO** | chur
- relational rih | **LAY** | shuhn | uhl
- aggression uh | **GREH** | shuhn
- behavior bih | **HAY** | vyer
- aggressors uh | **RESS** | ers
- anxious ank | **SHUSS**

**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.

quickly enjoyable consideration harmful
hateful hopeless hurtful relational
Day Two
Mean Girls
Part 2: Last read

“I want you to read this later,” Shayla said as she quickly handed Kendra an envelope. Kendra took the note and put it in her backpack, planning to read it on the way home. “Maybe she bought me an early birthday card,” Kendra thought. After school, she opened the envelope slowly, expecting an enjoyable surprise.

“Dear Kendra,” she read. “After careful consideration, I have decided that I can no longer continue to be your friend. Everyone says you are too geeky and you know you never fit in with us. Please do not try to talk to me in the future.” Kendra felt sick and crumpled the hateful note up.

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Many girls have had hurtful things said or done to them at school. Some, like Kendra, suffer at the hands of their best friends. Experts use the term “relational aggression” to describe how students, most often girls, hurt their own friends through harmful words and behavior. Both the students who are victims of this kind of aggression and the students who are aggressors may end up depressed or anxious.

Part 3: Comprehension and discussion

Have you seen girls exclude their friends?

Share your experience with your partner. Have you both seen the same things?
Day One

Hidden Causes of Crime

Part 1: First read

What makes some teens commit crimes? Read silently.

Eddy vandalized his school library two years ago. He threw rocks through one of the large windows and then scrambled into the building. Once inside, he smashed and overturned banks of computers and ripped pages out of library books. In all, he cost his school about $200,000.

Usually, teens who are caught vandalizing are fined and sentenced to probation. In more serious cases, they may be sent to a youth lock-up. Instead, the court ordered a mental health evaluation for Eddy. The evaluation included the questions, “Do you often feel left out?” and “Do you ever feel like hurting yourself or people close to you?” Psychiatrists concluded that Eddy was depressed. He felt like his parents didn’t care about him. Eddy and his family began therapy to work out their problems. Two years later, Eddy is not completely happy, but he has more understanding of his behavior. He said, “I hurt a lot of people who did nothing wrong by ruining all that stuff. That was the wrong way to handle my unhappiness.”

Many young people who commit crimes are actually suffering from mental illness. Acting out behavior often stems from depression or anxiety. Locking up teens may keep them out of trouble for a while. But jail may not address the roots of youth crime. Untreated mental problems may spawn more criminal behavior. Similar to Eddy’s experience, some youth courts now require mental health screening for teens accused of crimes.
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Many young people who commit crimes are actually suffering from mental illness. Acting out behavior often stems from depression or anxiety. Locking up teens may keep them out of trouble for a while. But jail may not address the roots of youth crime. Untreated mental problems may spawn more criminal behavior. Similar to Eddy’s experience, some youth courts now require mental health screening for teens accused of crimes.

What's at the root of many youth crimes?

What does Eddy think now about vandalizing his school library?
Day One
Hidden Causes of Crime
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.

Eddy vandalized his school library two years ago. // He threw rocks through one of the large windows / and then scrambled into the building. // Once inside, / he smashed and overturned banks of computers / and ripped pages out of library books. // In all, / he cost his school about $200,000. //

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Many young people who commit crimes / are actually suffering from mental illness. // Acting out behavior often stems from depression / or anxiety. // Locking up teens may keep them out of trouble for a while. // But jail may not address the roots of youth crime. // Untreated mental problems may spawn more criminal behavior. // Similar to Eddy’s experience, / some youth courts now require mental health screening for teens accused of crimes. //

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

Hidden Causes of Crime

Part 1: Tricky phrases and words

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

- teens who are caught vandalizing are fined and sentenced to probation
- the court ordered a mental health evaluation for Eddy
- Many young people who commit crimes
- Acting out behavior often stems from depression
- Untreated mental problems may spawn more criminal behavior

- evaluation   ee | vahl | yoo | **AY** | shuhn
- psychiatrists   seye | **KEYE** | uh | trists
- concluded   kuhn | **KLOO** | did
- therapy   **THEH** | ruh | pee
- behavior   bee | **HAY** | vyur
- unhappiness   uhn | **HAH** | pee | ness

**Word study:**

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

- **scr**______________________
- **sm**______________________
- **sp**______________________

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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Many young people who commit crimes are actually suffering from mental illness. Acting out behavior often stems from depression or anxiety. Locking up teens may keep them out of trouble for a while. But jail may not address the roots of youth crime. Untreated mental problems may spawn more criminal behavior. Similar to Eddy’s experience, some youth courts now require mental health screening for teens accused of crimes.

