## Unit 2.2

**Fluency Passages**

**Level A**

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<th>1. September 11</th>
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<td>3. Recruiting</td>
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</tbody>
</table>
Developing fluency

Fluency chart

<table>
<thead>
<tr>
<th>Level</th>
<th>Passage title</th>
<th>First read WPM</th>
<th>Last read WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>September 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Pat Tillman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Recruiting</td>
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<td>A</td>
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<td>A</td>
<td>African Americans and the Iraq War</td>
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<td></td>
</tr>
<tr>
<td>A</td>
<td>PTSD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Day One

Part 1: Silent read

萎 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 out loud 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.

луш 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 out loud 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>
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<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.

มากมาย Share and talk over answers with your partner.

✍️ Record WPM on your fluency chart.
Day One
September 11
Part 1: Silent read

What happened on September 11, 2001? Read silently.

The World Trade Center in New York City had two towers. Both were 110 stories high. About 20,000 people worked in each tower.

On the morning of September 11, 2001, people were getting to work. Some people were at their desks checking emails, while others were drinking coffee. Kim White was on the 80th floor. All of a sudden, the building started to shake. Kim watched what was happening on the TV in her office. A plane had crashed into the building. People started screaming. Then the power went out and there was darkness everywhere. Elevators did not work. People started running down the stairs.

Then a second plane hit the other tower. People were crying and screaming. They did not know if their friends and co-workers were alive.

Both towers collapsed. Many people were trapped inside. The police and firefighters worked for hours to help people. About 3,000 people died that day. Many of the dead were firefighters.

That same morning, a third plane hit the Pentagon. Then a fourth plane crashed in Pennsylvania.

No one knew why the United States had been attacked. President Bush spoke to the nation that night. He said that there had been "an apparent terrorist attack." Later, the world learned that the attack came from Al Qaeda.

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What happened on September 11, 2001?

Why did people run down stairs after the 9/11 attack?
Day One
September 11
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.

The World Trade Center in New York City / had two towers. // Both were 110 stories high. // About 20,000 people worked in each tower. //

On the morning of September 11, / 2001, / people were getting to work. // Some people were at their desks checking emails, / while others were drinking coffee. // Kim White was on the 80th floor. // All of a sudden, / the building started to shake. // Kim watched what was happening / on the TV in her office. // A plane had crashed into the building. // People started screaming. // Then the power went out / and there was darkness everywhere. // Elevators did not work. // People started running down the stairs. //

Then a second plane hit the other tower. // People were crying / and screaming. // They did not know if their friends and co-workers / were alive. //

Both towers collapsed. // Many people were trapped inside. // The police and firefighters worked for hours / to help people. // About 3,000 people died that day. // Many of the dead were firefighters. //

That same morning, / a third plane hit the Pentagon. // Then a fourth plane crashed in Pennsylvania. //

No one knew why / the United States had been attacked. // President Bush spoke to the nation that night. // He said that there had been / "an apparent terrorist attack." // Later, / the world learned / that the attack came from Al Qaeda. //

☐ I read the passage in phrases out loud to my partner.
Day Two
September 11
Part 1: Tricky phrases and words

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

- The World Trade Center in New York City
- About 20,000 people worked in each tower
- They did not know if their friends and co-workers
- President Bush spoke to the nation that night
- an apparent terrorist attack

- collapsed  kuh | LAPST
- Pentagon  PEN | tuh | gahn
- nation  NAY | shun
- apparent  uh | PAIR | ent
- terrorist  TAIR | er | ist
- Al Qaeda  AL | KY | duh

Decoding practice:

Label the vowels in these longer words. Write a V above each vowel. Then write the number of syllables in that word. Then try clapping the syllables. The first one is done for you.

September 3
happening ___
Pennsylvania ___
Pentagon ___
darkness ___
terrorist ___
The World Trade Center in New York City had two towers. Both were 110 stories high. About 20,000 people worked in each tower.

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Day One

Pat Tillman

Part 1: Silent read

What happened to football star Pat Tillman? Read silently.

Pat Tillman was born in San Jose, California. He played football starting in high school. He was a star linebacker at Arizona State. He was voted the Pac-10 Defensive Player of the Year. When Pat graduated, the Arizona Cardinals drafted him. He had a great career in the NFL. In 2000, he made an amazing 120 solo tackles. But after September 11, Pat no longer wanted to play football. Instead, he wanted to serve his country. He joined the Army Rangers.

