# Fluency Passages

## Level A

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# Developing fluency

## Fluency chart

<table>
<thead>
<tr>
<th>Level</th>
<th>Passage title</th>
<th>First read WPM</th>
<th>Last read WPM</th>
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<tbody>
<tr>
<td>Practice</td>
<td>What’s Your Birth Order?</td>
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<tr>
<td>A</td>
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Reading rate goal: __________ WPM!
Day One

Part 1: Silent read

Read your passage silently.

Part 2: First timed read

<table>
<thead>
<tr>
<th>Partner 1</th>
</tr>
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<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>Help partner figure out words per minute (WPM).</td>
</tr>
<tr>
<td>Listen to partner read to end of passage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start reading out loud at a good pace.</td>
</tr>
<tr>
<td>Mark the last word with //</td>
</tr>
<tr>
<td>Record words per minute (WPM) at top of page.</td>
</tr>
<tr>
<td>Finish reading passage out loud.</td>
</tr>
</tbody>
</table>

Now switch roles and repeat!

Part 3: Comprehension and discussion

Read fluency passage questions.

Write answers.

Share one interesting sentence with your partner.

Record WPM on your fluency chart.

Part 4: 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 decoding activity.

### Part 2: Last read

<table>
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<tr>
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<th>Partner 2</th>
</tr>
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<td>⚛ Finish reading passage <strong>out loud</strong>.</td>
</tr>
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</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
Where Are You From?
Part 1: Silent read

Where do you say you are from? Read silently.

Victor has lived in San Francisco since he was five years old. He is a big Giants fan. He loves Brazilian soccer, too. Although he was born in Brazil, his favorite place is Baker Beach. On Victor’s birthday, his dad cooks American-style hot dogs and serves them with Brazilian rice. Sometimes people ask Victor where he is from. He always says, “I’m from California. This is my home.”

Dallas, Texas, is where Kara grew up. She is 13 and has lived in Dallas her whole life. “When people hear me talk, they usually ask where I am from.” Kara explains, “My mom is from New York, and I talk just like her. People don’t really think I’m from here.”

Hana lives in Washington, DC. Her family’s home is on Massachusetts Avenue. “But we call it Mass Ave,” Hana says. “That’s a DC kind of thing to say.” When Hana meets new people, they often ask where she is from. “My dad is from Japan,” she says. “I look Japanese, I guess. But I am totally from here.”

Where are you from? Are there things you say that people in other places don’t get? Do you have sports teams that everyone gets excited about?

“I just moved to Boston,” says Areceli. “But I know this is my home.” She laughs. “I love Boston sports teams even when they lose. I must be from here already.”
Day One

Where Are You From?

Part 2: First timed read

Victor has lived in San Francisco since he was five years old. He is a big Giants fan. He loves Brazilian soccer, too. Although he was born in Brazil, his favorite place is Baker Beach. On Victor’s birthday, his dad cooks American-style hot dogs and serves them with Brazilian rice. Sometimes people ask Victor where he is from. He always says, “I’m from California. This is my home.”

Dallas, Texas, is where Kara grew up. She is 13 and has lived in Dallas her whole life. “When people hear me talk, they usually ask where I am from.” Kara explains, “My mom is from New York, and I talk just like her. People don’t really think I’m from here.”

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Where are you from? Are there things you say that people in other places don’t get? Do you have sports teams that everyone gets excited about?

“I just moved to Boston,” says Areceli. “But I know this is my home.” She laughs. “I love Boston sports teams even when they lose. I must be from here already.”

Part 3: Comprehension and discussion

What do Victor, Kara, and Hana all have in common?

What does Hana say instead of Massachusetts Avenue?
Day One
Where Are You From?
Part 4: 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.

Victor has lived in San Francisco / since he was five years old. // He is a big Giants fan. // He loves Brazilian soccer, / too. // Although he was born in Brazil, / his favorite place / is Baker Beach. // On Victor’s birthday, / his dad cooks American-style hot dogs / and serves them with Brazilian rice. // Sometimes people ask Victor where he is from. // He always says, / “I’m from California. // This is my home.” //</br>

Dallas, / Texas, / is where Kara grew up. // She is 13 / and has lived in Dallas / her whole life. // “When people hear me talk, / they usually ask where I am from.” // Kara explains, / “My mom is from New York, / and I talk just like her. // People don’t really think I’m from here.” //</br>

Hana lives in Washington, / D.C. // Her family’s home / is on Massachusetts Avenue. // “But we call it Mass Ave,” / Hana says. // “That’s a DC kind of thing to say.” // When Hana meets new people, / they often ask where she is from. // “My dad is from Japan,” / she says. // “I look Japanese, / I guess. // But I am totally from here.” //</br>

Where are you from? // Are there things you say / that people in other places don’t get? // Do you have sports teams / that everyone gets excited about? //

“I just moved to Boston,” / says Areceli. // “But I know this is my home.” // She laughs. // “I love Boston sports teams / even when they lose. // I must be from here already.” //</br>

☐ I read the passage in phrases out loud to my partner.
Day Two
Where Are You From?
Part 1: Tricky phrases and words

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

- Although he was born in Brazil
- his dad cooks American-style hot dogs
- is where Kara grew up
- That’s a DC kind of thing to say
- I must be from here already

- San Francisco **SAN FRAN** | sis | koh
- Brazilian | bruh | **ZIL** | ee | un
- favorite | **FAY** | ver | et
- California | kal | ih | **FOR** | nyuh
- Massachusetts | mass | uh | **CHOO** | sets
- Arecceli | air | uh | **SELL** | ee

Decoding practice:

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.

(Brazilian) American usually

Japanese totally
Where Are You From?

Part 2: Last read

Victor has lived in San Francisco since he was five years old. He is a big Giants fan. He loves Brazilian soccer, too. Although he was born in Brazil, his favorite place is Baker Beach. On Victor’s birthday, his dad cooks American-style hot dogs and serves them with Brazilian rice. Sometimes people ask Victor where he is from. He always says, “I’m from California. This is my home.”

Dallas, Texas, is where Kara grew up. She is 13 and has lived in Dallas her whole life. “When people hear me talk, they usually ask where I am from.” Kara explains, “My mom is from New York, and I talk just like her. People don’t really think I’m from here.”

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Where are you from? Are there things you say that people in other places don’t get? Do you have sports teams that everyone gets excited about?

“I just moved to Boston,” says Areceli. “But I know this is my home.” She laughs. “I love Boston sports teams even when they lose. I must be from here already.”

