



stari

Strategic Adolescent
Reading Intervention

Stand Up for Yourself

Additional units in this series:



Unit 1.1 • Stand Up For Yourself

This unit is the first in Series 1.



Unit 1.2 • What Makes a Family?



Unit 1.3 • Disaster Strikes!

Literature Used in Unit 1.1:

- *The Skin I'm In* by Sharon Flake
- *Middle School Confidential: Be Confident in Who You Are* by Annie Fox
- "Blackmail" from *Local News* by Gary Soto

Unit 1.1 • Stand Up For Yourself Teacher Lesson Plans

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Unit 1.1 • Stand Up For Yourself

Teacher Lesson Plans

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stari

Strategic Adolescent
Reading Intervention

Unit 1.1

Unit 1.1 • Stand Up For Yourself

Unit Overview

This unit focuses on characters who build up the self-confidence to stand up for themselves against bullying.

Unit texts

Bullying and self-confidence are the themes of this unit. Students begin the unit by reading “**Blackmail**,” a humorous short story set in the Latino community of Fresno, California, from the collection *Local News*, by Gary Soto. Next, they read *Middle School Confidential: Be Confident in Who You Are*, a nonfiction book with graphic novel text features. This text focuses on standing up to bullies and developing personal confidence. Finally, students read the novel *The Skin I’m In*, by Sharon Flake, a gripping first person novel about a dark-skinned African American girl who over time stands up to a “frenemy.”



Literature Used in Unit 1.1:

- *The Skin I’m In* by Sharon Flake
- *Middle School Confidential: Be Confident in Who You Are* by Annie Fox
- “Blackmail” from *Local News* by Gary Soto

Unit skills and topics

Literary analysis	• Narrative arc in fiction • Characterization • Using and citing evidence from a text
Reading comprehension	• Summarizing and clarifying as components of Reciprocal Teaching • Using 5 Ws (who, did what, when, etc.) as a scaffold for summarizing • Previewing nonfiction using table of contents, index, and illustrations
Decoding	• Identifying base words and chunking compound words • Pronouncing consonant blends
Debate	• In <i>The Skin I’m In</i>, who has the power—Maleeka or Charlese?
Fluency topics	• Identity, self-esteem, bullying, peer pressure, stereotypes, skin color, “drama,” social dynamics, role models, Together for Latinas, poverty and other stressors, “snitching,” the “It Gets Better” project
English language development	• Summarizing most important aspects of information (orally and in writing) • Interpreting figures of speech in context to make inferences about character

Letter to Teachers

Dear STARI Teacher,

The ideal STARI text focuses on an engaging, real-world, age-appropriate topic. Because STARI is a culturally responsive curriculum, we select texts with topics that students have ideas and opinions about, where they can bring their real-world knowledge to bear. We demonstrate respect for adolescents—even those who struggle with reading—by asking them to grapple with topics that are relevant to their lives and appropriate for their maturity level. STARI has been more effective at improving adolescents’ reading skills than many other programs. We believe that the debatable topics of STARI texts contribute to this success, by engaging students and driving their interest in becoming better readers.

In this letter, we explain why we chose the specific texts for this unit, and offer a brief overview of themes and topics that will come up in this unit.

Why we chose these books

The Skin I’m In has been a bestseller for over twenty years, and has won dozens of awards, including the Coretta Scott King award. Sharon Flake says that she wrote the book for her daughter, Brittany, because “I wanted her to feel good about the skin she was in.” Sharon Flake has received letters from girls and young women telling her that she had literally saved their lives, by helping them believe they were beautiful even when the world didn’t see them that way. At the same time, Maleeka’s powerful voice and relatable struggles allow this story to resonate with all audiences—Sharon Flake tells a story about *The Skin I’m In* where “a Caucasian boy comes up to me, and he says, ‘This is my story.’”

“**Blackmail**” introduces the themes of bullying and standing up for yourself with a shorter, simpler text than a full novel, and also offers the perspective of male Latino characters. *Middle School Confidential* allows students to practice nonfiction reading skills, and builds background knowledge to support students’ comprehension of *The Skin I’m In*, as well as offering general support and advice for the transition to middle school. The graphic novel format of sections of this text presents serious topics (like bullying and fitting in) in a lighter way.

Subjects this unit might raise in your classroom

The struggles that characters face in *The Skin I’m In*—bullying, colorism, growing up in poverty, and being raised by older siblings rather than parents—are relatable to many students. Often, students feel seen when a fictional character experiences a struggle that they can identify with. But sometimes, teachers worry that students may be upset when a text makes them think about a challenge that they are facing. The bullying in *The Skin I’m In* is vividly depicted, including cruel words, threats, and physical aggression. There is also a scene where Maleeka is assaulted by some boys while walking home from a friend’s house, and although she escapes, she is traumatized. In another scene, a character is beaten up by some neighborhood kids, and Maleeka stands up for him even though she is afraid. These scenes might be upsetting, especially for students who have experienced bullying or violence.

In addition, some of the events in the novel might surprise contemporary students or younger students new to middle school; for example, the bullies smoke cigarettes in the school bathroom, and in one scene a girl has “a boy sucking on her neck” in the school hallway.

Finally, the premise of the short story “**Blackmail**” is that the main character’s older brother takes a Polaroid picture of him naked getting out of the shower, and threatens to show it to his friends unless the character does his brother’s chores. Of course, explicit photos may have much more serious consequences today, and this is probably a worthy and appropriate topic for discussion with young middle school students.

Letter to Teachers, continued

How can you support students to process these tough topics, and facilitate discussion of this content?