Pat was sent to Afghanistan. In 2004, he was shot dead while on patrol. The military said the enemy had killed Pat. They said Pat was a hero.

But Pat’s family asked more questions. They learned that the Army had lied to them. Pat was not killed by enemy fire. He was killed by another patrol of American soldiers. When the soldiers started shooting, Pat shouted out his name. It was dark, with gunfire from different sides. Pat was shot and killed. Pat's family and friends were furious. Pat's friend said, “He was the most famous soldier and he was killed by the military.”

Pat’s family and friends started the Pat Tillman Foundation. This group helps veterans and servicemen and women in many ways.

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**Part 3: Comprehension and discussion**

Why was Pat Tillman a famous soldier?

How did he die?
Day One
Pat Tillman

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.

Pat Tillman was born in San Jose, California. He played football starting in high school. He was a star linebacker at Arizona State. He was voted the Pac-10 Defensive Player of the Year. When Pat graduated, the Arizona Cardinals drafted him. He had a great career in the NFL. In 2000, he made an amazing 120 solo tackles. But after September 11, Pat no longer wanted to play football. Instead, he wanted to serve his country. He joined the Army Rangers.

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

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

- He was voted the Pac-10 Defensive Player of the Year
- the Arizona Cardinals drafted him
- he wanted to serve his country
- The military said the enemy had killed Pat
- by another patrol of American soldiers
- with gunfire from different sides

- California | kal | ih | FOR | nyuh
- Afghanistan | af | GAN | ih | stan
- graduated | GRAD | joo | ay | tid
- soldier | SOHL | jir
- furious | FYUR | ee | us
- Foundation | fown | DAY | shun

🔍 Decoding practice:

Label the vowels in these longer words. Write a V above each vowel. Then write the number of syllables in that word. Then try clapping the syllables. The first one is done for you.

Arizona ___   Cardinals ___   Afghanistan ___

military ___   American ___   veterans ___
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**Part 3: Comprehension and discussion**

Why do you think the Army lied to Pat’s family? ________________________________

Share your answer with your partner. Write down your partner’s ideas about why the Army lied to Pat’s family. ____________________________________________
How do recruiters interest students in the Army? Read silently.

Sergeant Guzman works as an Army recruiter. Growing up, his life was hard. The Army offered him a real career. Now he sits in an office in Harlem. He tries to interest high school students in the Army. He says, “I’ve got a mission from the president of the United States.”

Sergeant Guzman tells students, “I’m setting you up for success. When you actually go to boot camp, you’re gonna be well trained.” The students Guzman talks with may enlist or not enlist. Each person makes a choice.

Alanna is a senior. She feels she has no life. She would like to travel. Money for college is important for Alanna, too. She joined ROTC at her high school. ROTC trains students for the Army. Alanna can’t wait to turn 18. Then she can enlist.

Ebony, however, says that recruiters bother her. They show up at her school. They call her at home. Recruiters even promised that she could meet cute guys in the Army. Ebony noticed that recruiters seemed to only visit poor areas. She didn’t see them in richer parts of the city.

Ebony and her friends did research. They learned that recruiters could get student telephone numbers from their schools. They were concerned that kids don’t know the bad side of war. They painted a big mural. It tells about women who died in the Iraq War. The message on the mural says, “We Are Not Government Issued.” Ebony and her friends want students to know all of their options.

http://www.nytimes.com/2005/10/30/nyregion/thecity/30recr.html?pagewanted=all&_r=0

Sergeant Guzman works as an Army recruiter. Growing up, his life was hard. The Army offered him a real career. Now he sits in an office in Harlem. He tries to interest high school students in the Army. He says, “I’ve got a mission from the president of the United States.”

Sergeant Guzman tells students, “I’m setting you up for success. When you actually go to boot camp, you’re gonna be well trained.” The students Guzman talks with may enlist or not enlist. Each person makes a choice.

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What are reasons why some students enlist in the Army? ________________________________________

____________________________________________________________________

Why did Ebony have a problem with recruiters? ________________________________________

____________________________________________________________________
Day One
Recruiting
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.

