Unit 1.2

Fluency Passages

Level D

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3. Who’s to Blame?  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>D</td>
<td>Kids Without Parents</td>
<td></td>
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<td>D</td>
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<td></td>
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</tbody>
</table>

Reading rate goal: _______ WPM!
Day One

Part 1: Silent read

Read your passage silently.

Part 2: First timed read

Partner 1

Set timer to one minute.

Say “ready, set, go” and start timer.

Tell partner to stop when timer goes off.

Help partner figure out words per minute (WPM).

Listen to partner read to end of passage.

Partner 2

Start reading out loud at a good pace.

Mark the last word with //

Record words per minute (WPM) at top of page.

Finish reading passage out loud.

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>
<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 detailed answers.

✍️ Share and talk over answers with your partner.

✍️ Record WPM on your fluency chart.
What are the options for children without parents? In some countries, they may live in a kind of group home called an orphanage. Orphanages are large facilities with 20 children or more. Children are cared for by paid staff. In old style orphanages, children eat meals at long tables and play in big groups. They may sleep in large rooms with beds lined up in rows.

Nowadays, orphanages are more common in other countries than in the U.S. Since 2000, researchers have been studying orphanages in Romania, a country in eastern Europe. Children living in orphanages were compared to children in foster care. In foster care, children live with another family. They have their own place to sleep and eat meals with the family. The foster parents take on the role of mother and father, providing more than just basic care.

Being raised in orphanages tends not to bode well for children. Children in the Romanian orphanages had more learning problems than children in foster care. Children in orphanages also had more health problems. They even had smaller bones than children in foster care! In some orphanages, one worker was the sole caregiver for many children. The research points to the importance of family life for growing children.

In the U.S., there are not enough foster families. As a result, the fate of children without parents is getting worse. More children are growing up in group homes. They can miss out on important individual attention from adults who care about them.
What are the options for children without parents? In some countries, they may live in a kind of group home called an orphanage. Orphanages are large facilities with 20 children or more. Children are cared for by paid staff. In old style orphanages, children eat meals at long tables and play in big groups. They may sleep in large rooms with beds lined up in rows.

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In the U.S., there are not enough foster families. As a result, the fate of children without parents is getting worse. More children are growing up in group homes. They can miss out on important individual attention from adults who care about them.

What are the problems with growing up in an orphanage?

What did researchers notice about the bodies of children in orphanages in Romania?
Day One
Kids Without Parents
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 are the options for children without parents? // In some countries, / they may live in a kind of group home / called an orphanage. // Orphanages are large facilities / with 20 children or more. // Children are cared for by paid staff. // In old style orphanages, / children eat meals at long tables / and play in big groups. // They may sleep in large rooms / with beds lined up in rows. //

Nowadays, / orphanages are more common in other countries / than in the U.S. // Since 2000, / researchers have been studying orphanages in Romania, / a country in eastern Europe. // Children living in orphanages / were compared to children in foster care. // In foster care, / children live with another family. // They have their own place to sleep / and eat meals with the family. // The foster parents take on the role of mother and father, / providing more than just basic care. //

Being raised in orphanages / tends not to bode well for children. // Children in the Romanian orphanages / had more learning problems / than children in foster care. // Children in orphanages also had more health problems. // They even had smaller bones than children in foster care! // In some orphanages, / one worker was the sole caregiver for many children. // The research points to the importance of family life / for growing children. //

In the U.S., / there are not enough foster families. // As a result, / the fate of children without parents is getting worse. // More children are growing up in group homes. // They can miss out on important individual attention / from adults who care about them. //

☐ I read the passage in phrases out loud to my partner.
Day Two
Kids Without Parents
Part 1: Tricky phrases and words

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

☐ What are the options for children without parents
☒ Orphanages are large facilities
☐ orphanages are more common in other countries
☐ tends not to bode well for children
☐ Children in the Romanian orphanages

☐ options          OP | shunz
☐ orphanage       OR | fan | ij
☐ facilities      fa | SIL | ih | teez
☐ researchers     REE | sur | churz
☐ Romania         roh | MAY | nee | uh
☐ individual      in | dih | VIH | joo | wul
☐ attention       uh | TEN | chun

Decoding practice:

- Underline the vowel + consonant + e pattern in these words
- Write a long vowel sign – above the middle vowel
- Put a slash / through the final e

Then read the word to your partner. Make the first vowel long (it says its name). Make the final e silent. The first one has been done for you.

role  bode  bones
sole  life  fate

Passage 1
What are the options for children without parents? In some countries, they may live in a kind of group home called an orphanage. Orphanages are large facilities with 20 children or more. Children are cared for by paid staff. In old style orphanages, children eat meals at long tables and play in big groups. They may sleep in large rooms with beds lined up in rows.

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In the U.S., there are not enough foster families. As a result, the fate of children without parents is getting worse. More children are growing up in group homes. They can miss out on important individual attention from adults who care about them.