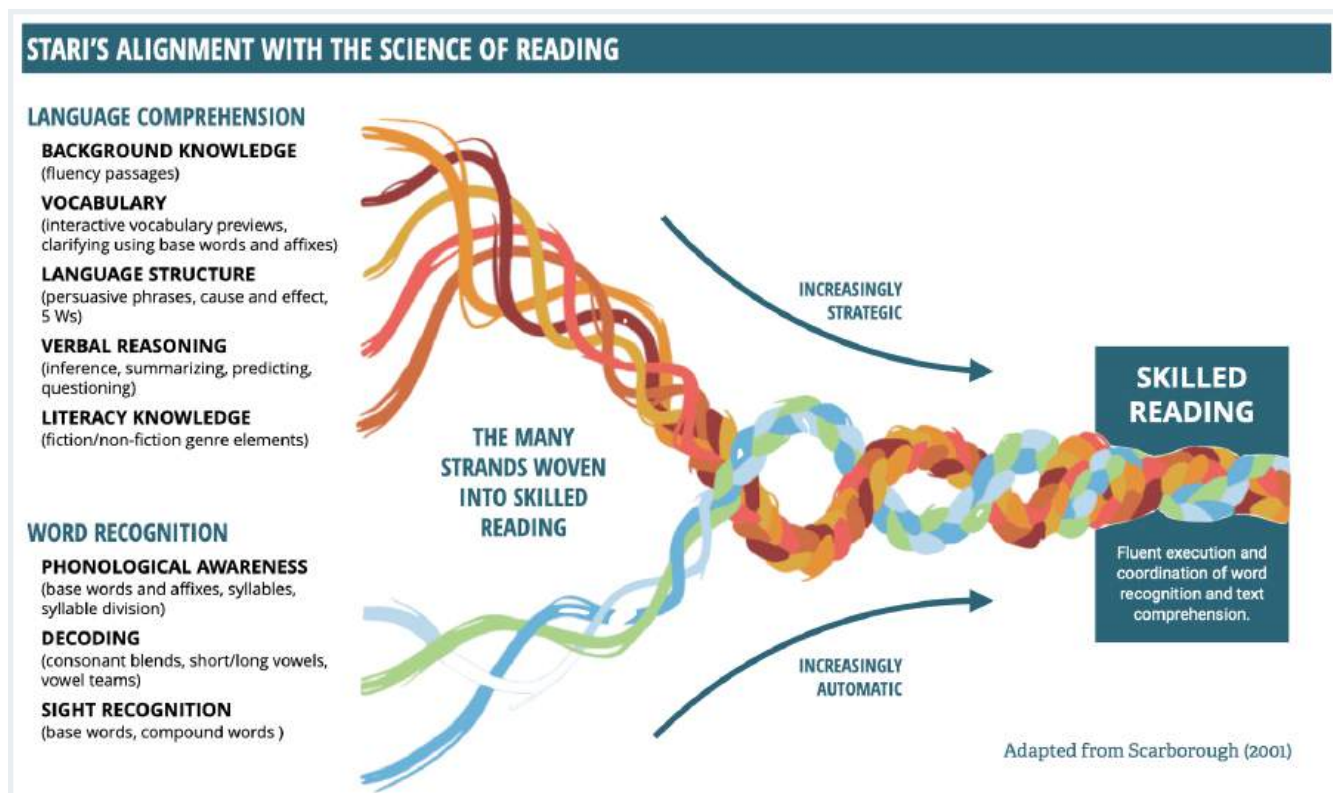
- Be aware of which of your students have experienced challenges like those the characters in the novel experience—for example, bullying, assault, colorism, poverty, or being raised by older siblings. Be prepared to provide extra support to those students.
- After reading chapters focused on tough topics, know that students may need time to reflect and process the content before addressing the skills and standards in the lesson plans. Give students a chance to express how they feel about the tough topics raised in the text, through discussion, journaling, poetry, art, or whatever works best for you and your group of students.
- Establish and review strong norms for respectful discussion when difficult topics are addressed. Remind students that everyone's views are valuable and deserving of respect.
- Check in frequently with partner pairs. Use your knowledge of your students to ensure that they are paired in a way that promotes effective learning.

Sincerely,
the STARI team

STARI's Organization and Rationale

STARI is a multicomponent intervention, but STARI lessons don't include every component every day. Here's why.

STARI addresses both the word recognition and the language comprehension strand of the science of reading.



Within each STARI unit, students read a full-length, age-appropriate published novel and discuss the novel with their teacher and peers, alternating between partner reading and guided/communal reading. In addition, each unit includes at least one whole-class debate. This is a lot—and we couldn't possibly squeeze all of this into each lesson!

For that reason, STARI does not follow a uniform lesson format, but includes a few components in each lesson, alternating among all the components to be sure each one is sufficiently addressed over the course of the unit.

The **lesson-by-lesson breakdown** on the upcoming pages shows how each component is developed over the course of the unit. Since each day will look a little different in your STARI class, it's important to post an agenda to help students know what to expect.