Sergeant Guzman works as an Army recruiter. // Growing up, / his own life was hard. // The Army offered him a real career. // Now he sits in an office in Harlem. // He tries to interest high school students in the Army. // He says, / “I’ve got a mission / from the president of the United States.” //

Sergeant Guzman tells students, / “I’m setting you up for success. // When you actually go to boot camp, / you’re gonna be well trained.” // The students Guzman talks with may enlist / or not enlist. // Each person makes a choice. //

Alanna is a senior. // She feels she has no life. // She would like to travel. // Money for college is important for Alanna, / too. // She joined ROTC at her high school. // ROTC trains students for the Army. // Alanna can’t wait to turn 18. // Then she can enlist. //

Ebony, / however, / says that recruiters bother her. // They show up at her school. // They call her at home. // Recruiters even promised that she could meet cute guys / in the Army. // Ebony noticed / that recruiters seemed to only visit poor areas. // She didn’t see them in richer parts of the city. //

Ebony and her friends did research. // They learned that recruiters could get student telephone numbers / from their schools. // They were concerned / that kids don’t know the bad side of war. // They painted a big mural. // It tells about women who died in the Iraq War. // The message on the mural says, / “We Are Not Government Issued.” // Ebony and her friends want students to know / all of their options. //

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

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

☐ Sergeant Guzman works as an Army recruiter
☐ from the president of the United States
☐ The students Guzman talks with may enlist
☐ Money for college is important for Alanna
☐ that recruiters seemed to only visit poor areas

☐ Sergeant SAR | jent
☐ Guzman gooz | MAHN
☐ recruiter rih | CROO | ter
☐ mission MIH | shun
☐ actually AK | choo | uh | lee
☐ mural MYUR | ul

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.

offered office setting success

gonna Alanna message

Passage 3
Sergeant Guzman works as an Army recruiter. Growing up, his life was hard. The Army offered him a real career. Now he sits in an office in Harlem. He tries to interest high school students in the Army. He says, “I’ve got a mission from the president of the United States.”

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**Part 3: Comprehension and discussion**

Would you be interested in enlisting in the military? Why or why not? Explain your answer.

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Share your response with your partner. Do you feel the same or differently about this?

☐ We feel the same about enlisting

☐ We feel differently about enlisting
You will read about middle school runners in Tallahassee. How did middle schoolers get their first cross country championship? Read silently.

Tallahassee is a big city in Florida where the sport of running is very popular. People run both track and cross country. In cross country, runners race outside on grassy paths and trails. Tallahassee is circled by state parks with miles of running trails. There are rolling hills and flat areas, too. With the warm Florida climate, you can run all year long.

Tallahassee has middle school cross country teams. There are good coaches. There are talented runners, both girls and boys. Runners compete against other city schools. Many go on to run cross country and track in high school. Some even compete in college.

One father had a dream. Joe Mizereck wanted to start a city middle school championship. He wanted to inspire more 11- to 13-year-olds to run. Joe’s son, Matt, is a star runner. Matt began the sport in middle school. He became known for his gritty style. With strong races, Matt won a college scholarship. Joe said, “As a parent of a runner, I know how running can change a young person’s life.”

Joe made phone calls. He knocked on doors. He raised money and found support from other parents. He challenged others to help. Then Joe’s dream came true! Tallahassee held the first middle school championship. It was a huge success. The first year, 350 runners took part. Now there is even a Florida state championship. Middle school running is taking off.

http://fl.milesplit.com/articles/52713#.Ujcg52RASQQ
Running in Tallahassee

Tallahassee is a big city in Florida where the sport of running is very popular. People run both track and cross country. In cross country, runners race outside on grassy paths and trails. Tallahassee is circled by state parks with miles of running trails. There are rolling hills and flat areas, too. With the warm Florida climate, you can run all year long.

Tallahassee has middle school cross country teams. There are good coaches. There are talented runners, both girls and boys. Runners compete against other city schools. Many go on to run cross country and track in high school. Some even compete in college.

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Why is running popular in Tallahassee? ___________________________________
_____________________________________________________________________

What was Joe Mizereck’s dream? _________________________________________
_____________________________________________________________________

Part 3: Comprehension and discussion

Why is running popular in Tallahassee? ___________________________________
_____________________________________________________________________

What was Joe Mizereck’s dream? _________________________________________
_____________________________________________________________________

Passage 4
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.