**Part 3: Comprehension and discussion**

What could improve the lives of children in orphanages and group homes?

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Read your ideas to your partner. Write down more ideas that your partner can add.
Day One

Little Orphan Annie

Part 1: Silent read

What is it like to be an orphan? Read silently.

Do you know the songs “Tomorrow” or “It’s a Hard Knock Life”? These songs come from the famous musical, Annie. Annie has been presented on stages all over the globe. Actor Will Smith produced a movie version of the musical, and rapper Jay-Z wrote the score. Young actor Quvenzhané Wallis with the cute, curly hair is Annie. Cameron Diaz plays the evil Miss Hannigan.

The character Annie is an orphan, a child who has lost both parents. In the musical, Annie visits the house of a grumpy billionaire named Mr. Warbucks. After getting to know her, Mr. Warbucks decides to adopt Annie.

Like Annie, many orphans dream of being adopted. While waiting for a permanent home, they often live with foster parents. Foster parents are adults who volunteer to take care of children who need families. Some children are able to stay with one set of foster parents for a long time. The foster parents may even adopt them. But many foster children bounce from home to home.

By the age of 10, Shayla had lived in more than 20 different foster homes. In an interview on NPR, Shayla explained, “You think . . . maybe the next family will be better than this one.” Just like the character Annie, Shayla did not give up hope. She finally found a family who adopted her. Many children are not as lucky, however. In the U.S. today, there are over 400,000 children in foster care, many of them still waiting for a forever family.

Do you know the songs “Tomorrow” or “It’s a Hard Knock Life”? These songs come from the famous musical, *Annie*. *Annie* has been presented on stages all over the globe. Actor Will Smith produced a movie version of the musical, and rapper Jay-Z wrote the score. Young actor Quvenzhané Wallis with the cute, curly hair is Annie. Cameron Diaz plays the evil Miss Hannigan.

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### Part 3: Comprehension and discussion

What is the happy ending in the musical, *Annie*?

How was Shayla like the character, Annie?

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Passage 2
Day One

Little Orphan Annie

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.

Do you know the songs / “Tomorrow” / or “It’s a Hard Knock Life”? // These songs come from the famous musical, / *Annie*. // *Annie* has been presented on stages / all over the globe. // Actor Will Smith produced a movie version of the musical, / and rapper Jay-Z wrote the score. // Young actor Quvenzhané Wallis with the cute, curly hair / is Annie. // Cameron Diaz plays the evil Miss Hannigan. //

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Like Annie, / many orphans dream of being adopted. // While waiting for a permanent home, / they often live with foster parents. // Foster parents are adults who volunteer / to take care of children who need families. // Some children are able to stay with one set of foster parents / for a long time. // The foster parents may even adopt them. // But many foster children bounce from home to home. //

By the age of 10, / Shayla had lived in more than 20 different foster homes. // In an interview on *NPR*, / Shayla explained, / “You think…maybe the next family will be better / than this one.” // Just like the character Annie, / Shayla did not give up hope. // She finally found a family who adopted her. // Many children are not as lucky, / however. // In the U.S. today, / there are over 400,000 children in foster care, / many of them still waiting for a forever family. //

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

Passage 2
Day Two
Little Orphan Annie
Part 1: Tricky phrases and words

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

- These songs come from the famous musical
- Actor Will Smith produced a movie version of the musical
- While waiting for a permanent home
- Shayla had lived in more than 20 different foster homes
- Just like the character Annie

- Quvenzhane              kwuh | VEN | juh | nay
- character              KAIR | ik | ter
- billionaire             BIL | yun | air
- permanent              PER | muh | nent
- volunteer              vol | un | TEER
- explained              ek | SPLAYND
- finally                 FEYE | nuh | lee

Decoding practice:

- Underline the vowel + consonant + e pattern in these words
- Write a long vowel sign — above the middle vowel
- Put a slash / through the final e

Then read the word to your partner. Make the first vowel long (it says its name). Make the final e silent. The first one has been done for you.

- cute  globe  stage  wrote
- while

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**Part 3: Comprehension and discussion**

How do you think Shayla felt on the day when she was finally adopted?

Share your answer with your partner. Write down your partner’s ideas about this.
Day One
Who’s to Blame?
Part 1: Silent read

Should seriously obese children be removed from their homes? Read silently.

When children are seriously obese, is their home to blame? As American children get heavier, this is a question some doctors are asking. Children are obese if they are 50 percent above their recommended weight. Blood sugar, lung, and heart problems can shorten their lives.

In some states, children have been taken from their homes when their weight gain got out of hand. A third grader in Ohio was put in foster care after his weight ballooned to 200 pounds. Dr. Norman Fost told The LA Times that this should only be a last resort. “You try everything else first.” Clinics can help families limit sugary drinks and junk food and get children moving. The Ohio boy was placed in foster care for six months and then returned to his family. He had lost more than 50 pounds.