Check with your partner.

Where does your partner say he/she is from?

Check the answer that fits:

- We both say we are from the same place
- We say we are from different places
What’s it like to raise your younger brother or sister? Read silently.

Sometimes parents can’t care for their children. A grandparent, aunt, or older brother or sister has to step in. It is great if all the people get along. It is hard when they don’t get along.

Grandparents can adopt children who cannot live with their parents. In the U.S., 4 million children under 18 live with a grandparent.

The courts can also ask family members to take over care for younger children. Almost 2 million children live with an aunt, cousin, brother, or sister.

Sometimes older children have to take care of their little brothers and sisters. This is not like babysitting. This is for the rest of their lives. Older children may not be ready to be parents. They may not like that they cannot have a life. The younger child may not show respect. This was Alex and Erica’s story.

Alex’s mother left with a new boyfriend. She did not return home for a long time. His older sister, Erica, took Alex in. It was a struggle. Erica tells her side of the story.

“After our mother left, Alex came and stayed with me. My mother never called. My brother got angry all the time. He felt no one cared about him.”

“It is hard raising a sibling, especially when he’s 14, and I’m only 21. He still has a few problems listening. But finally things are getting better!”
Day One

Children Raising Children

Part 2: First timed read

Sometimes parents can’t care for their children. A grandparent, aunt, or older brother or sister has to step in. It is great if all the people get along. It is hard when they don’t get along.

Grandparents can adopt children who cannot live with their parents. In the U.S., 4 million children under 18 live with a grandparent.

The courts can also ask family members to take over care for younger children. Almost 2 million children live with an aunt, cousin, brother, or sister.

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“After our mother left, Alex came and stayed with me. My mother never called. My brother got angry all the time. He felt no one cared about him.”

“It is hard raising a sibling, especially when he’s 14, and I’m only 21. He still has a few problems listening. But finally things are getting better!”

Part 3: Comprehension and discussion

What can be hard about raising your own younger brother or sister?

How many children in the U.S. live with a brother or sister, aunt, or cousin?
Day One
Children Raising Children
Part 4: 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.

Sometimes parents can’t care for their children. // A grandparent, / aunt, / or older brother or sister / has to step in. // It is great if all the people get along. // It is hard when they don’t get along. //

Grandparents can adopt children who cannot live with their parents. // In the U.S., / 4 million children under 18 live with a grandparent. //

The courts can also ask family members / to take over care for younger children. // Almost 2 million children live with an aunt, / cousin, / brother, / or sister. //

Sometimes / older children have to take care of their little brothers and sisters. // This is not like babysitting. // This is for the rest of their lives. // Older children may not be ready to be parents. // They may not like that they cannot have a life. // The younger child may not show respect. // This was Alex and Erica’s story. //

Alex’s mother left with a new boyfriend. // She did not return home for a long time. // His older sister, / Erica, / took Alex in. // It was a struggle. // Erica tells her side of the story. //

“After our mother left, / Alex came and stayed with me. // My mother never called. // My brother got angry all the time. // He felt no one cared about him.” //

“It is hard raising a sibling, / especially when he’s 14, / and I’m only 21. // He still has a few problems listening. // But finally / things are getting better!” //

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

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

☐ Sometimes parents can’t care for their children
☐ Grandparents can adopt children who cannot live with their parents
☐ 4 million children under 18 live with a grandparent
☐ The courts can also ask family members
☐ older children have to take care of their little brothers and sisters
☐ The younger child may not show respect

☐ million MIL | yuhn
☐ struggle STRUH | guhl
☐ sibling SIB | ling
☐ problems PROB | lumz

Decoding practice:
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.

older finally younger
called children especially
Day Two

Children Raising Children

Part 2: Last read

Sometimes parents can’t care for their children. A grandparent, aunt, or older brother or sister has to step in. It is great if all the people get along. It is hard when they don’t get along.

Grandparents can adopt children who cannot live with their parents. In the U.S., 4 million children under 18 live with a grandparent.

The courts can also ask family members to take over care for younger children.
Almost 2 million children live with an aunt, cousin, brother, or sister.

Sometimes older children have to take care of their little brothers and sisters. This is not like babysitting. This is for the rest of their lives. Older children may not be ready to be parents. They may not like that they cannot have a life. The younger child may not show respect. This was Alex and Erica’s story.

Alex’s mother left with a new boyfriend. She did not return home for a long time. His older sister, Erica, took Alex in. It was a struggle. Erica tells her side of the story.

“After our mother left, Alex came and stayed with me. My mother never called. My brother got angry all the time. He felt no one cared about him.”

“It is hard raising a sibling, especially when he’s 14, and I’m only 21. He still has a few problems listening. But finally things are getting better!”

Part 3: Comprehension and discussion

What advice would you give to a teenager who is living with an older sister? How could they get along well?

Check with your partner. Would you give the same advice or different advice?
Day One
Get Out of Your Own Way
Part 1: Silent read

Who is Tyrese Gibson? Read silently.

Who is Tyrese Gibson? He is a performer. He acted in *Transformers* and the *Fast and Furious* movies. He has also written a self-help book, *How to Get Out of Your Own Way*.

His life did not start out easy. Tyrese grew up in Los Angeles. He was very poor. His father was not around, and his mother worked three jobs. As a sixth grader, Tyrese was kept back. He says now that he wanted to have fun, not do his homework.

Tyrese saw that he had choices to make growing up. There were gangs and drugs in his area. He could see the dealers’ lifestyle. Most of his teenage friends made different choices. Some are dead, and many are in prison. Tyrese was lucky to attend Locke High School. There he met a helpful music teacher, Mr. Andrews. Tyrese’s first big break was singing in a Coca-Cola ad. His teacher believed in him. With help, Tyrese got on the right track.

In *How to Get Out of Your Own Way*, Tyrese tells teens to hold onto dreams. You need to have a positive outlook. “Young people must resist doing things that will keep them from being in control of their thoughts and actions.” He says teens often focus too much on a boyfriend or girlfriend. They forget to take care of themselves. Focus on your goals when others may be trying to pull you back!

Day One
Get Out of Your Own Way

Part 2: First timed read

Who is Tyrese Gibson? He is a performer. He acted in *Transformers* and the *Fast and Furious* movies. He has also written a self-help book, *How to Get Out of Your Own Way*.

His life did not start out easy. Tyrese grew up in Los Angeles. He was very poor. His father was not around, and his mother worked three jobs. As a sixth grader, Tyrese was kept back. He says now that he wanted to have fun, not do his homework.