Tallahassee is a big city in Florida / where the sport of running is very popular. // People run both track / and cross country. // In cross country, / runners race outside / on grassy paths and trails. // Tallahassee is circled by state parks / with miles of running trails. // There are rolling hills and flat areas, / too. // With the warm Florida climate, / you can run all year long. //

Tallahassee has middle school cross country teams. // There are good coaches. // There are talented runners, / both girls and boys. // Runners compete against other city schools. // Many go on to run cross country and track / in high school. // Some even compete in college. //

One father had a dream. // Joe Mizereck wanted to start a city middle school championship. // He wanted to inspire more 11- to 13-year-olds to run. // Joe’s son, / Matt, / is a star runner. // Matt began the sport in middle school. // He became known for his gritty style. // With strong races, / Matt won a college scholarship. // Joe said, / “As a parent of a runner, / I know how running can change a young person’s life.” //

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Day Two
Running in Tallahassee
Part 1: Tricky phrases and words

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

☐ Tallahassee is a big city in Florida
☐ where the sport of running is very popular
☐ Tallahassee is circled by state parks
☐ With the warm Florida climate
☐ He wanted to inspire more 11- to 13-year-olds to run

☐ Tallahassee tal | uh | HA | see
☐ popular POP | yuh | ler
☐ climate KLY | mut
☐ cross country KROSS KUN | tree
☐ Mizerek mih | ZAIR | ik
☐ championship CHAM | pee | yun | ship

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.

running  Tallahassee       grassy      gritty
|
college  compete       challenge     support
Running in Tallahassee

Part 2: Last read

Tallahassee is a big city in Florida where the sport of running is very popular. People run both track and cross country. In cross country, runners race outside on grassy paths and trails. Tallahassee is circled by state parks with miles of running trails.

Tallahassee has middle school cross country teams. There are good coaches. There are talented runners, both girls and boys. Runners compete against other city schools. Many go on to run cross country and track in high school. Some even compete in college.

One father had a dream. Joe Mizereck wanted to start a city middle school championship. He wanted to inspire more 11- to 13-year-olds to run. Joe’s son, Matt, is a star runner. Matt began the sport in middle school. He became known for his gritty style. With strong races, Matt won a college scholarship. Joe said, “As a parent of a runner, I know how running can change a young person’s life.”

Joe made phone calls. He knocked on doors. He raised money and found support from other parents. He challenged others to help. Then Joe’s dream came true!

Tallahassee held the first middle school championship. It was a huge success. The first year, 350 runners took part. Now there is even a Florida state championship. Middle school running is taking off.

Part 3: Comprehension and discussion

Would you like to be on a running team? Explain your answer.

Would your partner like to run cross country? □ Yes □ No

Write down your partner’s ideas about running.
Do veterans from Puerto Rico get respect? Read silently.

Puerto Ricans are proud to serve in the U.S. military. They have been in combat in Korea, Vietnam, Iraq and Afghanistan. Antonio Molina says, "We fought for this country. We died for this country. We paid our dues in blood."

Roberto Lloret enlisted and was deployed to Iraq. Every day he was there, his sister sent him an internet greeting card. She would check to see if he had opened it. Then, she would tell her family, "He's alive! He opened the card!"

Roberto came home to Puerto Rico with physical and mental injuries. Roberto's wife saw that he had changed. At first, she was hurt. Then, she decided to help her husband. She spoils Roberto by cooking his favorite foods. Slowly, the "old" Roberto is coming back.

Miguel Velez enlisted in the National Guard and was sent to Guantanamo Bay. Miguel's children were sad. Angel, 11, said, "I wanted to go with him in his suitcase. I want to be in the military just like my dad." Adriana, 9, said, "The house feels so empty. It's like a jigsaw puzzle with one piece missing."

Puerto Rican veterans want to build a monument in Boston to honor Puerto Ricans who fought for this country.


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Puerto Rican veterans want to build a monument in Boston to honor Puerto Ricans who fought for this country.

How have Puerto Ricans served their country?  ____________________________  __________________________________________

Why do people want to build a monument for Puerto Rican veterans?

__________________________________________________________  __________________________________________

__________________________________________________________  __________________________________________
Day One
Puerto Rican Veterans
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.