Unit 1.1 Lesson-by-Lesson Breakdown

Assessment opportunity	Fluency	Mini-Lesson Topic	Partner Reading	Guided Reading	Other	Homework
Lesson 1		Unit Launch			Who am I? Interviews, Introductions Book Preview	
Lesson 2	What Is Fluency? Fluency and Meaning					
Lesson 3	Model and Practice Day 1 Set Fluency Goals					
Lesson 4	Getting Fluent Model and Practice Day 1				Partner Commitments	
Lesson 5	Model and Practice Day Two Fluency Routine	● = decoding skills ◆ = comprehension skills				Does birth order really explain how we act?
Lesson 6		◆ Summarizing			Sibling Rivalry Quiz	What would they say?
Lesson 7		● Base Words		Teacher read aloud: "Blackmail," pp. 1-4		
Lesson 8		◆ Clarifying		Teacher read aloud: "Blackmail," pp. 4-8		
Lesson 9	Passage 1, Day One					Base Words
Lesson 10	Passage 1, Day Two	● Compounds				Compound Words
Lesson 11		◆ What Belongs in a Summary		Teacher read aloud: "Blackmail," pp. 8-13		Angel and Weasel Speak
Lesson 12	Passage 2, Day One				Previewing <i>Middle School Confidential</i>	
Lesson 13	Passage 2, Day Two		<i>Middle School Confidential</i> , pp. 20-21			
Lesson 14		◆ More on Clarifying (Context)	<i>Middle School Confidential</i> , pp. 22-23, 30			More on Clarifying
Lesson 15	Passage 3, Day One		<i>Middle School Confidential</i> , pp. 23-28, Index work			Clarifying
Lesson 16	Passage 3, Day Two		<i>Middle School Confidential</i> , pp. 32-35			More <i>Middle School Confidential</i> Talkback
Lesson 17	Passage 4, Day One		<i>Middle School Confidential</i> , pp. 72-89			
Lesson 18	Passage 4, Day Two				Introduce <i>The Skin I'm In</i> Guided/Partner Reading; Partner Commitments	
Lesson 19				What Does Guided Reading Look Like / Fishbowl: <i>The Skin I'm In</i> , Chapter 1		
Lesson 20		● Consonant Blends	<i>The Skin I'm In</i> , Chapter 2			Consonant Blends: Sounds That Slide
Lesson 21		The Narrative Arc		<i>The Skin I'm In</i> , Chapter 3		

Language dive

Unit 1.1 Lesson-by-Lesson Breakdown (continued)

	Fluency	Mini-Lesson Topic	Partner Reading	Guided Reading	Other	Homework
 Lesson 22	Passage 5, Day One		<i>The Skin I'm In</i> , Chapter 4			Should Maleeka Do Char's Homework?
Lesson 23	Passage 5, Day Two			<i>The Skin I'm In</i> , Chapter 5		
 Lesson 24		● Consonant Blends	<i>The Skin I'm In</i> , Chapter 6	<i>The Skin I'm In</i> , Chapter 7		Consonant Blends
Lesson 25	Passage 6, Day One		<i>The Skin I'm In</i> , Chapter 8			Char and Maleeka/ Angel and Weasel
Lesson 26	Passage 6, Day Two			<i>The Skin I'm In</i> , Chapter 9		
Lesson 27			<i>The Skin I'm In</i> , Chapter 10	<i>The Skin I'm In</i> , Chapter 11		Maleeka's Mother
Lesson 28	Passage 7, Day One		<i>The Skin I'm In</i> , Chapter 12			
Lesson 29	Passage 7, Day Two			<i>The Skin I'm In</i> , Chapter 13		Advice for Maleeka
Lesson 30			<i>The Skin I'm In</i> , Chapter 14	<i>The Skin I'm In</i> , Chapter 15		Not Your Typical Teacher
Lesson 31	Passage 8, Day One		<i>The Skin I'm In</i> , Chapter 16			Maleeka's Diary
Lesson 32	Passage 8, Day Two			<i>The Skin I'm In</i> , Chapter 17		
Lesson 33			<i>The Skin I'm In</i> , Chapter 18	<i>The Skin I'm In</i> , Chapter 19		Violence and Maleeka
Lesson 34	Passage 9, Day One		<i>The Skin I'm In</i> , Chapter 20			
 Lesson 35	Passage 9, Day Two			<i>The Skin I'm In</i> , Chapter 21		Following the Narrative Arc
Lesson 36			<i>The Skin I'm In</i> , Chapters 22-23			Descriptive Poem
 Lesson 37			<i>The Skin I'm In</i> , Chapter 24	<i>The Skin I'm In</i> , Chapter 25		Conflict in <i>The Skin I'm In</i>
Lesson 38	Passage 10, Day One		<i>The Skin I'm In</i> , Chapter 26			
Lesson 39	Passage 10, Day Two			<i>The Skin I'm In</i> , Chapter 27		Letter From Maleeka to Her Mother
Lesson 40			<i>The Skin I'm In</i> , Chapter 28	<i>The Skin I'm In</i> , Chapter 29		From Miss Saunders' Perspective
 Lesson 41			<i>The Skin I'm In</i> , Chapter 30	<i>The Skin I'm In</i> , Chapters 31-32		Did Maleeka Do the Right Thing?
Lesson 42		What is Debate?			Introduce Debate Question and Format	
Lesson 43		What Does It Mean to Have Power?			Evidence Collection	
Lesson 44		Persuasive Phrases			Assign and Explain Roles Teams Build Arguments	
 Lesson 45					Teams Rehearse Debate	Final Homework
 Lesson 46	Fluency Check-in: Partner Work				Debrief the Unit	

1. Let students talk.

STARI is a discussion-based intervention, and students talk about the text to deepen their comprehension.

2. Let students read silently.

Students need to build their reading skills by reading silently. Text chunks are short in order for students to be able to access them and build stamina over time.

3. Keep the pace up!

It's important to get through as much of the curriculum as possible. Studies have shown that the more of the STARI curriculum students complete, the more their scores improve. Try not to exceed the recommended time for each activity. Organize the lesson agenda according to the number of minutes in your class period.