Mr. and Mrs. Keene nearly had their son Anthony taken from them. At age 5, Anthony weighed 140 pounds. He was so heavy he often had to strain to breathe. One night, the Keenes heard Anthony groan in pain. They rushed him to an emergency room. Anthony was hooked up to a machine to control his breathing.

Social workers set up a care plan for Anthony and his family. “That hospital trip was a real wakeup call for us,” Mrs. Keene said. “I had no idea that Anthony’s weight problem was so serious.” A hospital program helps the Keenes glean advice on how Anthony can successfully control his weight.

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**Part 3: Comprehension and discussion**

Why did the Keene family rush to the emergency room?

____________________________________________________________________
____________________________________________________________________

What are some serious health problems caused by being obese?

____________________________________________________________________
____________________________________________________________________

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Passage 3
Day One
Who’s to Blame?
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.

When children are seriously obese, / is their home to blame? // As American children get heavier, / this is a question some doctors are asking. // Children are obese / if they are 50 percent above their recommended weight. // Blood sugar, / lung, / and heart problems can shorten their lives.

In some states, / children have been taken from their homes / when their weight gain got out of hand. // A third grader in Ohio / was put in foster care / after his weight ballooned to 200 pounds. // Dr. Norman Fost told The LA Times / that this should only be a last resort. // “You try everything else first.” // Clinics can help families limit sugary drinks and junk food / and get children moving. // The Ohio boy was placed in foster care for six months / and then returned to his family. // He had lost more than 50 pounds. //

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Day Two
Who’s to Blame?
Part 1: Tricky phrases and words

Read these phrases and words out loud to your partner.

☐ this is a question some doctors are asking
☐ if they are 50 percent above their recommended weight
☐ after his weight ballooned to 200 pounds.
☐ Clinics can help families limit sugary drinks and junk food
☐ He was so heavy he often had to strain to breathe

☐ seriously SIH | ree | us | lee
☐ obese oh | BEES
☐ recommended rek | uh | MEN | did
☐ resort rih | ZORT
☐ emergency ih | MER | jen | see
☐ social SOH | shul
☐ successfully suk | SES | ful | ee

Decoding practice:
• Underline the vowel combo in the words below
• Write a long vowel sign ¯ above the first vowel in the vowel combo
• Put a slash / through the second vowel in the vowel combo

Then read the word to your partner. Make the first vowel long (it says its name). Make the second vowel silent. The first one has been done for you.

gain Keene strain breathe groan glean

Passage 3
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Day Two
Who’s to Blame?
Part 2: Last read

When children are seriously obese, is their home to blame? As American children get heavier, this is a question some doctors are asking. Children are obese if they are 50 percent above their recommended weight. Blood sugar, lung, and heart problems can shorten their lives.

In some states, children have been taken from their homes when their weight gain got out of hand. A third grader in Ohio was put in foster care after his weight ballooned to 200 pounds. Dr. Norman Fost told The LA Times that this should only be a last resort. “You try everything else first.” Clinics can help families limit sugary drinks and junk food and get children moving. The Ohio boy was placed in foster care for six months and then returned to his family. He had lost more than 50 pounds.

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Part 3: Comprehension and discussion

Do you think that Anthony’s breathing problem was his parents’ fault?

What does your partner think? Do you agree or disagree?
Day One
Military Moms
Part 1: Silent read

Should women who fight overseas lose their children? Read silently.

Kelly lives in Bull Shoals, Arkansas. She has two children, a son and a daughter. Although Kelly separated from her husband, she lived a happy life with her children, who visited their father every other week.

In 2009, Kelly left the U.S. to fight in the war in Afghanistan. While she was away defending her country, her children lived with their father full-time. Kelly wrote her children every day while she was in Afghanistan. They were always eager to get their mother’s letters. Despite the fact that their mother was at war, the daily letters let the children know she was thinking about them all the time.

With her service time ending, Kelly felt excited to be reunited with her children. Just before she returned home, however, their father informed Kelly that that he was going to court. Having a mother in Afghanistan created an unstable environment for the children, he claimed. He was seeking full custody, meaning the children would live with their father full-time. “If you get called away to fight again, our children will be devastated,” the father said.

Kelly worked hard to regain custody of her children. “You have to sacrifice so much to serve your country,” she argued. “If I had known I would be asked to sacrifice my children too, I would never have gone. I feel like my service was in vain.”
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Kelly worked hard to regain custody of her children. “You have to sacrifice so much to serve your country,” she argued. “If I had known I would be asked to sacrifice my children too, I would never have gone. I feel like my service was in vain.”

What worries many women soldiers who fight overseas?

____________________________________________________________________

____________________________________________________________________

What did the children’s father want?

____________________________________________________________________

____________________________________________________________________
Day One
Military Moms
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.