Puerto Ricans are proud / to serve in the US military. // They have been in combat in Korea, / Vietnam, / Iraq / and Afghanistan. // Antonio Molina says, / "We fought for this country. // We died for this country. // We paid our dues in blood." //

Roberto Lloret enlisted / and was deployed to Iraq. // Every day he was there, / his sister sent him an internet greeting card. // She would check to see if he had opened it. // Then, / she would tell her family, // "He's alive! // He opened the card!" //

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Miguel Velez enlisted in the National Guard / and was sent to Guantanamo Bay. // Miguel's children were sad. // Angel, / 11, / said, / "I wanted to go with him in his suitcase. // I want to be in the military / just like my dad." // Adriana, / 9, / said, / "The house feels so empty. // It's like a jigsaw puzzle with one piece missing." //

Puerto Rican veterans want to build a monument in Boston / to honor Puerto Ricans / who fought for this country. //
Day Two
Puerto Rican Veterans
Part 1: Tricky phrases and words

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

- We paid our dues in blood
- with physical and mental injuries
- Miguel Velez enlisted in the National Guard
- and was sent to Guantanamo Bay
- It’s like a jigsaw puzzle with one piece missing
- to honor Puerto Ricans

- Korea       koh | REE | uh
- Vietnam     vee | et | NAHM
- Guantanamo   gwan | TAH | nah | moh
- National Guard NA | shun | al GARD
- monument    MON | yoo | ment

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.

enlist combat internet
jigsaw mental husband
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Puerto Rican veterans want to build a monument in Boston to honor Puerto Ricans who fought for this country.

Part 3: Comprehension and discussion

Besides a monument, how could we honor the service of Puerto Rican veterans?

Share your answer with your partner. How would your partner honor Puerto Rican vets? Write down your partner's ideas.
Marwa, a young Iraqi woman, was 12 when the bombs fell. The year was 2003. The Iraq War had begun. Ten years later, Marwa told her story to *BBC News*. She told how scared she was as her family hid inside their house with bombs exploding around them. She told how, finally, she could no longer take the noise and the fear and began to run. Then, everything went black. When Marwa awoke, she discovered that her leg had been blown off. She would never run again.

Marwa is just one of many Iraqi children who were caught up in the Iraq War. Life changes a great deal in wartime. Suddenly, no one knows what to expect. Adults are worried and confused. Good food and clean water are hard to find. In Iraq, children saw people hurt and killed. They heard about kidnappings. They saw buildings blown to bits.

War also disrupts health care. In Iraq, hospitals closed, and doctors left the country. Many infants and children became sick.

Things were so bad in Iraq that many families fled. About four million Iraqis left their homes. People were torn from their everyday lives. Children could not attend school or see their friends.

The war affected children’s minds and spirits, too. Many became fearful all the time. Some lashed out, hitting and kicking parents and friends.

Dr. Saied al Hashimi, a Baghdad doctor, treated some of these children. “I call them the silent victims.”

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Dr. Saied al Hashimi, a Baghdad doctor, treated some of these children. “I call them the silent victims.”

**Part 3: Comprehension and discussion**

How did life change for children in wartime? _____________________________

____________________________________________________________________

How many Iraqis left their homes during the war? _________________________

_____________________________________________________________________

Passage 6
Day One

Silent Victims

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.

Marwa, a young Iraqi woman, was 12 when the bombs fell. The year was 2003. The Iraq War had begun. Ten years later, Marwa told her story to BBC News. She told how scared she was as her family hid inside their house with bombs exploding around them. She told how, finally, she could no longer take the noise and the fear and began to run. Then, everything went black. When Marwa awoke, she discovered that her leg had been blown off. She would never run again.

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Things were so bad in Iraq that many families fled. About four million Iraqis left their homes. People were torn from their everyday lives. Children could not attend school or see their friends.

The war affected children’s minds and spirits, too. Many became fearful all the time. Some lashed out, hitting and kicking parents and friends.

Dr. Saied al Hashimi, a Baghdad doctor, treated some of these children. “I call them the silent victims.”

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

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

☐ Marwa is just one of many Iraqi children
☐ Life changes a great deal in wartime
☐ War also disrupts health care
☐ Things were so bad in Iraq
☐ The war affected children’s minds and spirits

☐ Marwa MAR | wah
☐ Iraqi ih | RA | kee
☐ exploding ek | SPLOH | ding
☐ buildings BIL | dingz
☐ affected uh | FEK | tid
☐ Saied al Hashimi sy | EED | al | hah | SHEE | mee

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.

docs tor     expect     confused
infants     disrupts     victims
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The war affected children’s minds and spirits, too. Many became fearful all the time. Some lashed out, hitting and kicking parents and friends.

Dr. Saied al Hashimi, a Baghdad doctor, treated some of these children. “I call them the silent victims.”

What can people do to help children who were hurt in the Iraq War? Write down your ideas. __________________________________________________________
____________________________________________________________________
Share what you wrote with your partner. What good ideas can your partner add?
____________________________________________________________________

Passage 6
What did dogs do in the Iraq War? Read silently.