Using STARI with multilingual learners



STARI focuses on building students' language skills in *reading, writing, speaking and listening*.

While STARI is not designed for newcomers, there is efficacy data (ESSA Tier 1) to support STARI's use with students designated as intermediate and advanced multilingual learners (MLs). In addition to the research-based best practices that support all learners, STARI specifically supports MLs in the following ways:

- Students engage daily in a range of collaborative discussions about the shared text, with partners, small groups, and the whole group.
- In each unit, STARI students engage in at least one debate, where they present a claim with relevant details and examples and listen and provide feedback to peers.
- In comprehension-focused lessons, students receive explicit instruction in a range of language skills designed to build vocabulary knowledge and usage. Optional language dives provide additional language-focused instruction, including support for unpacking idioms, figurative language, and sentence structure.

Additional supports for MLs are described in the guides for each component of the curriculum.

Lesson Overview

Objectives

- ▶ Engage in discussion with peers by conducting partner interviews.
- ▶ Determine central ideas of texts by completing a book preview.

Common Core Literacy Standards

- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- ▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials

- Workbook pp. 3-5
- *Local News*
- *Middle School Confidential (MSC)*
- *The Skin I'm In*
- Chart paper
- Do now #1 (optional)
- Exit ticket #1 (optional)

Agenda Lesson 1

<i>Do now #1 (optional)</i>	5 min
1. Unit launch	5 min
2. Who am I?	10 min
3. Interviews and introductions	15-20 min
4. Book preview	10-15 min
5. Daily wrap-up	5 min
<i>Exit ticket #1 (optional)</i>	5 min



Agenda and editable slides available for Lesson 1.



Related assessment opportunity:

Consider how you will pre-assess your students in **fluency**, **decoding**, and **comprehension** before launching this unit. See the STARI Unit 1.1 Assessment Guide Decoding, Lesson 1; Comprehension, Lesson 1; Fluency, Lesson 1.

Activities

Do now #1 (optional)

1. Unit launch: Whole class (5 minutes)

Teacher will introduce the unit and the Lesson 1 activities.

☐ Introduce the unit title, Stand Up for Yourself, and the key questions:

- *How do you find out who you really are?*
- *How do you and other people accept you for who you are?*

☐ List the day's activities:

- a) Who am I? will get us thinking about identity in different contexts.
- b) Interviews & introductions will prepare us to work well in partners.
- c) Book preview will give us a taste of this unit's books.

2. Who am I? Concentric circle chart: Individual work (10 minutes)

Students will write about who they are in their families, in their school, in their communities, and in the world.

☐ Frame the activity. *We all belong to many different groups. How do our identities shift in the context of each group?*

☐ Model filling in the chart on **workbook p. 3**:

For "family," I'm a brother and a dad, so I'll write "brother" and "dad."

For "school," I'll write "STARI teacher."

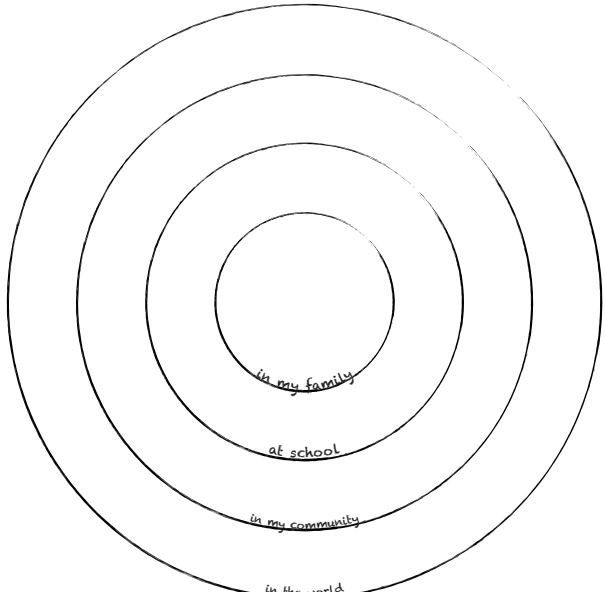
For "community," I love to chat with neighbors, so I'll write, "social, chatty."

For "the world," I'm from Puerto Rico and I love to visit, so I'll write, "love to visit Puerto Rico." I'm interested in Egypt, so I'll write, "want to learn more about Egypt."

☐ Students work independently to fill out their own charts. Circulate to offer help.

☐ Share out examples.

Who am I?



Lesson 1 p. 3

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Post students' finished charts around the room for a "gallery walk." Give students time to browse, and then invite comments and questions.

3. Interviews & introductions: Partner work (15-20 minutes)

Partners will interview each other and introduce each other to the class.

- ☐ Frame the activity. Learning about each other and practicing speaking and listening will help partners work well together.
- ☐ Review instructions on **workbook p. 4** and preview the questions. Students should try to complete at least three sections.
- ☐ Break students into partners.
- ☐ First partner interviews. Set a time limit.
- ☐ Second partner interviews. Set a time limit.
- ☐ Allow a minute or two for students to select important, interesting details and plan their introductions.

For example, I might say, "I'd like to introduce Shawn, he loves hockey, he has three sisters, and he won a skating trophy last summer."

- ☐ Students introduce their partners to the class.
- ☐ Debrief. *Who learned something new about their partner?*



Use a fluency timer to keep the interviews moving.



Ask, "Who will interview first?" Make sure one hand goes up in each pair.

Partner interview



→ Write down your partner's answers to these questions:

What's your name?

Do you have a nickname?

Do you have any brothers or sisters? ☐ Yes ☐ No

Where are you from?