Kelly lives in Bull Shoals, / Arkansas. // She has two children, / a son and a daughter. // Although Kelly separated from her husband, / she lived a happy life with her children, / who visited their father every other week. //

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

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

- Although Kelly separated from her husband
- While she was away defending her country
- Despite the fact that their mother was at war
- Kelly felt excited to be reunited with her children
- created an unstable environment for the children

- Arkansas  AR | kan | saw
- although  ol | THOH
- Afghanistan  af | GAN | ih | stan
- reunited  ree | yoo | NEYE | tid
- unstable  un | STAY | bul
- environment  en | VYE | ron | ment
- custody  CUS | tuh | dee
- devastated  DE | va | stay | tid
- sacrifice  SAC | rih | feyes

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- Write a long vowel sign − above the first vowel in the vowel combo
- Put a slash / through the second vowel in the vowel combo

Then read the word to your partner. Make the first vowel long (it says its name). Make the second vowel silent. The first one has been done for you.

regain  Shoals  eager  daily
claimed  argued  vain
Day Two
Military Moms
Part 2: Last read

Kelly lives in Bull Shoals, Arkansas. She has two children, a son and a daughter. Although Kelly separated from her husband, she lived a happy life with her children, who visited their father every other week.

In 2009, Kelly left the U.S. to fight in the war in Afghanistan. While she was away defending her country, her children lived with their father full-time. Kelly wrote her children every day while she was in Afghanistan. They were always eager to get their mother’s letters. Despite the fact that their mother was at war, the daily letters let the children know she was thinking about them all the time.

With her service time ending, Kelly felt excited to be reunited with her children. Just before she returned home, however, their father informed Kelly that that he was going to court. Having a mother in Afghanistan created an unstable environment for the children, he claimed. He was seeking full custody, meaning the children would live with their father full-time. “If you get called away to fight again, our children will be devastated,” the father said.

Kelly worked hard to regain custody of her children. “You have to sacrifice so much to serve your country,” she argued. “If I had known I would be asked to sacrifice my children too, I would never have gone. I feel like my service was in vain.”

Part 3: Comprehension and discussion

What do you think? Was the dad right? Was it bad for children to live with a mother who might get sent off to fight again?

____________________________________________________________________

Write down your partner’s opinion.

____________________________________________________________________

☐ We agree ☐ We disagree

Passage 4
Who was Langston Hughes? Read silently.

When many people are asked about their favorite poet, they instantly say Langston Hughes. His well-loved poems include “Dreams,” “Mother to Son,” and “I, Too, Sing America.” What makes his writing stand out? His poems use everyday talk to speak to the world about hope and dreams. Langston also took the feeling of popular music and brought that energy to poetry.

Growing up in the 1900’s, Langston first began to write for his grade school friends and classmates. At just 19, he published his first poem in the NAACP magazine, The Crisis. Langston’s father was impressed and agreed to pay for Langston to attend college at Columbia University.

Although Langston enjoyed living in New York, the Ivy League college wasn’t right for him. As a Black student, he often faced racism. He also wanted to see more of life than a college classroom. Working on boats to pay his way, Langston traveled all over West Africa and Europe. He found jobs as a waiter and dishwasher in clubs just so he could hear the jazz music he loved.

What was fresh and different about Langston’s poetry? He became one of the innovators of jazz poetry. Jazz poems broke the old rules of rhythm in poetry. Jazz poems used short stanzas and repeated lines, just like popular music. Langston listened to jazz and blues music and wrote poetry with the same sounds. His poems also spoke out about racism and bigotry.
When many people are asked about their favorite poet, they instantly say Langston Hughes. His well-loved poems include “Dreams,” “Mother to Son,” and “I, Too, Sing America.” What makes his writing stand out? His poems use everyday talk to speak to the world about hope and dreams. Langston also took the feeling of popular music and brought that energy to poetry.

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Why do people love Langston Hughes’s poems?

Why did he drop out of college?
Day One
Langston Hughes: Jazz Poet
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.

When many people are asked about their favorite poet, / they instantly say Langston Hughes. // His well-loved poems include “Dreams,” / “Mother to Son,” / and “I, Too, Sing America.” // What makes his writing stand out? // His poems use everyday talk to speak to the world / about hope and dreams. // Langston also took the feeling of popular music / and brought that energy to poetry. //

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

Langston Hughes: Jazz Poet

Part 1: Tricky phrases and words

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

☐ When many people are asked about their favorite poet
☐ His well-loved poems include “Dreams”
☐ and brought that energy to poetry
☐ the Ivy League college wasn’t right for him
☐ He became one of the innovators of jazz poetry

☐ Hughes HYOOZ
☐ energy EN | ur | jee
☐ magazine MAG | uh | zeen
☐ Crisis CRY | sis
☐ League LEEG
☐ rhythm RIH | thum

Decoding practice:

• Find the vowels in these longer words
• Write a v above each vowel
• Count the vowels
• Write the number of syllables in the word
• Try clapping the syllables and say the word

The first one is done for you.