In Iraq, IEDs were everywhere. An IED is a homemade bomb. IEDs popped up in cars and houses. They were hidden beneath the ground and under clothing. How could people find IEDs in these tricky places? Often, people couldn’t, but dogs could.

About 1,000 dogs served on the front lines in the Iraq War. They found IEDs, did search and rescue, and helped with other jobs. The most common breed was the German shepherd. Not every dog can be a military dog. These dogs must be smart and strong. Then, they must be trained. The dogs need lots of practice and lots of praise.

In Iraq, military dogs worked hard. They had to deal with 130 degree heat. They risked their lives every day.

These dogs also became trusted friends. Military dogs and their handlers had close relationships. Marine Sergeant Benjamin Maple has a strong bond with his dog, Star. “I almost walked on an IED but he was ahead of me, he saved my life,” he told NPR. When Maple’s baby daughter was born, he gave her a special name. Like his beloved dog, her name is Star.

Would you like to get to know a military dog? When these dogs come back to the U.S., they need homes. American families adopt them. They can enjoy the good life as a reward for their service.

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Part 3: Comprehension and discussion

How did dogs help fight the Iraq War?

What was the most common breed of military dog in Iraq?
In Iraq, IEDs were everywhere. An IED is a homemade bomb. IEDs popped up in cars and houses. They were hidden beneath the ground and under clothing. How could people find IEDs in these tricky places? Often, people couldn’t, but dogs could.

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Would you like to get to know a military dog? When these dogs come back to the U.S., they need homes. American families adopt them. They can enjoy the good life as a reward for their service.
Day Two
Military Dogs
Part 1: Tricky phrases and words

Read these phrases and words out loud to your partner.

- They were hidden beneath the ground
- About 1,000 dogs served on the front lines
- Military dogs and their handlers
- Like his beloved dog
- as a reward for their service

- practice
  - PRAK | tiss
- military
  - MIL | ih | tair | ee
- German shepherd
  - JUR | min | SHEP | urd
- relationships
  - ree | LAY | shun | ships
- reward
  - ree | WARD

Decoding practice:

- Underline the vowel combo
- Write a long vowel sign ¯ on top of the first vowel in the combo
- Cross out the second vowel in the combo
- Say the word with your partner. Make the first vowel long (it says its name). Make the second vowel silent.

The first one is done for you.

- breed       beneath       trained
- praise       degree       deal
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Would you like to get to know a military dog? When these dogs come back to the U.S., they need homes. American families adopt them. They can enjoy the good life as a reward for their service.
What is it like to be a mom serving in Iraq? Read silently.

There are more women in the military than ever before. Women tell different stories about serving.

Yolanda Mayo and Rose Noel are good friends. They have both been in the military for thirty years. Years ago, all women had to wear the same color lipstick. Women could not serve on the front line. Now many women experience combat.

Rose was injured in Iraq. She did not return home, however. She wanted to show that she could handle combat. In 2010, Rose and Yolanda spoke to NPR. “We’re out there doing the same things the guys are,” said Rose.

When Rose and Yolanda went overseas, they both left their children at home. But the women were still moms. They used email to contact their children’s teachers.

Both women are proud of their effort. “If you want to serve your country, you can do it,” says Yolanda.

Other mothers say that it is hard to be in the military and be a mom. Amy Shaw never saw her son’s first step.

Many mothers use videos and webcams to connect to their children. Some even leave their perfume behind for their children. One mother said, "When they get really lonesome, they smell it and it makes them feel better."

Day One
Women in the Military
Part 2: First timed read

There are more women in the military than ever before. Women tell different stories about serving.

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Part 3: Comprehension and discussion

Why was it hard for mothers to serve in Iraq?

What was one silly rule for women in the military years ago?
Day One
Women in the Military
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.