What is your favorite type of music?

Who are your favorite groups or performers?

Are there sports teams you enjoy? ☐ Yes ☐ No

Which ones?

Is there an activity you really enjoy? ☐ Yes ☐ No

What is your favorite activity?

Lesson 1

p. 4

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STARI Unit 1.1 • Stand Up for Yourself

4. Book preview: Small group work (10-15 minutes)

In groups of three, students will preview the three unit books. Then, the class will come together to brainstorm ideas about the unit focus and unit themes.

- ☐ Frame the activity. *Previewing books is an important skill. It helps us get ready to read and understand.*
- ☐ Model how to "taste" or preview a book by looking at the front and back covers, looking at pictures, and leafing through the book.

I notice...

I wonder...



You can give each student a timed turn with each book, or allow students to browse and discuss the books as a group.

Lesson 1

- ☐ Review procedure (see tip) and instructions on **workbook p. 5**.
- ☐ Share out ideas about unit focus and themes and write these ideas on chart paper. Discuss the ideas and ask follow-up questions to understand student thinking.

5. Daily wrap-up (5 minutes)

- ☐ Ask students: *What ideas do you think we'll explore in this unit?*

 Exit ticket #1 (optional)

Book preview

What can we learn about a book just by looking at it quickly?

 In your group, look at the books for this unit and answer the questions.



Title / Author	Notes
<i>The Skin I'm In</i> , Sharon G. Flake	What do you think this book is about? What is interesting about this book?
<i>Local News</i> , Gary Soto	What do you think this book is about? What is interesting about this book?
<i>Middle School Confidential</i> , Annie Fox	What do you think this book is about? What is interesting about this book?

Lesson 1

p. 5

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STARI Unit 1.1 • Stand Up for Yourself

END OF LESSON

Lesson Overview

Objectives

- Demonstrate sufficient reading fluency to support comprehension by evaluating different readings for rate, accuracy, and phrasing.

Common Core Literacy Standards

- ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

Materials

- Workbook pp. 6-10
- Fluency audio files (available via the STARI Download Center)
- Speakers
- Do now #2 (optional)
- Exit ticket #2 (optional)

Planning Note

Today's activities include students listening to audio tracks to learn about fluency. Here is a "key" for reference:

- 01 Speed Reader 1 (Too Fast)
- 02 Speed Reader 2 (Good Speed)
- 03 Speed Reader 3 (Too Slow)
- 04 Accuracy Reader 1 (Mediocre)
- 05 Accuracy Reader 2 (Inaccurate)
- 06 Accuracy Reader 3 (Accurate)
- 07 Expression Reader 1 (Good)
- 08 Expression Reader 2 (Poor)
- 09 Expression Reader 3 (Mediocre)
- 10 Whole Passage Reader A (Mediocre)
- 11 Whole Passage Reader B (Good)

Agenda Lesson 2

<i>Do now #2 (optional)</i>	5 min
1. What is fluency?	15 min
2. How does fluency connect to meaning?	20 min
3. Daily wrap-up	5 min
<i>Exit ticket #2 (optional)</i>	5 min



Agenda and editable slides available for Lesson 2.

Activities

 Do now #2 (optional)

1. What is fluency? Whole class work (15 minutes)

Students will learn about fluent reading. They will listen to readings of short passages, follow along, and rate readers on their speed, accuracy, and phrasing.

- ☐ Explain fluent reading using **workbook p. 6**.
- ☐ Students rate speed. Play **audio track 1** as students follow the text in the middle of **workbook p. 6** (“Erica started at a new school . . .”) and then rate Reader 1 below the text. Repeat for **audio tracks 2 and 3**.

Fluent reading means reading at a good pace —not too slow, and not too fast.

- ☐ Students rate accuracy. Repeat the procedure on **workbook p. 7** with **audio tracks 4, 5, and 6**. (Students may need to hear audio tracks 4, 5, and 6 twice.)

What is fluent reading?

- Reading fluently includes reading out loud
- At a good speed
 - Getting all the words right
 - With phrasing that shows the meaning
 - With expression and emphasis

 Listen to the readings and then rate the readers.

Who reads at a **good speed**?

↓ Follow along as three readers read this text out loud:

Erica started at a new school. During her first week, a group of girls began teasing her. They told her she was fat and ugly. Then more kids joined in. Now she gets called names every day. People push her in the hallways. They steal her backpack. Erica needs help, but she is afraid to tell adults. She doesn't think they will do anything about the bullies.

✓ Now check whether each reader reads at a **good speed**.

	Reads at a good speed	Does not read at a good speed
Reader 1:	☐	☐
Reader 2:	☐	☐
Reader 3:	☐	☐

What is fluent reading?, continued

Who reads the words **accurately**?

↓ Follow along as three readers read this text out loud:

Bullying is a serious problem in many schools today. Both boys and girls can be bullies or victims. Some victims try to avoid school. Some even blame themselves.

✓ Now check whether each reader says the words **accurately**.

	Reads words accurately	Does not read words accurately
Reader 1:	☐	☐
Reader 2:	☐	☐
Reader 3:	☐	☐

- ☐ Students rate expression and meaning (phrasing). Repeat the procedure on **workbook p. 8** with **audio tracks 7, 8, and 9**.

The last part of reading fluently is using expression, not a flat tone of voice, and using phrasing that shows meaning, not reading word by word.

- ☐ Debrief: *What goes into fluent reading?*

2. How does fluency connect to meaning? Whole class work (20 minutes)

Students will listen to Reader A and Reader B read a passage about Erica, a bullying victim. Students will offer Erica advice, and compare how the readers helped convey meaning.