Tyrese saw that he had choices to make growing up. There were gangs and drugs in his area. He could see the dealers’ lifestyle. Most of his teenage friends made different choices. Some are dead, and many are in prison. Tyrese was lucky to attend Locke High School. There he met a helpful music teacher, Mr. Andrews. Tyrese's first big break was singing in a Coca-Cola ad. His teacher believed in him. With help, Tyrese got on the right track.

In *How to Get Out of Your Own Way*, Tyrese tells teens to hold onto dreams. You need to have a positive outlook. “Young people must resist doing things that will keep them from being in control of their thoughts and actions.” He says teens often focus too much on a boyfriend or girlfriend. They forget to take care of themselves. Focus on your goals when others may be trying to pull you back!

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**Part 3: Comprehension and discussion**

What is Tyrese Gibson known for?

___________________________________________________________________

___________________________________________________________________

Who helped Tyrese in high school?

___________________________________________________________________

___________________________________________________________________
Day One
Get Out of Your Own Way
Part 4: 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.

Who is Tyrese Gibson? // He is a performer. // He acted in *Transformers* / and the *Fast and Furious* movies. // He has also written a self-help book, *How to Get Out of Your Own Way*. //

His life did not start out easy. // Tyrese grew up in Los Angeles. // He was very poor. // His father was not around, / and his mother worked three jobs. // As a sixth grader, / Tyrese was kept back. // He says now / that he wanted to have fun, / not do his homework. //

Tyrese saw that he had choices to make growing up. // There were gangs and drugs in his area. // He could see the dealers’ lifestyle. // Most of his teenage friends made different choices. // Some are dead, / and many are in prison. // Tyrese was lucky to attend Locke High School. // There / he met a helpful music teacher, / Mr. Andrews. // Tyrese’s first big break was singing in a Coca-Cola ad. // His teacher believed in him. // With help, / Tyrese got on the right track. //

In *How to Get Out of Your Own Way*, / Tyrese tells teens to hold onto dreams. // You need to have a positive outlook. // “Young people must resist doing things / that will keep them from being in control of their thoughts and actions.” // He says teens often focus too much on a boyfriend / or girlfriend. // They forget to take care of themselves. // Focus on your goals / when others may be trying to pull you back! //

☐ I read the passage in phrases out loud to my partner.
Day Two
Get Out of Your Own Way
Part 1: Tricky phrases and words

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

- He acted in *Transformers*
- He has also written a self-help book
- You need to have a positive outlook
- that will keep them from being in control of their thoughts and actions
- Focus on your goals

- *Transformers*  →  trans | FORE | murz
- *positive*    →  PAHZ | uh | tiv
- *resist*      →  rih | ZISST
- *thoughts*    →  THAWTSS
- *focus*       →  FOH | kus

🔍 Decoding practice:
There are seven compound words in the passage. Can you find them and write them down? The first chunk of each compound word is given:

- home________________  boy________________
- life__________________ girl________________
- teen__________________ them________________
- out___________________
Day Two
Get Out of Your Own Way

Part 2: Last read

Who is Tyrese Gibson? He is a performer. He acted in Transformers and the Fast and Furious movies. He has also written a self-help book, How to Get Out of Your Own Way.

His life did not start out easy. Tyrese grew up in Los Angeles. He was very poor. His father was not around, and his mother worked three jobs. As a sixth grader, Tyrese was kept back. He says now that he wanted to have fun, not do his homework.

Tyrese saw that he had choices to make growing up. There were gangs and drugs in his area. He could see the dealers’ lifestyle. Most of his teenage friends made different choices. Some are dead, and many are in prison. Tyrese was lucky to attend Locke High School. There he met a helpful music teacher, Mr. Andrews. Tyrese’s first big break was singing in a Coca-Cola ad. His teacher believed in him. With help, Tyrese got on the right track.

In How to Get Out of Your Own Way, Tyrese tells teens to hold onto dreams. You need to have a positive outlook. “Young people must resist doing things that will keep them from being in control of their thoughts and actions.” He says teens often focus too much on a boyfriend or girlfriend. They forget to take care of themselves. Focus on your goals when others may be trying to pull you back!

Part 3: Comprehension and discussion

Tyrese says that many teens focus too much on a boyfriend or girlfriend. They don’t focus enough on themselves. Do you agree or disagree? Why?

Check with your partner. Do you feel the same way or differently?
Day One

Just Joking . . . Not!

Part 1: Silent read

Is bullying really a joke? Read silently.

It was only a joke! This is often what bullies say. But bullies know they are really being hurtful. People who bully often have followers. Followers support the bully by laughing. They may even say and do mean things themselves. But bullying is never a joke. It means that the bully is using power to hurt someone else. The victim will often say it’s okay. They may want friends at any cost. But victims of bullying are at risk for all kinds of problems. Victims can have physical problems like headaches. They may have trouble eating and sleeping. Victims can also feel depressed and alone.

Some state laws say that all schools must teach anti-bullying. Schools must also have plans for what to do when bullying takes place. Many people think that bystanders are important to bullying. Bystanders? Who are they? They are students who watch and often do nothing. Schools are teaching bystanders to stand up to a bully. Instead of supporting the bully, they can support the victim.

A lot of kids say they will never tell adults because it won’t change anything. Most bullies are never reported. Students often think that teachers and parents will not protect them. But one parent said, “Kids should try telling adults what is going on. Most parents and teachers care about this. We can’t help out if we don’t know the full story.”

We must take the power back from the bullies! A real joke makes everyone laugh!
Day One

Just Joking . . . Not!

Part 2: First timed read

WPM ___________

It was only a joke! This is often what bullies say. But bullies know they are really being hurtful. People who bully often have followers. Followers support the bully by laughing. They may even say and do mean things themselves. But bullying is never a joke. It means that the bully is using power to hurt someone else. The victim will often say it’s okay. They may want friends at any cost. But victims of bullying are at risk for all kinds of problems. Victims can have physical problems like headaches. They may have trouble eating and sleeping. Victims can also feel depressed and alone.

Some state laws say that all schools must teach anti-bullying. Schools must also have plans for what to do when bullying takes place. Many people think that bystanders are important to bullying. Bystanders? Who are they? They are students who watch and often do nothing. Schools are teaching bystanders to stand up to a bully. Instead of supporting the bully, they can support the victim.