There are more women in the military than ever before. // Women tell different stories about serving. //

Yolanda Mayo and Rose Noel are good friends. // They have both been in the military for thirty years. // Years ago, / all women had to wear the same color lipstick. // Women could not serve on the front line. // Now many women experience combat. //

Rose was injured in Iraq. // She did not return home, / however. // She wanted to show / that she could handle combat. // In 2010, / Rose and Yolanda spoke to NPR. // “We’re out there doing the same things the guys are,” / said Rose. //

When Rose and Yolanda went overseas, / they both left their children at home. // But the women were still moms. // They used email to contact their children’s teachers. //

Both women are proud of their effort. // “If you want to serve your country, / you can do it,” / says Yolanda. //

Other mothers say that it is hard to be in the military / and be a mom. // Amy Shaw never saw her son’s first step. //

Many mothers use videos and webcams / to connect to their children. // Some even leave their perfume behind for their children. // One mother said, / "When they get really lonesome, / they smell it and it makes them feel better." //

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

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

- Now many women experience combat
- Rose was injured in Iraq
- They used email to contact their children’s teachers
- Both women are proud of their effort
- Many mothers use videos and webcams

- experience ek | SPEE | ree | ence
- injured IN | jerd
- handle HAN | dul
- perfume per | FYOOM
- lonesome LOHN | sum

Decoding practice:

- Underline the vowel combo
- Write a long vowel sign “ on top of the first vowel in the combo
- Cross out the second vowel in the combo
- Say the word with your partner. Make the first vowel long (it says its name). Make the second vowel silent.

The first one is done for you.

really email teachers
feel leave overseas
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Part 3: Comprehension and discussion

Do you think women should be able to do all the jobs that men do in the military? Why or why not?

Share your answer with your partner. Then ask what your partner thinks.

☐ We agree about women in the military

☐ We disagree about women in the military
Day One
African Americans and the Iraq War
Part 1: Silent read

How did African Americans feel about the Iraq War? Read silently.

Eugene Puryear was fifteen when the Iraq War began. Eugene is African American. He had always seen the military as a good career. Family members had served. But after two years of fighting, Eugene was upset. He started a protest at his high school. Eugene and other students argued that the war was only helping rich people. After graduation, Eugene earned a college degree. He did not volunteer for the military.

Surveys showed more than half of African Americans opposed the Iraq War. Many thought too many American troops were dying. People worried that the war was dragging on.

The high cost of the war was a concern as well. Money spent on the war could have gone to support schools or other services. All these feelings affected enlistment. Soon after the Iraq War began, military service lost its appeal. Fewer and fewer African Americans were recruited.

Some African Americans supported the war. Some enlisted, having faith in the military, even if they had doubts about the war. Lieutenant Alfeia Goodwin is an African American veteran. She served in Iraq from 2003 to 2004. She does not regret her time there. She is proud that she served. “I looked at it as an American experience,” she told PBS News in 2007. She said soldiers can disagree with a war and still serve with honor in the military. “We separate the Army from the war,” she said.

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**Part 3: Comprehension and discussion**

**How did many African Americans feel about the Iraq War?**

**Why was the high cost of the war a problem?**
Day One

African Americans and the Iraq War

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.

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Day Two
African Americans and the Iraq War
Part 1: Tricky phrases and words

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

☐ Surveys showed more than half of African Americans
☐ could have gone to support schools
☐ All these feelings affected enlistment
☐ even if they had doubts about the war
☐ I looked at it as an American experience

☐ Eugene yoo | JEEN
☐ protest PROH | test
☐ surveys SUR | vays
☐ recruited re | CROO | tid
☐ doubts DOWTS
☐ Lieutenant loo | TEN | ant
☐ Alfeia al | FEE | yah

Decoding practice:

Part 1
Look for two consonants together in the middle of the word.
• Underline the middle two consonants
• Draw a line between the two consonants

Part 2
• Underline the vowel combo
• Write a long vowel sign — on top of the first vowel in the combo
• Cross out the second vowel in the combo

The first one is done for you. Read the word to your partner. Chunk and blend the syllables. Use a long vowel sound for the vowel combo.
Eugene Puryear was fifteen when the Iraq War began. Eugene is African American. He had always seen the military as a good career. Family members had served. But after two years of fighting, Eugene was upset. He started a protest at his high school. Eugene and other students argued that the war was only helping rich people. After graduation, Eugene earned a college degree. He did not volunteer for the military.

Surveys showed more than half of African Americans opposed the Iraq War. Many thought too many American troops were dying. People worried that the war was dragging on.

The high cost of the war was a concern as well. Money spent on the war could have gone to support schools or other services. All these feelings affected enlistment. Soon after the Iraq War began, military service lost its appeal. Fewer and fewer African Americans were recruited.