- ☐ Explain how fluent reading helps convey meaning. *When a passage is read fluently, the reader shows good understanding. As we listen to fluent reading, we get the meaning, too.*
- ☐ Review instructions and preview questions on **workbook pp. 9-10**.
- ☐ Play **track 10**, Reader A, and **track 11**, Reader B. Ask students to follow along with the passage on **workbook p. 9**.

What is fluent reading?, continued

Who reads with **expression and meaning**?



Follow along as the readers read this text out loud:

Schools need to make sure that all students are treated with respect. Victims can get help from adults. Victims can learn to make sure to stay with a friend. They can ignore bullies and walk away. Or they can tell the bullies to stop.

✓ Check whether each reader speaks with expression and meaning.

	Reads with expression and meaning	Does not read with expression and meaning
Reader 1:	☐	☐
Reader 2:	☐	☐
Reader 3:	☐	☐

Lesson 2

p. 8

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Fluency and getting the meaning



Now, listen to two different readings of the whole passage below. As you listen, follow along.

You will answer a comprehension question about the reading after hearing both readings.

You will also rate the readers: Who made the passage easier to understand? Why?

Bullying Prevention

Erica started at a new school. During her first week, a group of girls began teasing her. They told her she was fat and ugly. Then more kids joined in. Now she gets called names every day. People push her in the hallways. They steal her backpack. Erica needs help, but she is afraid to tell adults. She doesn't think they will do anything about the bullies.

Bullying is a serious problem in many schools today. Both boys and girls can be bullies or victims. Some victims try to avoid school. Some even blame themselves.

Schools need to make sure that all students are treated with respect. Victims can get help from adults. Victims can learn to make sure to stay with a friend. They can ignore bullies and walk away. Or they can tell the bullies to stop.

Some schools send bullies to special classes. They teach bullies to solve conflicts with words. They teach them to manage their anger.

Other schools make sure adults watch over the halls, the gym, and the cafeteria. This is where most bullying happens. Many schools make it clear that bullying is never okay.

Lesson 2

p. 9

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Lesson 2

- ☐ Students answer the passage comprehension question at the top of **workbook p. 10**: What advice would you give Erica?
- ☐ **Turn and talk**: Which reader made it easier to understand the passage, Reader A or Reader B?
- ☐ Students answer the question, “How did one reader make the passage easier to understand?” on **workbook p. 10**.
- ☐ Students share out answers from **workbook p. 10** and their own thoughts about how fluency can help with comprehension.



To speed up this activity, listen to just part of the passage (but make sure it's the same part both times).

Fluency and getting the meaning, continued

Answer the following questions:

What advice would you give Erica?



Which reader made it easier to understand the passage?

☐ Reader A

☐ Reader B



Turn and talk to your partner.

How did one reader make the passage easier to understand?

Lesson 2

p. 10

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3. Daily wrap-up (5 minutes)

- ☐ Ask students to think about Erica, the bullying victim, from the fluency passage. Explain that bullies will be a focus for much of this unit. Have a short discussion using one of these prompts or a prompt of your own:
 - *Can adults stop bullying at school? Why or why not?*
 - *If you were Erica's friend, what would you say to her?*
 - *If you were friends with one of the bullies, what would you say to your friend?*



Encourage students to respond to each other. Can you add something to what Lukas said? Do you agree with Alanna, or do you have a different idea?

Exit ticket #2 (optional)

END OF LESSON

What do my students learn about fluency in this unit?

Students are introduced to the STARI fluency routine through a mini-lesson about what fluency is, and go through the routine as a whole class step-by-step. Fluency is not just speed! During the fluency routine, students engage in repeated readings of leveled texts to improve:

- rate
- accuracy
- phrasing and intonation
- comprehension

Partnering students for fluency

Students work with a partner to engage in the fluency routine. Purposeful partner choice matters! We suggest that whenever possible, students remain in the same partnerships for the whole unit. Partners don't always have to read the same level passage; it's up to the teacher to decide whether each student should be paired with a same-level or different-level partner.

Considerations for multilingual learners



For native English speakers, fluency and comprehension are strongly correlated. Among multilingual learners, however, this correlation is less strong because their proficiency and fluency in English do not yet include the internalized knowledge of grammar, vocabulary, and language patterns needed for contextual facilitation of text comprehension. In other words, reading comprehension and fluency are more difficult for MLs when engaging with texts that use less familiar vocabulary and more complex sentences, especially on unfamiliar topics (i.e., insufficient background knowledge). To support MLs in STARI with fluency, the goal is to lower the language demand of students' participation in STARI's fluency routine while maintaining the cognitive rigor of the task.

To further support MLs in your classroom, consider this decision tree. Use scaffolds strategically and fade them as students gain independence:

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Confidence: utilizing fluency strategies	• Reluctance to read aloud • Hesitation or stopping at unfamiliar words • Inconsistent self-monitoring or self-correction	• Strategic partner pairings (same-language peer or fluent model) for oral rehearsal of decoding and fluency strategies • Opportunities to use home-language as a scaffold to confirm the meanings of words or phrases

