Unit 1.1
Fluency Passages
Level D

1. Judge the Person, Not the Playlist  p. 5
2. Are You Multicultural?  p. 10
3. Learning from Babies  p. 15
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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>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>What's Your Birth Order?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Judge the Person, Not the Playlist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Are You Multicultural?</td>
<td></td>
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<td>D</td>
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<td></td>
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</tr>
<tr>
<td>D</td>
<td>It Gets Better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Fighting Girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Mean Girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Hidden Causes of Crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Graffiti: Vandalism or Art?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Snitching for Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Snitching and Reporting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Day One

#### Part 1: Silent read
- 📖 Read your passage **silently**.

#### Part 2: First timed read

<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).</td>
</tr>
<tr>
<td>🕒 Listen to partner read to end of passage.</td>
<td>🖋 Record words per minute (WPM) at top of page.</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

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

Now switch roles and repeat!
## Day Two

### Part 1: Tricky phrases and words

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

Now switch roles and repeat!

📝 Both partners complete decoding activity.

### Part 2: Last read

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
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<td>🕒 Set timer to one minute.</td>
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<td>📕 Record words per minute (WPM) at top of page.</td>
</tr>
<tr>
<td>🎧 Listen to partner read to end of passage.</td>
<td>🎧 Finish reading passage <strong>out loud</strong>.</td>
</tr>
</tbody>
</table>

Now switch roles and repeat!

### Part 3: Comprehension and discussion

❓ Read fluency passage questions.

📝 Write detailed answers.

🗣️ Share and talk over answers with your partner.

✍️ Record WPM on your fluency chart.
Day One
Judge the Person, Not the Playlist
Part 1: Silent 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.

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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?

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Part 3: Comprehension and discussion

What are music stereotypes? __________________________________________________________

What does some research show about classical music fans? ___________________________

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Passage 1  p. 6

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STARI Unit 1.1 • Fluency D
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. //

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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? //
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

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.

nerdy  listeners  dangerous
preference  unfair
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: Silent 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.
Day One
Are You Multicultural?

Part 2: First timed 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.

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Part 3: 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 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.

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. //
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

- **troupe**
  - TROOP
- **defining**
  - di | FEYE | ning
- **complex**
  - kahm | PLEKS
- **expanding**
  - eks | PAN | ding
- **census**
  - SEN | suss
- **population**
  - pop | yoo | LAY | shuhn
- **indicate**
  - IN | dih | kayt

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.

- 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: Silent 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.

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**Part 3: Comprehension and discussion**

**Who do bullies pick on?**

___________________________________________________________________

___________________________________________________________________

**What are some schools in Canada doing to reduce bullying?**

___________________________________________________________________

___________________________________________________________________

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**Passage 3**

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Day One
Learning from Babies
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.

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. //

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

Learning from Babies

Part 1: Tricky phrases and words

 órg 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
☐ But 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            NER | vuss | lee
☐ menacingly           MEN | uh | sing | lee
☐ mistreated           miss | TREAT | id
☐ compassion           kuhm | PAH | shuhn
☐ aggressive            uh | GRESS | iv
☐ perspective          per | SPEK | tiv

Decoding practice:

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.

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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?
It Gets Better

Part 1: Silent Read

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.”
Day One

It Gets Better

Part 2: First timed read

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Part 3: Comprehension and discussion

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

What is cyberbullying?
Day One

It Gets Better

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.

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.” //

☐ I read the passage **out loud** to my partner.
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

Decoding practice:

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

teen age 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: Silent read

➔ Is YouTube spreading violent behavior? Read silently.

A video of two girls fighting each other was posted on YouTube for anyone to see. The video showed the girls giving each other poisonous looks. 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 3: Comprehension and discussion

What is different about physical fighting in schools today?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

What can police do with YouTube videos of school fighting?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
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 video of two girls fighting each other was posted on YouTube for anyone to see. The video showed the girls giving each other poisonous looks. 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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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.
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 each other poisonous looks
- 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 FIZ | ih | kul
- culture KUHL | chur
- repeatedly rih | PEE | tid | lee
- punishment PUHN | ish | ment

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.

replay poisonous viciously teacher
acceptable harmful realize punishment
A video of two girls fighting each other was posted on YouTube for anyone to see. The video showed the girls giving each other poisonous looks. 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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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: Silent 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.
“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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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**

What is relational aggression?

Why didn’t Kendra want to go to school again?
Day One
Mean 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.

“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. //
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 | **GRESH** | uhn
- behavior  bee | **HAY** | vyur
- aggressors  uh | **GRESS** | ers
- anxious  ANK | shuss

**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.

quickly  enjoyable  consideration  harmful
hateful  hopeless  hurtful  relational
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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?
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.

Part 3: Comprehension and discussion

What’s at the root of many youth crimes?

What does Eddy think now about vandalizing his school library?
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 still 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. //
Day Two
Hidden Causes of Crime
Part 1: Tricky phrases and words

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

☐ kids 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 THAIR | uh | pee
☐ behavior bee | HAY | vyur
☐ unhappiness uhn | HAH | pee | ness

Decoding practice:
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.
Hidden Causes of Crime

Part 2: Last read

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.

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: Silent 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.”
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**Part 3: Comprehension and discussion**

Why do people create graffiti?

What does slamming mean in graffiti slang?
Day One

Graffiti: Vandalism or Art?

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.

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. //

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☐ I read the passage in phrases out loud to my partner.
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
- signatures
- disrespect
- suspended
- apologize
- motives

Decoding practice:

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

- st_______________________
- sl_______________________
- sl_______________________
- scr_______________________
- scr_______________________
- sp_______________________

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

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?
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.”
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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**

Why do many people disagree with paying students to snitch?

What was the principal's example of how rewards can work?
Day One

Snitching for Money

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.

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 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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☐ I read the passage in phrases out loud to my partner.
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 **JOR** | juh
- encouraged **ehn** | **KUR** | ijd
- motivated **MOH** | tih | vay | tid
- Associated **uh** | **SOH** | see | ay | tid

Decoding practice:

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.

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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?
Snitching and Reporting
Part 1: Silent 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 3: Comprehension and discussion**

What is a snitch?

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

“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. //

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☐ 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
- Meeks argued 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

Decoding practice:
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?