A lot of kids say they will never tell adults because it won’t change anything. Most bullies are never reported. Students often think that teachers and parents will not protect them. But one parent said, “Kids should try telling adults what is going on. Most parents and teachers care about this. We can’t help out if we don’t know the full story.”

We must take the power back from the bullies! A real joke makes everyone laugh!

Part 3: Comprehension and discussion

What do followers and bystanders do that can support a bully?

What kinds of problems does bullying cause for the victims?
Day One
Just Joking . . . Not!
Part 4: Phrase-cued reading

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

It was only a joke! // This is often what bullies say. // But bullies know they are really being hurtful. // People who bully often have followers. // Followers support the bully / by laughing. // They may even say and do mean things themselves. // But bullying is never a joke. // It means that the bully is using power / to hurt someone else. // The victim will often say it’s okay. // They may want friends at any cost. // But victims of bullying are at risk for all kinds of problems. // Victims can have physical problems like headaches. // They may have trouble eating and sleeping. // Victims can also feel depressed and alone. //

Some state laws say that all schools must teach anti-bullying. // Schools must also have plans for what to do when bullying takes place. // Many people think that bystanders are important to bullying. // Bystanders? // Who are they? // They are students who watch and often do nothing. // Schools are teaching bystanders to stand up to a bully. // Instead of supporting the bully, / they can support the victim. //

A lot of kids say they will never tell adults / because it won’t change anything. // Most bullies are never reported. // Students often think that teachers and parents will not protect them. // But one parent said, / “Kids should try telling adults what is going on. // Most parents and teachers care about this. // We can’t help out / if we don’t know the full story.” //

We must take power back from the bullies! // A real joke makes everyone laugh! //

☐ I read the passage in phrases out loud to my partner.
Day Two
Just Joking . . . Not!
Part 1: Tricky phrases and words

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

- Followers support the bully
- Victims can have physical problems like headaches
- Victims can also feel depressed and alone
- Some state laws say that all schools must teach anti-bullying
- Many people think that bystanders are important to bullying
- Most bullies are never reported

- victim **VIK | tim**
- physical **FIZ | ih | kul**
- trouble **TRUH | buhl**
- depressed **dih | PREST**

Decoding practice:
There are five compound words in the passage. Can you find them and write them down? The first chunk of each compound word is given:

- some______________        any______________
- head______________        every______________
- by______________
It was only a joke! This is often what bullies say. But bullies know they are really being hurtful. People who bully often have followers. Followers support the bully by laughing. They may even say and do mean things themselves. But bullying is never a joke. It means that the bully is using power to hurt someone else. The victim will often say it’s okay. They may want friends at any cost. But victims of bullying are at risk for all kinds of problems. Victims can have physical problems like headaches. They may have trouble eating and sleeping. Victims can also feel depressed and alone.

Some state laws say that all schools must teach anti-bullying. Schools must also have plans for what to do when bullying takes place. Many people think that bystanders are important to bullying. Bystanders? Who are they? They are students who watch and often do nothing. Schools are teaching bystanders to stand up to a bully. Instead of supporting the bully, they can support the victim.

A lot of kids say they will never tell adults because it won’t change anything. Most bullies are never reported. Students often think that teachers and parents will not protect them. But one parent said, “Kids should try telling adults what is going on. Most parents and teachers care about this. We can’t help out if we don’t know the full story.”

We must take the power back from the bullies! A real joke makes everyone laugh!

Part 3: Comprehension and discussion
If you had a friend who was being bullied, what could you do?

Share your ideas with your partner. Do you have the same ideas or some different ones?
How can you get power in your life? Read silently.

People with power in the world can make things happen. Amazing athletes, like baseball hitter Adrian Gonzalez, have this kind of power. Their power comes from being physically strong. Presidents, mayors, and other leaders in politics can also make things happen.

Power over your life is different. You have to work at it. You have to want it. A person with this kind of power thinks about important choices. If you have power over your life, you don’t let other people tell you what to do. You are your own person. You think for yourself.

To think and act for yourself, you need to speak up about feelings. Part of this is learning new words for how you feel. The book Stick Up for Yourself talks about different emotion words. Think about “happy” and “overjoyed.” They both describe the same good feelings, but “overjoyed” is a much stronger word. An even stronger word is “ecstatic.” Saying you are “ecstatic” means more than saying you are just “happy.”

Justin says, “Sometimes I go along with things because I don’t know how to say no.” Saying no includes using the right words for your feelings. Your friends suggest doing something dangerous. Are you just a little worried? Do you feel uneasy? Or are your scared feelings stronger? Could you be fearful, jumpy, edgy, or panicky?

Naming your real feelings is part of taking control of your life.
People with power in the world can make things happen. Amazing athletes, like baseball hitter Adrian Gonzalez, have this kind of power. Their power comes from being physically strong. Presidents, mayors, and other leaders in politics can also make things happen.

Power over your life is different. You have to work at it. You have to want it. A person with this kind of power thinks about important choices. If you have power over your life, you don’t let other people tell you what to do. You are your own person. You think for yourself.

To think and act for yourself, you need to speak up about feelings. Part of this is learning new words for how you feel. The book Stick Up for Yourself talks about different emotion words. Think about “happy” and “overjoyed.” They both describe the same good feelings, but “overjoyed” is a much stronger word. An even stronger word is “ecstatic.” Saying you are “ecstatic” means more than saying you are just “happy.”

Justin says, “Sometimes I go along with things because I don’t know how to say no.” Saying no includes using the right words for your feelings. Your friends suggest doing something dangerous. Are you just a little worried? Do you feel uneasy? Or are your scared feelings stronger? Could you be fearful, jumpy, edgy, or panicky?

Naming your real feelings is part of taking control of your life.

**Part 3: Comprehension and discussion**

How do people act if they have power over their own life?

What are some words for strong emotions?
Day One
You’ve Got the Power
Part 4: 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.