LÅŋstɔn 2 instantly ___ popular ___ bigotry ___

Columbia ___ University ___ innovators ___ stanza ___

Passage 5
Day Two
Langston Hughes: Jazz Poet

Part 2: Last read

When many people are asked about their favorite poet, they instantly say Langston Hughes. His well-loved poems include “Dreams,” “Mother to Son,” and “I, Too, Sing America.” What makes his writing stand out? His poems use everyday talk to speak to the world about hope and dreams. Langston also took the feeling of popular music and brought that energy to poetry.

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Part 3: Comprehension and discussion

Langston Hughes dropped out of a famous college to travel the world and listen to jazz. Do you think this was a good idea? What’s your reason?

____________________________________________________________________

____________________________________________________________________

Share your answer with your partner. What is your partner’s opinion?

____________________________________________________________________

____________________________________________________________________
Day One
Spoken Word
Part 1: Silent read

➔ What are the connections between poetry slam and rap? Read silently.

In poetry slams, contestants must write and perform their own poetry. Poetry slams are not just about what a poem says. Slam puts the emphasis on how a poem is performed.

The National Poetry Slam is the largest performance poetry event in the world. In 2011, the National Poetry Slam was held at the Cantab Lounge, near Boston, Massachusetts. The event featured five days of open mic competitions and performance workshops. Over 300 performers attended. At the end, the winner was a team called Slam Nuba from Denver, Colorado.

Rap is a very different kind of spoken word poetry. Rap is performed in time to a musical beat. Rap originated in the 1970s at house parties in New York City. At first, parties were hosted by DJs who spun records. They created beats for people to dance to. DJs then started free-styling, performing lyrics over the beats of the music. Eventually, popular DJs began recording their own tracks. Rap music was born!

Jay-Z is a rapper who rose to fame in the late 1990s. In 2010, he wrote a book called *Decoded* about growing up with rap in Brooklyn, New York. In an interview on *The Daily Show*, he told why he wrote *Decoded*. “The basis of the book is that I care about the culture and rap and it being a respectable form of art.” Jay-Z argues that the poetry in rap is “trying to use words to find fresh angles into the emotions that we all share.”

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**Part 3: Comprehension and discussion**

What are some things that are similar about poetry slam and rap?

What is free-styling?
Day One
Spoken Word
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.

In poetry slams, / contestants must write and perform their own poetry. // Poetry slams are not just about what a poem says. // Slam puts the emphasis / on how a poem is performed. //

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

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

- Poetry slams are not just about what a poem says on how a poem is performed
- The event featured five days of open mic competitions
- Rap originated in the 1970s
- performing lyrics over the beats of the music

- emphasis
- Lounge
- featured
- originated
- lyrics
- eventually

Decoding practice:
- Find the vowels in these longer words
- Write a ` above each vowel
- Count the vowels
- Write the number of syllables in the word
- Try clapping the syllables and say the word

The first one is done for you.

contestants ` poetry ` Massachusetts ` created ` attended ` workshops ` Decoded ` respectable `
Day Two
Spoken Word

Part 2: Last read

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Part 3: Comprehension and discussion

Do you agree with Jay-Z? Is rap poetry? Why or why not?

Read your answer to your partner. Listen to your partner’s ideas. Write down one good idea from your partner.

☐ We agree ☐ We disagree
Day One
Brooklyn, New York
Part 1: Silent read

➔ Find out more about a famous section of New York. Read silently.

When tourists and trekkers plan to visit New York City, they may think of the Empire State Building. They may picture the Christmas tree at Rockefeller Center. They may think about catching a Broadway show. They may even think about visiting Ground Zero, the site of the September 11 attacks.

All of these attractions are in Manhattan. Manhattan is the oldest section of New York. But Brooklyn actually has the highest population of all five boroughs. Brooklyn was its own city until 1898, when it was annexed to become part of New York. Though just across the river from Manhattan, Brooklyn has its own culture and style.

Many Brooklyn neighborhoods are ‘ethnic enclaves.’ These are areas where people of the same heritage live together. You can buy Jamaican meat patties in Lefferts Gardens, home for many West Indian families. Or you could snack on tacos al pastor in the Mexican area of Sunset Park. In Fort Greene, you can feast on fritters from Senegal or Southern-style collard greens.

Most people have heard of Central Park, but fewer may know about Prospect Park in Brooklyn. Both parks were designed by the same landscape planner. In Prospect Park, you can visit a zoo, a nature center, and a boathouse. In the summers, there are often free outdoor concerts. Naya lives near Prospect Park. She says, “I think it’s better than Central Park because it has everything you want, but it’s less crowded.”
Day One
Brooklyn, New York

Part 2: First timed read

When tourists and trekkers plan to visit New York City, they may think of the Empire State Building. They may picture the Christmas tree at Rockefeller Center. They may think about catching a Broadway show. They may even think about visiting Ground Zero, the site of the September 11 attacks.