**Part 3: Comprehension and discussion**

Do you think mental health screening will help youth accused of crimes? Why or why not? ________________________________________________________

What does your partner think? Do you agree or disagree?
Day One
Graffiti: Vandalism or Art?
Part 1: First read

➔ Is graffiti always vandalism? Or could it be art? Read silently.

If you walk along the Manhattan Bridge in New York City, you will see graffiti on roofs and billboards. You’ll also see hundreds of graffiti “tags” covering the bridge itself. Tags are stylized signatures that put the tagger’s name up for others to see. Taggers often compete to see who can put their names in the hardest or most dangerous places to reach. They call this “slamming.” Taggers sometimes “slash” each other’s tags, putting a line through or writing on top of other taggers’ names. Slashing is considered a challenge or an act of disrespect to the other tagger. Another kind of graffiti is “scribing,” scratching a tag on plastic or paint with a knife or key.

The law almost everywhere considers graffiti to be vandalism. Many New Yorkers especially hate tagging. Tanya from the Bronx says, “Graffiti makes ugly marks on beautiful cities.”

Some people argue that graffiti is not vandalism. They say that it is actually art and that it is created by people who need space to express themselves. At Flatbush Middle School, a group of teens painted an entire wall of the gym together. When they were nearly finished, a school security guard caught them. The students were suspended from school. They also had to apologize publicly to the entire school community. Tina had this to say about her motives. “Before I painted the gym, nobody paid any attention to me. Now everyone knows who I am.”
Day One
Graffiti: Vandalism or Art?

Part 1: First read

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Taggers often compete to see who can put their names in the hardest or most dangerous places to reach. They call this “slamming.” Taggers sometimes “slash” each other’s tags, putting a line through or writing on top of other taggers’ names.

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Part 2: Comprehension and discussion

Why do people create graffiti?

What does slamming mean in graffiti slang?
Day One
Graffiti: Vandalism or Art?
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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Day Two
Graffiti: Vandalism or Art?
Part 1: Tricky phrases and words

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

- You’ll also see hundreds of graffiti “tags” covering the bridge itself
- Another kind of graffiti is “scribing”
- The law almost everywhere considers graffiti to be vandalism
- Some people argue that graffiti is not vandalism
- They also had to apologize publicly to the entire school community

- Manhattan | man | HAT | uhn
- signatures | SIG | nuh | churz
- disrespect | DISS | rih | spekt
- suspended | suhss | PEN | did
- apologize | uh | POL | uh | jeyez
- motives | MOH | tivz

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- sl_______________________
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- scr_______________________
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Part 3: Comprehension and discussion

Do you see graffiti in your community? Do you think it is vandalism or art? Explain.

Share your answer with your partner. Does your partner agree or disagree?
Day One
Snitching for Money
Part 1: First read

⇒ Should schools pay students to tattle? Read silently.

At a high school in Georgia, the principal has started paying students to snitch: turn other students in for bad behavior. At Model High, students who report stealing get $10. Those who report drug use get $50. There is a $100 reward for information about guns. Principal Glenn White believes that although his school is safe now, the program will prevent the school from becoming dangerous. “It’s a proactive move,” he told the Associated Press. He points to another Georgia high school where rewards encouraged students to turn in someone who brought a handgun to class.

Many students at Model High disagree with the principal. Hannah is a senior and president of the Future Leaders. She thinks students would tell a teacher about something really bad whether or not they were paid. “But no one is going to rat out their friends for a couple extra bucks,” Hannah said.

Others in the community disagree. They say that many school crimes could be prevented if students were motivated to tell the principal. There shouldn’t be a clash between doing the right thing and being rewarded.

Some psychologists are opposed to offering students money to turn in peers. They worry that snitching can breach the feelings of trust among students. One teacher said, “We shouldn’t be teaching our students that the only reason to do the right thing is to get paid.”
At a high school in Georgia, the principal has started paying students to snitch: turn other students in for bad behavior. At Model High, students who report stealing get $10. Those who report drug use get $50. There is a $100 reward for information about guns. Principal Glenn White believes that although his school is safe now, the program will prevent the school from becoming dangerous. “It’s a proactive move,” he told the Associated Press. He points to another Georgia high school where rewards encouraged students to turn in someone who brought a handgun to class.