People with power in the world / can make things happen. // Amazing athletes, / like baseball hitter Adrian Gonzalez, / have this kind of power. // Their power comes from being physically strong. // Presidents, / mayors, / and other leaders in politics / can also make things happen. //

Power over your life is different. // You have to work at it. // You have to want it. // A person with this kind of power thinks about important choices. // If you have power over your life, / you don’t let other people tell you what to do. // You are your own person. // You think for yourself. //

To think and act for yourself, / you need to speak up about feelings. // Part of this is learning new words for how you feel. // The book *Stick Up for Yourself* / talks about different emotion words. // Think about “happy” and “overjoyed.” // They both describe the same good feelings, / but “overjoyed” is a much stronger word. // An even stronger word is “ecstatic.” // Saying you are “ecstatic” means more than saying you are just “happy.” //

Justin says, / “Sometimes I go along with things because I don’t know how to say no.” // Saying no includes using the right words for your feelings. // Your friends suggest doing something dangerous. // Are you just a little worried? // Do you feel uneasy? // Or are your scared feelings stronger? // Could you be fearful, / jumpy, / edgy, / or panicky? //

Naming your real feelings / is part of taking control of your life. //

☐ I read the passage in phrases out loud to my partner.
Day Two
You’ve Got the Power
Part 1: Tricky phrases and words

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

☐ Their power comes from being physically strong
☐ but “overjoyed” is a much stronger word
☐ An even stronger word is “ecstatic”
☐ Your friends suggest doing something dangerous
☐ Could you be fearful

☐ Adrian  
  AY | dree | uhn
☐ Gonzalez  
  guhn | ZAH | lehz
☐ physically  
  FIH | zih | kuh | lee
☐ important  
  im | POR | tuhnt
☐ emotion  
  ih | MOH | shun

Decoding practice:

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.

hitter   feelings   overjoyed
uneasy   dangerous   fearful   jumpy
edgy   panicky   stronger
Day Two
You’ve Got the Power

Part 2: Last read

People with power in the world can make things happen. Amazing athletes, like baseball hitter Adrian Gonzalez, have this kind of power. Their power comes from being physically strong. Presidents, mayors, and other leaders in politics can also make things happen.

Power over your life is different. You have to work at it. You have to want it. A person with this kind of power thinks about important choices. If you have power over your life, you don’t let other people tell you what to do. You are your own person. You think for yourself.

To think and act for yourself, you need to speak up about feelings. Part of this is learning new words for how you feel. The book Stick Up for Yourself talks about different emotion words. Think about “happy” and “overjoyed.” They both describe the same good feelings, but “overjoyed” is a much stronger word. An even stronger word is “ecstatic.” Saying you are “ecstatic” means more than saying you are just “happy.”

Justin says, “Sometimes I go along with things because I don’t know how to say no.” Saying no includes using the right words for your feelings. Your friends suggest doing something dangerous. Are you just a little worried? Do you feel uneasy? Or are your scared feelings stronger? Could you be fearful, jumpy, edgy, or panicky?

Naming your real feelings is part of taking control of your life.

Part 3: Comprehension and discussion

Think of some words that describe being really, really angry.

Share your words with your partner. Can your partner add some words for anger?
Can your friends act unfriendly? Read silently.

It may have been easy to make friends when you were younger. As you grew up, you realized that a friend is more than someone to hang around with. A friend is someone you can count on and feel safe around. You may not always get along with a friend. That is understandable. You just have to be smart enough to know when the problem is a serious one. Maybe your friend has met new people and is not spending as much time with you. Maybe your friend is changing and now has different interests.

The young teen years can be challenging. Some girls can be catty or bossy with their friends. Old friends can turn into “frenemies.”

Jada remembers starting middle school. “My old friends started spreading rumors about me. I hadn’t done anything to them. It was really hurtful.”

Sara says, “My best friend wanted to control me: what I did, how I dressed, who else I was friendly with. I thought that was childish.”

If your friends are acting unfriendly, you have a choice. No one is in charge of you except you—and your family, of course! As you get older, you have to make decisions about the kind of person you want to be. If you have friend troubles, talk to an adult! For girls, there is a group called Strong Women, Strong Girls. You can find them online.
It may have been easy to make friends when you were younger. As you grew up, you realized that a friend is more than someone to hang around with. A friend is someone you can count on and feel safe around. You may not always get along with a friend. That is understandable. You just have to be smart enough to know when the problem is a serious one. Maybe your friend has met new people and is not spending as much time with you. Maybe your friend is changing and now has different interests.

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**Part 3: Comprehension and discussion**

What are some friendship problems for girls?

What’s a “frenemy”? 
Day One
Strong Girls
Part 4: Phrase-cued reading

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

It may have been easy to make friends / when you were younger. // As you grew up, / you realized that a friend is more than someone to hang around with. // A friend is someone you can count on / and feel safe around. // You may not always get along with a friend. // That is understandable. // You just have to be smart enough to know when the problem is a serious one. // Maybe your friend has met new people / and is not spending as much time with you. // Maybe your friend is changing / and now has different interests. //

The young teen years can be challenging. // Some girls can be catty or bossy with their friends. // Old friends can turn into “frenemies.” //

Jada remembers starting middle school. // “My old friends started spreading rumors about me. // I hadn’t done anything to them. // It was really hurtful.” //

Sara says, / “My best friend wanted to control me: / what I did, / how I dressed, / who else I was friendly with. // I thought that was childish.” //

If your friends are acting unfriendly, / you have a choice. // No one is in charge of you, / except you— / and your family, / of course! // As you get older, / you have to make decisions about the kind of person you want to be. // If you have friendship troubles, / talk to an adult! // For girls, / there is a group called Strong Women, / Strong Girls. // You can find them online. //

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

Strong Girls

Part 1: Tricky phrases and words

Read these phrases and words out loud to your partner.

- That is understandable
- Maybe your friend is changing
- Some girls can be catty or bossy with their friends
- My old friends started spreading rumors about me
- I thought that was childish
- you have to make decisions about the kind of person you want to be

- realized
- serious
- frenemies
- spreading
- rumors
- decisions
- troubles

Decoding practice:

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.

younger  understandable  catty

bossy  hurtful  friendly

childish  unfriendly
It may have been easy to make friends when you were younger. As you grew up, you realized that a friend is more than someone to hang around with. A friend is someone you can count on and feel safe around. You may not always get along with a friend. That is understandable. You just have to be smart enough to know when the problem is a serious one. Maybe your friend has met new people and is not spending as much time with you. Maybe your friend is changing and now has different interests.

The young teen years can be challenging. Some girls can be catty or bossy with their friends. Old friends can turn into “frenemies.”

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Sara says, “My best friend wanted to control me: what I did, how I dressed, who else I was friendly with. I thought that was childish.”

If your friends are acting unfriendly, you have a choice. No one is in charge of you except you—and your family, of course! As you get older, you have to make decisions about the kind of person you want to be. If you have friend troubles, talk to an adult! For girls, there is a group called Strong Women, Strong Girls. You can find them online.

Part 3: Comprehension and discussion

What would you say to a friend who was trying to control you?