Some African Americans supported the war. Some enlisted, having faith in the military, even if they had doubts about the war. Lieutenant Alfeia Goodwin is an African American veteran. She served in Iraq from 2003 to 2004. She does not regret her time there. She is proud that she served. “I looked at it as an American experience,” she told PBS News in 2007. She said soldiers can disagree with a war and still serve with honor in the military. “We separate the Army from the war,” she said.

**Part 3: Comprehension and discussion**

Do you think soldiers should fight even when they have doubts about the war?

Why or why not? ____________________________________________________________

_______________________________________________

Share your answer with your partner. Then write down your partner’s ideas about the question. ____________________________________________________________

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Passage 9

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Day One
PTSD
Part 1: Silent read

→ What happens to people who have experienced violence? Read silently.

On April 7, 2003, bombs began to light up the sky in the city of Basra in Iraq. Haider lived in Basra with his children. His terrified family stayed close together. Every time a bomb fell, they hugged each other tightly. They could not leave their house for three days.

After the bombing, the family saw neighbors' dead bodies. One neighbor's arm landed on their roof. Haider told BBC News, "My daughters still get nightmares."

Haider's family may have post-traumatic stress disorder (PTSD). People can develop PTSD serving in a war. But others may develop PTSD after a car accident. PTSD is common for victims of crime. PTSD shows up among children who see fighting in their home or community.

People with PTSD have nightmares and flashbacks. They may feel frightened for no reason. They remember the violence. Often, they can be angry. Children with PTSD may misbehave. Sometimes teens and adults take drugs or alcohol to try to forget.

Doctors say that people can recover from PTSD. People should speak to someone they trust about how they are feeling. They should also talk to a doctor.

In Iraq, years of harsh rule were followed by years of war. Many adults and children still suffer from PTSD. Doctors want to help. There is a hospital in Baghdad for people who were tortured. There are mental health centers. The centers help develop treatment for people with PTSD.

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Haider's family may have post-traumatic stress disorder (PTSD). People can develop PTSD serving in a war. But others may develop PTSD after a car accident. PTSD is common for victims of crime. PTSD shows up among children who see fighting in their home or community.

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**Part 3: Comprehension and discussion**

**Why do people get PTSD?**

**What is one feeling that PTSD can cause?**
Day One

PTSD

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.

On April 7, / 2003, / bombs began to light up the sky / in the city of Basra in Iraq. // Haider lived in Basra with his children. // His terrified family / stayed close together. // Every time a bomb fell, / they hugged each other tightly. // They could not leave their house / for three days. //

After the bombing, / the family saw neighbors' dead bodies. // One neighbor's arm landed on their roof. // Haider told *BBC News*, / "My daughters still get nightmares." //

Haider's family may have post-traumatic stress disorder (PTSD). // People can develop PTSD serving in a war. // But others may develop PTSD / after a car accident. // PTSD is common for victims of crime. // PTSD shows up among children / who see fighting in their home / or community. //

People with PTSD have nightmares / and flashbacks. // They may feel frightened / for no reason. // They remember the violence. // Often, they can be angry. // Children with PTSD may misbehave. // Sometimes teens and adults take drugs or alcohol / to try to forget. //

Doctors say that people can recover from PTSD. // People should speak to someone they trust / about how they are feeling. // They should also talk to a doctor. //

In Iraq, / years of harsh rule were followed by years of war. // Many adults and children still suffer from PTSD. // Doctors want to help. // There is a hospital in Baghdad / for people who were tortured. // There are mental health centers. // The centers help develop treatment / for people with PTSD. //
Day Two
PTSD
Part 1: Tricky phrases and words

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

- in the city of Basra in Iraq
- Haider's family may have post-traumatic stress disorder (PTSD)
- People can develop PTSD serving in a war
- PTSD is common for victims of crime
- Doctors say that people can recover from PTSD

- Basra BOZ | rah
- Haider HAY | dur
- traumatic traw | MA | tik
- accident AK | sih | dent
- tortured TOR | churd
- Baghdad BAG | dad

Decoding practice:

- Underline the IGH pattern in the words below
- Cross out the GH
- Write a long vowel sign ¯ over the letter I
- Say the word with a long I sound (it says its name)

The first one is done for you.

fighting tightly nightmares
frightened light
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In Iraq, years of harsh rule were followed by years of war. Many adults and children still suffer from PTSD. Doctors want to help. There is a hospital in Baghdad for people who were tortured. There are mental health centers. The centers help develop treatment for people with PTSD.

What could you do to help a friend or family member who might have PTSD?

Share your answer with your partner. What ideas can your partner add about ways to help?