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Most people have heard of Central Park, but fewer may know about Prospect Park in Brooklyn. Both parks were designed by the same landscape planner. In Prospect Park, you can visit a zoo, a nature center, and a boathouse. In the summers, there are often free outdoor concerts. Naya lives near Prospect Park. She says, “I think it’s better than Central Park because it has everything you want, but it’s less crowded.”

Part 3: Comprehension and discussion

What are some differences between Brooklyn and Manhattan?

____________________________________________________________________

____________________________________________________________________

What’s one kind of ethnic food you can find in Brooklyn?

____________________________________________________________________

____________________________________________________________________
Day One
Brooklyn, New York

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.

When tourists and trekkers plan to visit New York City, / they may think of the Empire State Building. // They may picture the Christmas tree / at Rockefeller Center. // They may think about catching a Broadway show. // They may even think about visiting Ground Zero, / the site of the September 11 attacks. //

All of these attractions are in Manhattan. // Manhattan is the oldest section of New York. // But Brooklyn actually has the highest population / of all five boroughs. // Brooklyn was its own city until 1898, / when it was annexed to become part of New York. // Though just across the river from Manhattan, / Brooklyn has its own culture and style. //

Many Brooklyn neighborhoods are ‘ethnic enclaves.’ // These are areas where people of the same heritage / live together. // You can buy Jamaican meat patties in Lefferts Gardens, / home for many West Indian families. // Or you could snack on tacos al pastor / in the Mexican area of Sunset Park. // In Fort Greene, / you can feast on fritters from Senegal / or Southern-style collard greens. //

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

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

- When tourists and trekkers plan to visit New York City
- the site of the September 11 attacks
- But Brooklyn actually has the highest population
- These are areas where people of the same heritage

- attractions
- boroughs
- ethnic
- enclave
- heritage
- Senegal

Decoding practice:

We break words into syllables between double consonants in the middle of words.

- Underline the double consonants
- Draw a line between the double consonants
- Put a short vowel sign over the first vowel
- Say the word with your partner

The first one is done for you.

trekkers  attacks  annexed  patties
Lefferts  fritters  collard  planner
Day Two
Brooklyn, New York

Part 2: Last read

When tourists and trekkers plan to visit New York City, they may think of the Empire State Building. They may picture the Christmas tree at Rockefeller Center. They may think about catching a Broadway show. They may even think about visiting Ground Zero, the site of the September 11 attacks.

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Part 3: Comprehension and discussion

Would you rather visit Manhattan or Brooklyn? Why?

Share your answer with your partner. What does your partner think?
What can you do to prevent fires at home? Read silently.

More than 3,500 Americans die in fires every year. Many of these fires occur at home, the place where people feel the safest. What are the fire hazards in our homes? Older electrical appliances can cause fires if their cords become frayed. If power cords are overloaded, short circuits can cause fires. Appliances like curling irons and space heaters can overheat and catch fire. Fires can also start on the stove or with matches.

In February 2010, a man was at home with his child and was sitting for three other children. But he fell asleep while he was cooking, and the oven started a fire that swept through the whole house. One neighbor told Boston.com, “I called 911 in a panic.” Another neighbor banged on the door to wake up the occupants of the house. Firefighters told WJRT-TV that they got to the scene late because a nearby fire station had been closed due to budget cuts. The father survived, but all four children were killed.

The U.S. Fire Administration recommends several steps for preventing fires. They say that surviving a fire is not a matter of luck. It can be a matter of planning ahead. They recommend having working smoke alarms, being careful to shut off appliances, and only plugging appliances into outlets when they are being used. Families can also buy cheap home safety sprinklers to use in case of emergency.

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What are some ways that fires can start in your home?

____________________________________________________________________
____________________________________________________________________

Why were the firefighters late in getting to the house fire?

____________________________________________________________________
____________________________________________________________________
Day One
Fires at Home
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.

More than 3,500 Americans die in fires / every year. // Many of these fires occur at home, / the place where people feel the safest. // What are the fire hazards in our homes? //
Older electrical appliances can cause fires / if their cords become frayed. // If power cords are overloaded, / short circuits can cause fires. // Appliances like curling irons / and space
heaters can overheat / and catch fire. // Fires can also start on the stove / or with matches. //

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

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

☐ More than 3,500 Americans die in fires
☐ the place where people feel the safest
☐ Older electrical appliances can cause fires
☐ that swept through the whole house
☐ The U.S. Fire Administration recommends several steps

☐ hazards HA | zerdz
☐ appliances uh | PLY | en | sez
☐ circuits SUR | kits
☐ neighbor NAY | ber
☐ Administration ad | min | ih | STRAY | shun
☐ recommends reh | kuh | MENDZ

Decoding practice:

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- Draw a line between the double consonants
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- Say the word with your partner

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sitting occur plugging matter planning
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### Part 3: Comprehension and discussion

Did you learn something new from this article? What will you do differently to be safe from fires?