___________________________________________________________________
___________________________________________________________________

Check with your partner. Would your partner say the same kind of thing or something very different?
Do you know families where everyone has to work really hard? Read silently.

Most people go to work every day. But some families work hard and still don’t make enough for the basics. It can be a strain to buy food and clothes and to pay bills. In many families, there is just one parent. In the span of a day, the parent may need to work 16 hours. In these families, older children often look after the younger ones. They may also clean the house and prepare meals. Children may pick up the slack while the parent is at work.

At 13, Derek has a lot of responsibility. He takes care of his brother and sister before and after school. Weekdays, he makes dinner and breakfast. At school, he sometimes argues with his teachers. Derek says, “It bugs me when I get scolded for forgetting homework. I have to take care of my family first. Then I can do schoolwork. There isn’t enough time.” His teachers need to be aware of all he has to do for his family. Derek also needs space just to be a 13-year-old.

Maybe an agency can help. The family may be able to get more childcare. Maybe Derek’s mother can switch hours so she can be home more.

At Derek’s house, everybody works hard just to keep even. Everyone is stressed. Families need to hope that hard work can help them get ahead.
Most people go to work every day. But some families work hard and still don’t make enough for the basics. It can be a strain to buy food and clothes and to pay bills. In many families, there is just one parent. In the span of a day, the parent may need to work 16 hours. In these families, older children often look after the younger ones. They may also clean the house and prepare meals. Children may pick up the slack while the parent is at work.

At 13, Derek has a lot of responsibility. He takes care of his brother and sister before and after school. Weekdays, he makes dinner and breakfast. At school, he sometimes argues with his teachers. Derek says, “It bugs me when I get scolded for forgetting homework. I have to take care of my family first. Then I can do schoolwork. There isn’t enough time.” His teachers need to be aware of all he has to do for his family. Derek also needs space just to be a 13-year-old.

Maybe an agency can help. The family may be able to get more childcare. Maybe Derek’s mother can switch hours so she can be home more.

At Derek’s house, everybody works hard just to keep even. Everyone is stressed. Families need to hope that hard work can help them get ahead.

Part 3: Comprehension and discussion

Why does Derek have to watch his brother and sister and make meals?

___________________________________________________________________

Why does Derek get angry when his teachers ask him about missing homework?

___________________________________________________________________
Day One
Working Hard and Not Getting Ahead
Part 4: 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.

Most people go to work every day. // But some families work hard / and still don’t make enough for the basics. // It can be a strain to buy food and clothes / and to pay bills. // In many families, / there is just one parent. // In the span of a day, / the parent may need to work 16 hours. // In these families, / older children often look after the younger ones. // They may also clean the house / and prepare meals. // Children may pick up the slack while the parent is at work. //

At 13, / Derek has a lot of responsibility. // He takes care of his brother and sister before and after school. // Weekdays, / he makes dinner and breakfast. // At school, / he sometimes argues with his teachers. // Derek says, / “It bugs me / when I get scolded for forgetting homework. // I have to take care of my family first. // Then I can do schoolwork. // There isn’t enough time.” // His teachers need to be aware of all he has to do for his family. // Derek also needs space just to be a 13-year-old. //

Maybe an agency can help. // The family may be able to get more childcare. // Maybe Derek’s mother can switch hours / so she can be home more. //

At Derek’s house, / everybody works hard just to keep even. // Everyone is stressed. // Families need to hope / that hard work can help them get ahead. //

☐ I read the passage in phrases out loud to my partner.
Day Two
Working Hard and Not Getting Ahead
Part 1: Tricky phrases and words

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

☐ It can be a strain to buy food and clothes
☐ when I get scolded for forgetting homework
☐ Maybe an agency can help
☐ everybody works hard just to keep even
☐ Derek’s mother can switch hours
☐ Everyone is stressed

☐ basics BAY | siks
☐ responsibility rih | spon | sih | BIH | lih | tee
☐ argues AR | gyooz
☐ agency AY | jun | see

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

<table>
<thead>
<tr>
<th>Blend</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>str</td>
<td></td>
</tr>
<tr>
<td>sl</td>
<td></td>
</tr>
<tr>
<td>sk</td>
<td></td>
</tr>
<tr>
<td>sc</td>
<td></td>
</tr>
<tr>
<td>sp</td>
<td></td>
</tr>
</tbody>
</table>

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.
Most people go to work every day. But some families work hard and still don’t make enough for the basics. It can be a strain to buy food and clothes and to pay bills. In many families, there is just one parent. In the span of a day, the parent may need to work 16 hours. In these families, older children often look after the younger ones. They may also clean the house and prepare meals. Children may pick up the slack while the parent is at work.

At 13, Derek has a lot of responsibility. He takes care of his brother and sister before and after school. Weekdays, he makes dinner and breakfast. At school, he sometimes argues with his teachers. Derek says, “It bugs me when I get scolded for forgetting homework. I have to take care of my family first. Then I can do schoolwork. There isn’t enough time.” His teachers need to be aware of all he has to do for his family. Derek also needs space just to be a 13-year-old.

Maybe an agency can help. The family may be able to get more childcare. Maybe Derek’s mother can switch hours so she can be home more.

At Derek’s house, everybody works hard just to keep even. Everyone is stressed. Families need to hope that hard work can help them get ahead.

---

**Part 3: Comprehension and discussion**

What could help Derek’s family the most?

___________________________________________________________________

Write down your partner’s ideas for helping Derek’s family.

___________________________________________________________________

___________________________________________________________________
Day One
Colorism
Part 1: Silent read

Do some people rate others based on their skin tone? Read silently.

Marie is a good-looking adult. But she remembers wanting to look different.

“I can remember being in the bathtub as a child. I asked my mom to put bleach in the water so that my skin would be lighter. I felt not as beautiful, as acceptable, as lovable.”

Kids used to say a slam to another dark-skinned woman: “You stayed in the oven too long.”

A young Black man tells his friends, “I only date light girls.”

Why do people devalue dark skin? A movie called Dark Girls helped people talk about colorism. Colorism is the belief that for people of color, being lighter is better.

The movie shows singer Beyoncé in a makeup ad. Next to the ad is a photo of Beyoncé. It’s clear that the ad makers changed Beyoncé’s skin color. Why does a beautiful woman have to be lighter to sell makeup?

Colorism starts very early. Dark Girls replays a CNN video of African American children. An adult shows the children pictures of little girls. “Who is the pretty one?” the adult asks. “Who is the smart one?” The children scan the pictures, thinking. Both times, the children point to the picture of a light-skinned girl.