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Pronunciation: pronouncing specific sounds during Tricky Words Activity	• Consistent mispronunciation of particular phonemes • Substituting familiar home-language sounds • Avoidance of saying target words aloud	• Explicit modeling of unfamiliar phonemes and articulation • Acknowledging that pronunciation differences tied to home language are expected steps in the process of becoming bilingual • Brief, focused practice with target sounds
Prosody: Reading accurately but lacking expression	• Flat or word-by-word reading • Little attention to punctuation or phrasing • Prosody that does not reflect meaning	• Explicit modeling of prosody (intonation and phrasing) that signals meaning and comprehension • Brief, targeted feedback during reading • Opportunities to use home-language as a scaffold
Discussion: Participating in discussion or struggling with meaning-making	• Limited participation in partner work or whole class talk • Short or hesitant responses • Strong listening but minimal speaking	• Opportunities for same language peer discussions before sharing in English • Sentence stems (I think ...; The author says ...)
Writing: Responses to Comprehension Questions	• Incomplete or unclear written responses • General statements without text evidence	• Brief oral rehearsal using evidence-based, text-dependent sentence starters or partner talk • Optional home-language drafting or bilingual dictionary use (with transition to English) • Modeling of how to cite text evidence

Fluency Levels in STARI

What are the levels in the fluency materials?

Fluency Level	Lexile Range
A	500–590
B	600–690
C	700–790
D	800–890

How should I assign students to levels?

- Students should work at a comfortable level of difficulty – their independent reading level. This will vary for individuals in your STARI class.
- In introducing fluency, students work on a **B passage**. Students’ performance on “What’s Your Birth Order?” can help in level placement
- During Lessons 3-5, circulate and listen in on as many partnerships as possible.
 - Make notes about students’ accuracy, phrasing and expression as you listen to them read the passage aloud.
 - Make notes about their comprehension of the passage as you listen to partner discussion of the comprehension questions. Consider collecting **workbook p. 14** to assess students’ comprehension of the main idea and key details of the passage
- At the end of Lesson 3, collect **workbook pp. 15-16** to gather data on students’ oral reading rate.
- Also consider test scores and other information on students’ reading levels.

Student performance on “What’s Your Birth Order?”				Assign fluency level
<i>Oral reading rate (words per minute)</i>	<i>Miscues</i>	<i>Comprehension of text</i>	<i>Phrasing and expression</i>	
Less than 100	More than 5	Poor	Poor	A
100-120	1-5	Good	Fair or good	B
120+	0-1	Good	Good	C
If student performance on “What’s Your Birth Order?” was excellent, and your other data suggest that this student reads above lexile 800, consider assigning Fluency Level D.				

 **Related assessment opportunity:** If you’d like to conduct a more formal pre-assessment of your students’ **fluency** before beginning Unit 1.1, see *Assessment Guide: Fluency, Lesson 1*.

Lesson Overview

Objectives

- Demonstrate sufficient reading fluency to support comprehension by practicing the first three steps in the Day One fluency routine.

Common Core Literacy Standards

- ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

Materials

- Timers
- Workbook pp. 11-16
- Post-its, one per student
- Do now #3 (optional)
- Exit ticket #3 (optional)

Planning Note

Today, you'll collect **workbook pp. 15-16**—the fluency chart (with First read WPM recorded today) and fluency reflections. These pages will help you determine each student's fluency level.

You will return **workbook pp. 15-16** in Lesson 5.

You'll assign each student a beginning fluency level in Lesson 8.

Agenda Lesson 3

<i>Do now #3 (optional)</i>	5 min
1. Introduce Day One fluency routine	5 min
2. Practice Day One fluency routine, Part 1	5 min
3. Model Day One fluency routine, Part 2	5 min
4. Practice Day One fluency routine, Part 2	5 min
5. Practice Day One fluency routine, Part 3	5 min
6. Set fluency goals	5 min
7. Daily wrap-up	5 min
<i>Exit ticket #3 (optional)</i>	5 min



Agenda and editable slides available for Lesson 3.

Activities

Do now #3 (optional)

1. Introduce Day One fluency routine: Whole class (5 minutes)

The teacher will introduce fluency workbooks and Day One procedures, Part 1 and Part 2.

- ☐ Ask students to think about becoming faster, more accurate, more expressive readers (in other words, more fluent). How will this help them in school, and outside of school?
- ☐ Connect fluency practice to improved fluency. Introduce the fluency workbooks and the key features of STARI fluency work:
 - fun and interesting passages
 - fluency topics connect to unit themes
 - two-day procedure where partners work together and help each other
 - fluency improves over time
- ☐ Use **workbook p. 11** to introduce the four parts of the Day One fluency routine. *Today, we'll talk about Part 1 (Silent read), Part 2 (First timed read), and Part 3 (Comprehension and discussion).*

2. Practice Day One fluency routine, Part 1: Silent read (5 minutes)

Students will do the silent read with the "What's Your Birth Order?" fluency passage.

- ☐ Show the silent read, which gets us ready for the first timed read. Ask students to turn to **workbook p. 13** and read, "What's Your Birth Order?" silently.

3. Model Day One fluency routine, Part 2: First timed read (5 minutes)

The teacher will demonstrate the first timed read with the same passage, count WPM, and finish reading the passage aloud. The teacher will select one student to play the partner role by keeping time.

Working with the Fluency Workbook

Day One

Part 1: Silent read	
 Read your passage silently.	
Part 2: First timed read	
Partner 1	Partner 2
 Set timer to one minute.	
 Say "ready, set, go" and start timer.	 Start reading out loud at a good pace.
 Tell partner to stop when timer goes off.	 Mark the last word with //
Help partner figure out words per minute (WPM).	Record words per minute (WPM) at top of page.
 Listen to partner read to end of passage.	 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	
Partner 1	Partner 2
 Listen to your partner.	 Read passage out loud in phrases to your partner.
Now switch roles and repeat!	

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Day One What's Your Birth Order?