____________________________________________________________________

____________________________________________________________________

What does your partner think?

____________________________________________________________________

____________________________________________________________________
Day One  
**Adopt a Teenager**  
Part 1: Silent read

→ Can a teenager who has no parents be adopted? Read silently.

Some adults who want children decide to adopt. Often, adoptive parents want a newborn that they can raise from the start. Couples or single adults may spend years on waiting lists before they can adopt an infant. Yet there are hundreds of teenagers awaiting adoption. The legal process involved in adopting a teenager is streamlined.

So why aren't more teenagers being adopted? For one, it may seem easier to have a long-term impact on a child’s life if the child joins the family at a very young age. Some parents want to feel they can affect the whole life of their child.

Teenagers may present challenges that parents find tough to handle. They may get into conflict with adults. They may have emotional ups and downs because of puberty. Teens who are moving into an adoptive family often have an especially difficult time.

In spite of the challenges, Amber Marie and her partner adopted a 14-year-old girl. They had previously been foster parents to several other children, all for shorter stays. Teenagers seemed to click in their family. They also didn't feel up to parenting a child from birth.

Amber says that in some ways, teenagers are easier to parent than babies. "They can take care of many of their own personal needs if you just provide the resources," said Amber. "Adopting a teen has its challenges, but it also has great rewards."
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**Part 3: Comprehension and discussion**

Why aren't teenagers adopted as often as babies?

Why did Amber Marie decide to adopt a teenager?
Day One
Adopt a Teenager
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.

Some adults who want children / decide to adopt. // Often, / adoptive parents want a newborn / that they can raise from the start. // Couples or single adults may spend years on waiting lists / before they can adopt an infant. // Yet there are hundreds of teenagers awaiting adoption. // The legal process involved in adopting a teenager / is streamlined. //

So why aren't more teenagers being adopted? // For one, / it may seem easier to have a long-term impact on a child’s life / if the child joins the family / at a very young age. // Some parents want to feel / they can affect the whole life of their child. //

Teenagers may present challenges / that parents find tough to handle. // They may get into conflict with adults. // They may have emotional ups and downs / because of puberty. // Teens who are moving into an adoptive family / often have an especially difficult time. //

In spite of the challenges, / Amber Marie and her partner adopted a 14-year-old girl. // They had previously been foster parents / to several other children, / all for shorter stays. // Teenagers seemed to click in their family. // They also didn't feel up to parenting a child from birth. //

Amber says that in some ways, / teenagers are easier to parent than babies. // "They can take care of many of their own personal needs / if you just provide the resources," / said Amber. // "Adopting a teen has its challenges, / but it also has great rewards." //

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

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

- Couples or single adults may spend years on waiting lists
- Yet there are hundreds of teenagers awaiting adoption
- The legal process involved in adopting a teenager
- it may seem easier to have a long-term impact on a child’s life
- They can take care of many of their own personal needs

- streamlined  **STREEM** | leyend
- challenges  **CHA** | len | jez
- puberty  **PYOO** | ber | tee
- especially  ih | **SPEH** | shuh | lee
- previously  **PREE** | vee | us | lee

Decoding practice:

We break words into syllables where we see two consonants in the middle of words.

- Underline the middle two consonants
- Draw a line between the two consonants
- Put a short vowel sign ^ over the first vowel
- Say the word with your partner

The first one is done for you.

often  infant  involve  streamlined

impact  foster  Amber  also
Day Two
Adopt a Teenager
Part 2: Last read

Some adults who want children decide to adopt. Often, adoptive parents want a newborn that they can raise from the start. Couples or single adults may spend years on waiting lists before they can adopt an infant. Yet there are hundreds of teenagers awaiting adoption. The legal process involved in adopting a teenager is streamlined.

So why aren’t more teenagers being adopted? For one, it may seem easier to have a long-term impact on a child’s life if the child joins the family at a very young age. Some parents want to feel they can affect the whole life of their child.

Teenagers may present challenges that parents find tough to handle. They may get into conflict with adults. They may have emotional ups and downs because of puberty. Teens who are moving into an adoptive family often have an especially difficult time.

In spite of the challenges, Amber Marie and her partner adopted a 14-year-old girl. They had previously been foster parents to several other children, all for shorter stays. Teenagers seemed to click in their family. They also didn’t feel up to parenting a child from birth.

Amber says that in some ways, teenagers are easier to parent than babies. "They can take care of many of their own personal needs if you just provide the resources," said Amber. "Adopting a teen has its challenges, but it also has great rewards."

Part 3: Comprehension and discussion

Would you consider adopting a teenager when you grow up? Why or why not?