Dark Girls tries to spark talk about colorism. The movie ends with an upbeat message. Women who like their looks repeat, “Dark is beautiful.”

Marie is a good-looking adult. But she remembers wanting to look different.

“I can remember being in the bathtub as a child. I asked my mom to put bleach in the water so that my skin would be lighter. I felt not as beautiful, as acceptable, as lovable.”

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Why do people devalue dark skin? A movie called *Dark Girls* helped people talk about colorism. Colorism is the belief that for people of color, being lighter is better.

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*Dark Girls* tries to spark talk about colorism. The movie ends with an upbeat message. Women who like their looks repeat, “Dark is beautiful.”

**Part 3: Comprehension and discussion**

**What is colorism?**

**What did ad makers do to Beyoncé’s picture to sell makeup?**
Day One
Colorism
Part 4: 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.

Marie is a good-looking adult. // But she remembers wanting to look different. // "I can remember being in the bathtub as a child. // I asked my mom to put bleach in the water so that my skin would be lighter. // I felt not as beautiful, / as acceptable, / as lovable." //

Kids used to say a slam to another dark-skinned woman: / "You stayed in the oven too long." //

A young Black man tells his friends, / “I only date light girls.” //

Why do people devalue dark skin? // A movie called Dark Girls / helped people talk about colorism. // Colorism is the belief that for people of color, / being lighter is better. //

The movie shows singer Beyoncé in a makeup ad. // Next to the ad is a photo of Beyoncé. // It's clear that the ad makers changed Beyoncé's skin color. // Why does a beautiful woman have to be lighter to sell makeup? //

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Dark Girls tries to spark talk about colorism. // The movie ends with an upbeat message. // Women who like their looks repeat, / "Dark is beautiful.” //

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

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

☐ Kids used to say a slam to another dark-skinned woman
☐ Why do people devalue dark skin
☐ Colorism is the belief that for people of color
☐ It’s clear that the ad makers changed Beyoncé’s skin color
☐ The movie ends with an upbeat message

☐ acceptable  ak | SEP | tuh | buhl
☐ lovable    LUV | uh | buhl
☐ devalue    dee | VAL | yoo
☐ colorism   KUH | ler | iz | uhm
☐ belief     bih | LEEF
☐ Beyoncé   bee | ON | say
☐ upbeat     UHP | beet
☐ message    MES | ij

Decoding practice:
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.

lighter acceptable skinned

devalue colorism replays upbeat
Day Two

Colorism

Part 2: Last read

Marie is a good-looking adult. But she remembers wanting to look different.

“I can remember being in the bathtub as a child. I asked my mom to put bleach in the water so that my skin would be lighter. I felt not as beautiful, as acceptable, as lovable.”

Kids used to say a slam to another dark-skinned woman: “You stayed in the oven too long.”

A young Black man tells his friends, “I only date light girls.”

Why do people devalue dark skin? A movie called *Dark Girls* helped people talk about colorism. Colorism is the belief that for people of color, being lighter is better.

The movie shows singer Beyoncé in a makeup ad. Next to the ad is a photo of Beyoncé. It’s clear that the ad makers changed Beyoncé’s skin color. Why does a beautiful woman have to be lighter to sell makeup?

Colorism starts very early. *Dark Girls* replays a CNN video of African American children. An adult shows the children pictures of little girls. “Who is the pretty one?” the adult asks. “Who is the smart one?” The children scan the pictures, thinking. Both times, the children point to the picture of a light-skinned girl.

*Dark Girls* tries to spark talk about colorism. The movie ends with an upbeat message. Women who like their looks repeat, “Dark is beautiful.”

Part 3: Comprehension and discussion

If you were a teacher or parent, how would you deal with young children and colorism? What would you say or do?

What would your partner say to young children?
Day One
Girl Wars
Part 1: Silent read

Why are some girls so mean? Read silently.

A book called *Girl Wars* says that some girls like the thrill that comes from hurting others. This is what mean sounds like: “Nice shirt. Did they have a sale at Goodwill?” When the victim shows her feelings are hurt, the other girl will say, “C’mon, don’t you think that’s funny?” Girls are more likely to taunt than physically hurt others. But teasing can also leave bruises. The mean girl never says she is sorry. She is never responsible for her hateful words. She makes the victim think that she’s the problem.

Most girls don’t want to be mean. But it’s easy to get caught up in gossip and name-calling when others are doing it. Mean behavior by girls often peaks in middle school.

Some mean girls are popular. But mean girls often have problems at home and at school. They may not like themselves very much. They really are not very cool! They do have friends. But their friends may be just like them or may be afraid of them.

Teasing can be bad for your mental and physical health. If you are a victim, try to talk to a trusted adult. If you are a bystander, think about your actions. Laughing and giggling when people are being mean is like clapping hands for the bullies. Even saying nothing can give the bullies support. Bullies can’t operate if they don’t have an audience.

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Some mean girls are popular. But mean girls often have problems at home and at school. They may not like themselves very much. They really are not very cool! They do have friends. But their friends may be just like them or may be afraid of them.

Teasing can be bad for your mental and physical health. If you are a victim, try to talk to a trusted adult. If you are a bystander, think about your actions. Laughing and giggling when people are being mean is like clapping hands for the bullies. Even saying nothing can give the bullies support. Bullies can’t operate if they don’t have an audience.

**Part 3: Comprehension and discussion**

**Most girls aren’t really mean. Why do so many girls take part in mean talk?**

**What happens if bystanders laugh with the bullies?**
Day One
Girl Wars
Part 4: 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 book called *Girl Wars* / says that some girls like / the thrill that comes from hurting others. // This is what mean sounds like: // “Nice shirt. // Did they have a sale at Goodwill?” // When the victim shows her feelings are hurt, / the other girl will say, / “C’mon, / don’t you think that’s funny?” // Girls are more likely to taunt than physically hurt others. // But teasing can also leave bruises. // The mean girl never says she is sorry. // She is never responsible for her hateful words. // She makes the victim think that she’s the problem. //

Most girls don't want to be mean. // But it’s easy to get caught up in gossip and name-calling / when others are doing it. // Mean behavior by girls often peaks in middle school. //

Some mean girls are popular. // But mean girls often have problems at home and at school. // They may not like themselves very much. // They really are not very cool! // They do have friends. // But their friends may be just like them / or may be afraid of them. //