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**Part 2: Comprehension and discussion**

**Why do many people disagree with paying students to snitch?**

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**What was the principal’s example of how rewards can work?**

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Day One
Snitching for Money
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 Future Leaders. // She thinks students would tell a teacher about something really bad /
whether or not they were paid. // “But no one is going to rat out their friends for a couple extra
bucks,” / Hannah said. //

Others in the community disagree. // They say that many school crimes could be prevented / if
students were motivated to tell the principal. // There shouldn’t be a clash between doing the
right thing / and being rewarded. //

Some psychologists are opposed to offering students money to turn in peers. // They worry that
snitching can breach the feelings of trust among students. // One teacher said, / “We shouldn’t be
teaching our students / that the only reason to do the right thing is to get paid.” //
Day Two
Snitching for Money
Part 1: Tricky phrases and words

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

- turn other students in for bad behavior
- There is a $100 reward for information about guns
- the program will prevent the school from becoming dangerous
- They worry that snitching can breach the feelings of trust among students

- Georgia
- encouraged
- motivated
- Associated

**Word study:**

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

- gl__________
- pr__________
- cl__________
- br__________

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.
At a high school in Georgia, the principal has started paying students to snitch: turn other students in for bad behavior. At Model High, students who report stealing get $10. Those who report drug use get $50. There is a $100 reward for information about guns. Principal Glenn White believes that although his school is safe now, the program will prevent the school from becoming dangerous. “It’s a proactive move,” he told the Associated Press. He points to another Georgia high school where rewards encouraged students to turn in someone who brought a handgun to class.

Many students at Model High disagree with the principal. Hannah is a senior and president of the Future Leaders. She thinks students would tell a teacher about something really bad whether or not they were paid. “But no one is going to rat out their friends for a couple extra bucks,” Hannah said.

Others in the community disagree. They say that many school crimes could be prevented if students were motivated to tell the principal. There shouldn’t be a clash between doing the right thing and being rewarded.

Some psychologists are opposed to offering students money to turn in peers. They worry that snitching can breach the feelings of trust among students. One teacher said, “We shouldn’t be teaching our students that the only reason to do the right thing is to get paid.”

Part 3: Comprehension and discussion

Would you tattle on a close friend for money? What about someone you weren’t close to? Why or why not?

Share your answer with your partner. Do you both feel the same way?
Day One
Snitching and Reporting
Part 1: First read

→ When should you tell on a classmate? Read silently.

“You should never rat out your friends,” Darius says. Many agree that tattling or snitching is wrong. Being seen as a snitch can make you very unpopular.

Professor Larry Meeks believes there is a difference between snitching and reporting. In a *Los Angeles Daily News* article, Meeks argued that someone who sells out another person to save himself is snitching. Someone who tattles because he holds a grudge against that person is also snitching. But reporting is different. It’s telling people in authority about a situation that can harm others. For example, telling a teacher when somebody at school is planning to cause serious trouble is reporting.

Many students agree with Professor Meeks. They would rather be called a snitch than risk the safety of their friends. James, an eighth-grader at Ringer Middle School, was reported to the principal when he brought a starter pistol to school. Some students thought it was a real gun. Although James didn’t threaten other students, he understood why he was turned in. “If I thought my friends were in danger, I would have done the same thing.”

Some schools set up a system of peer mediators. Students often find it easier to trust each other than adults. Peer mediators become aware of problems that adults might never hear about. If necessary, they can report potential trouble to teachers or the principal.
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**Part 2: Comprehension and discussion**

What is a snitch?

What does a peer mediator do?
Day One
Snitching and 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.

“You should never rat out your friends,” / Darius says. // Many students agree that tattling or snitching is wrong. // Being seen as a snitch can make you very unpopular. //

Professor Larry Meeks believes / there is a critical difference between snitching / and reporting. // In a Los Angeles Daily News article, / Meeks argued that someone who sells out another person / to save himself / is snitching. // Someone who tattles / because he holds a grudge against that person / is also snitching. // But reporting is different. // It’s telling people in authority / about a situation that can harm others. // For example, / telling a teacher when somebody at school is planning to cause serious trouble / is reporting. //

Many students agree with Professor Meeks. // They would rather be called a snitch / than risk the safety of their friends. // James, / an eighth-grader at Ringer Middle School, / was reported to the principal when he brought a starter pistol to school. // Some students thought it was a real gun. // Although James didn’t threaten other students, / he understood why he was turned in. // “If I thought my friends were in danger, / I would have done the same thing.” //

Some schools set up a system of peer mediators. // Students often find it easier to trust each other / than adults. // Peer mediators become aware of problems / that adults might never hear about. // If necessary, / they can report potential trouble to teachers or the principal. //

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

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

- Being seen as a snitch can make you very unpopular
- there is a critical difference between snitching
- that someone who sells out another person
- because he holds a grudge against that person
- Peer mediators become aware of problems

- situation
- mediators
- potential
- threaten

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

- pr__________
- cr__________
- gr__________
- thr__________

If you don’t know the word already:

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

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**Part 3: Comprehension and discussion**

If you thought that a classmate was planning to hurt someone else at school, what would you do?

___________________________________________________________________

___________________________________________________________________

What does your partner think about this?