Share your answer with your partner. What does your partner think?
Day One
Sickle Cell Testing
Part 1: Silent read

Find out about testing for sickle cell trait. Read silently.

Dale Lloyd was a gifted student and athlete. He played many sports in high school and won a scholarship to play football at Rice University. One day, Dale collapsed during football practice. He was rushed to the hospital but sadly died the next day.

Doctors and his parents were baffled. His mother told NPR, “We would always look for and make sure he had a good heart. We always had him checked out from top to bottom.”

Dale’s check-ups, however, did not include testing for sickle cell trait. Doctors discovered later that sickle cell trait caused Dale’s death. Having sickle cell trait means you carry the gene that causes sickle cell disease. Sickle cell trait usually causes no problems. But for athletes who are pushed very hard, like Dale Lloyd, sickle cell trait can cause the body to break down.

Dale’s family worked to prevent this from happening to other athletes. Starting in 2010, colleges were mandated to test athletes for sickle cell trait.

Who is at risk? Sickle cell trait is more common in African Americans than in other groups. People with roots in southern Europe, South, or Central America are also at higher risk. But all athletes are now tested, whatever their background.

If athletes do have sickle cell trait, they are advised to avoid overexerting themselves. Drinking plenty of water and resting are important. Athletes are told to stop exercising if they feel fatigue, lower back cramps, or muscle spasms. Testing can save lives!

Dale Lloyd was a gifted student and athlete. He played many sports in high school and won a scholarship to play football at Rice University. One day, Dale collapsed during football practice. He was rushed to the hospital but sadly died the next day.

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**Part 3: Comprehension and discussion**

**Why did Dale Lloyd die?**

____________________________________________________________________

____________________________________________________________________

**What advice is given to athletes with sickle cell trait?**

____________________________________________________________________

____________________________________________________________________
Day One

Sickle Cell Testing

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.

Dale Lloyd was a gifted student and athlete. He played many sports in high school and won a scholarship to play football at Rice University. One day, Dale collapsed during football practice. He was rushed to the hospital but sadly died the next day.

Doctors and his parents were baffled. His mother told NPR, “We would always look for and make sure he had a good heart. We always had him checked out from top to bottom.”

Dale’s check-ups, however, did not include testing for sickle cell trait. Doctors discovered later that sickle cell trait caused Dale’s death. Having sickle cell trait means you carry the gene that causes sickle cell disease. Sickle cell trait usually causes no problems. But for athletes who are pushed very hard, like Dale Lloyd, sickle cell trait can cause the body to break down.

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If athletes do have sickle cell trait, they are advised to avoid overexerting themselves. Drinking plenty of water and resting are important. Athletes are told to stop exercising if they feel fatigue, lower back cramps, or muscle spasms. Testing can save lives!

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

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

☐ Dale Lloyd was a gifted student
☐ but sadly died the next day
☐ did not include testing for sickle cell trait
☐ Having sickle cell trait means you carry the gene
☐ Sickle cell trait is more common in African Americans

☐ Lloyd  LOYD
☐ sickle  SIK | ul
☐ trait  TRAYT
☐ fatigue  fuh | TEEG
☐ muscle  MUS | ul
☐ spasms  SPAZ | umz

🔍 Decoding practice:

We break words into syllables where we see two consonants in the middle of words.

- **Underline** the middle two consonants
- **Draw a line** between the two consonants
- **Put a short vowel sign** over the first vowel
- Say the word with your partner

The first one is done for you.

doctors  practice  hospital  advised

discovered  problems  mandated
Day Two
Sickle Cell Testing

Part 2: Last read

Dale Lloyd was a gifted student and athlete. He played many sports in high school and won a scholarship to play football at Rice University. One day, Dale collapsed during football practice. He was rushed to the hospital but sadly died the next day.

Doctors and his parents were baffled. His mother told NPR, “We would always look for and make sure he had a good heart. We always had him checked out from top to bottom.”

Dale’s check-ups, however, did not include testing for sickle cell trait. Doctors discovered later that sickle cell trait caused Dale’s death. Having sickle cell trait means you carry the gene that causes sickle cell disease. Sickle cell trait usually causes no problems. But for athletes who are pushed very hard, like Dale Lloyd, sickle cell trait can cause the body to break down.

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Who is at risk? Sickle cell trait is more common in African Americans than in other groups. People with roots in southern Europe, South, or Central America are also at higher risk. But all athletes are now tested, whatever their background.

If athletes do have sickle cell trait, they are advised to avoid overexerting themselves. Drinking plenty of water and resting are important. Athletes are told to stop exercising if they feel fatigue, lower back cramps, or muscle spasms. Testing can save lives!

Part 3: Comprehension and discussion

Do you think that people with sickle cell trait should play college sports? Why or why not?

____________________________________________________________________
____________________________________________________________________

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

____________________________________________________________________
____________________________________________________________________

Passage 10

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