Teasing can be bad for your mental and physical health. // If you are a victim, / try to talk to a trusted adult. // If you are a bystander, / think about your actions. // Laughing and giggling when people are being mean is like clapping hands for the bullies. // Even saying nothing can give the bullies support. // Bullies can’t operate / if they don’t have an audience. //

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

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

- the thrill that comes from hurting others
- Girls are more likely to taunt than physically hurt others
- She is never responsible for her hateful words
- Mean behavior by girls often peaks in middle school
- Teasing can be bad for your mental and physical health
- if they don’t have an audience

- taunt
- physically
- responsible
- caught
- physical
- operate
- audience

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

- thr__________________________
- tr__________________________
- br__________________________
- cl__________________________
- pr__________________________

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.
A book called *Girl Wars* says that some girls like the thrill that comes from hurting others. This is what mean sounds like: “Nice shirt. Did they have a sale at Goodwill?” When the victim shows her feelings are hurt, the other girl will say, “C’mon, don’t you think that’s funny?” Girls are more likely to taunt than physically hurt others. But teasing can also leave bruises. The mean girl never says she is sorry. She is never responsible for her hateful words. She makes the victim think that she’s the problem.

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Some mean girls are popular. But mean girls often have problems at home and at school. They may not like themselves very much. They really are not very cool! They do have friends. But their friends may be just like them or may be afraid of them.

Teasing can be bad for your mental and physical health. If you are a victim, try to talk to a trusted adult. If you are a bystander, think about your actions. Laughing and giggling when people are being mean is like clapping hands for the bullies. Even saying nothing can give the bullies support. Bullies can’t operate if they don’t have an audience.

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**Part 3: Comprehension and discussion**

**What kinds of mean behavior have you seen yourself?**

_________________________________________________________________

_________________________________________________________________

**What kinds of mean behavior has your partner seen?**

_________________________________________________________________
Day One

Who Are the Vandals?

Part 1: Silent read

→ Why do some students destroy their schools? Read silently.

“Oh my gosh!” “Did you see the library?” Teachers arrived early at Clinton Middle School. Right away they could see something bad had happened. Someone had broken in over the weekend. In the auditorium, seats and drapes had been slashed. Floor wax was dumped on the library carpet. Books were soaked with cleaning fluid.

Vandalism is property damage that is done on purpose. Schools that are large or run-down are often targeted. Schools without houses nearby are vandalized more. Poorly lit buildings are targets for vandals. And vandalism is more common in schools with other behavior issues.

Everyone is affected by vandalism. Students feel disrespected, and teachers feel that their work doesn’t matter. Repair costs can drain money from arts and sports. At Clinton, library and drama classes were canceled for months. Vandalized schools get a bad reputation.

Who are the vandals? Seventh grade is the peak age. Vandals are most often boys. Bored students and students with poor grades vandalize more.

What may start as a prank can get out of hand quickly. Drugs and alcohol are often part of the story. Teens who are high will behave in a reckless way. Actions can spiral out of control.

Peer pressure is often part of vandalism. Teens may do things in a group that they would never try on their own. What are your ideas about dealing with vandalism?
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Vandalism is property damage that is done on purpose. Schools that are large or run-down are often targeted. Schools without houses nearby are vandalized more. Poorly lit buildings are targets for vandals. And vandalism is more common in schools with other behavior issues.

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Part 3: Comprehension and discussion

How does vandalism hurt a school?

What kinds of students vandalize more?
Day One
Who Are the Vandals?
Part 4: 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.

“Oh my gosh!” // “Did you see the library?” // Teachers arrived early at Clinton Middle School. // Right away / they could see something bad had happened. // Someone had broken in over the weekend. // In the auditorium, / seats and drapes had been slashed. // Floor wax was dumped on the library carpet. // Books were soaked with cleaning fluid. //

Vandalism is property damage that is done on purpose. // Schools that are large or run-down / are often targeted. // Schools without houses nearby / are vandalized more. // Poorly lit buildings are targets for vandals. // And vandalism is more common in schools with other behavior issues. //

Everyone is affected by vandalism. // Students feel disrespected, / and teachers feel that their work doesn’t matter. // Repair costs can drain money from arts and sports. // At Clinton, / library and drama classes were canceled for months. // Vandalized schools get a bad reputation. //

Who are the vandals? // Seventh grade is the peak age. // Vandals are most often boys. // Bored students and students with poor grades vandalize more. //

What may start as a prank / can get out of hand quickly. // Drugs and alcohol are often part of the story. // Teens who are high will behave in a reckless way. // Actions can spiral out of control. //

Peer pressure is often part of vandalism. // Teens may do things in a group that they would never try on their own. // What are your ideas about dealing with vandalism? //

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

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

- seats and drapes had been slashed
- Vandalism is property damage that is done on purpose
- Poorly lit buildings are targets for vandals
- Students feel disrespected
- Vandalized schools get a bad reputation
- What may start as a prank

- auditorium
- damage
- behavior
- issues
- affected
- disrespected
- canceled
- reputation
- spiral
- pressure

Decoding practice:

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

-\[cl\]__________  \[dr\]__________
-\[dr\]__________  \[dr\]__________
-\[pr\]__________  \[pr\]__________

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.
Day Two

Who Are the Vandals?

Part 2: Last read

“Oh my gosh!” “Did you see the library?” Teachers arrived early at Clinton Middle School. Right away they could see something bad had happened. Someone had broken in over the weekend. In the auditorium, seats and drapes had been slashed. Floor wax was dumped on the library carpet. Books were soaked with cleaning fluid.

Vandalism is property damage that is done on purpose. Schools that are large or run-down are often targeted. Schools without houses nearby are vandalized more. Poorly lit buildings are targets for vandals. And vandalism is more common in schools with other behavior issues.

Everyone is affected by vandalism. Students feel disrespected, and teachers feel that their work doesn’t matter. Repair costs can drain money from arts and sports. At Clinton, library and drama classes were canceled for months. Vandalized schools get a bad reputation.

Who are the vandals? Seventh grade is the peak age. Vandals are most often boys. Bored students and students with poor grades vandalize more.

What may start as a prank can get out of hand quickly. Drugs and alcohol are often part of the story. Teens who are high will behave in a reckless way. Actions can spiral out of control.

Peer pressure is often part of vandalism. Teens may do things in a group that they would never try on their own. What are your ideas about dealing with vandalism?

Part 3: Comprehension and discussion

If you came in to your school and saw the library and auditorium trashed, how would you feel?

Check with your partner. How would your partner feel?