Part 1: Silent read

→ Oldest child, middle, or youngest, does it matter? Read silently.

Are you the baby of the family? Or the first-born? Are you a middle child? Were you born first, second, or later in your family? Psychologists say that your birth order can shape your personality.

Barack Obama was older in his family of two children. So was Yankees captain, Derek Jeter. Beyoncé was also the oldest in her family. What do first-borns have in common? Often they show confidence and a strong desire to be in charge. On the flip side, first-borns can worry too much. They may be overly afraid of making mistakes.

Different from first-borns, middle children don't begin life believing that they are special. From the very start, middle children have to share and take turns. Like President Kennedy and sports star Magic Johnson, middle children are often very social. They can show special talent at bringing people together.

Youngest children have to try harder to get attention. They sometimes get away with things when older children are expected to be responsible. It's no surprise that some famous comedians were the youngest in their families. Cameron Diaz, Stephen Colbert, and Whoopi Goldberg were all the babies of their families. Telling jokes and acting silly got them noticed when they were growing up.

What about only children? Like first-borns, they grow up with extra attention. They are more likely to attend college and earn more as adults.

Is birth order destiny? Definitely not. But family roles help to make us who we are.

Lesson 3

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- ☐ Show the first timed read. Give a timer to one student. Explain that fluency work happens in partners, and that this student will be your partner for the First timed read. Show how the timer works.
- d) Use **workbook p. 14**. Explain that you will read out loud for one minute, and then put a double slash // after the last word you read.
- e) Have the student partner set the timer for one minute, start the timer, and say, "go." Read out loud. When the timer sounds, make a double slash // after the last word you read.
- ☐ Count your words per minute using. Model writing your WPM in the top right corner of **workbook p. 14**.
- ☐ Finish reading the passage **out loud**.
- ☐ Remind students that when they do this, the partners would then switch and repeat the steps. Refer to **workbook p. 11** again to show the steps.



Encourage students to turn the timer off quickly. When many timers are in use this reduces noise.

4. Practice Day One fluency routine, Part 2: First timed read (5 minutes)

In partners, students will practice Part 2 of the Day One fluency routine using "What's Your Birth Order?" The WPMs students record today will help to assign each student a fluency level—A, B, C, or D.

- ☐ Assign partners and spread the pairs throughout the room. All students should open to **workbook p. 14**. Have each pair pick which partner will read first.
- ☐ Teacher times the First timed read. Have each pair pick which partner will read first. Set your timer to 1 minute. Remind students to be ready to mark the passage with a double slash // when the timer sounds.
- ☐ Start timer. When the timer sounds, remind students to stop reading and mark a double slash // after the last word they read.
- ☐ Partners help each other calculate WPM. Circulate to check for accuracy. Have students record WPM on the upper right corner of their copy of "What's your Birth Order?" on **workbook p. 14**.
- ☐ Have the first reader finish reading the passage out loud to their partner.



Day One What's Your Birth Order?

// one minute

Part 2: First timed read

WPM _____

Are you the baby of the family? Or the first-born? Are you a middle child? Were you born first, second, or later in your family? Psychologists say that your birth order can shape your personality.

Barack Obama was older in his family of two children. So was Yankees captain, Derek Jeter. Beyoncé was also the oldest in her family. What do first-borns have in common? Often they show confidence and a strong desire to be in charge. On the flip side, first-borns can worry too much. They may be overly afraid of making mistakes.

50
64
79
95
97

Different from first-borns, middle children don't begin life believing that they are special. From the very start, middle children have to share and take turns. Like President Kennedy and sports star Magic Johnson, middle children are often very social. They can show special talent at bringing people together.

110
124
136
146

Youngest children have to try harder to get attention. They sometimes get away with things when older children are expected to be responsible. It's no surprise that some famous comedians were the youngest in their families. Cameron Diaz, Stephen Colbert, and Whoopi Goldberg were all the babies of their families. Telling jokes and acting silly got them noticed when they were growing up.

159
172
184
196
209

What about only children? Like first-borns, they grow up with extra attention. They are more likely to attend college and earn more as adults.

222
234

Is birth order destiny? Definitely not. But family roles help to make us who we are.

249
250

Part 3: Comprehension and discussion

What is birth order?

What do Cameron Diaz and Whoopi Goldberg have in common?

Lesson 3

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Assign each pair a permanent spot in the room for fluency work.



Have partners sit close so voices can be low.

Lesson 3

- ☐ Students switch roles and repeat. Continue to time the whole class, or have partners time each other. If partners time each other, remind them to **turn timers off as soon as they sound**.



Remind students to finish reading the passage after recording WPM.

5. Practice Day One fluency routine, Part 3: Comprehension and discussion (5 minutes)

Students will answer the comprehension and discussion questions, and use the fluency chart to record their WPM.

- ☐ Answer the questions on the bottom of **workbook p. 14** as a group. Model looking back in the text to find answers. *Why do we do this step? What would happen if we skipped this step?*
- ☐ Model transferring the WPM recorded on the top right corner of **workbook p. 14** to the **Fluency chart**.
- ☐ Students write their names and First read WPM on **workbook p. 15, Developing fluency, fluency chart**. Circulate to offer help.
- ☐ Congratulate your students! They have now practiced Part 1, Part 2, and Part 3 of the fluency routine.



Model answering questions in detail. Remind students that discussing the passage helps build fluency.

6. Set fluency goals (5 minutes)

Students will summarize what they've learned about fluency, then set goals.

- ☐ Review fluency. Ask students to talk about what it means. Remind students of the component elements (speed, accuracy, phrasing, expression, and emphasis).
- ☐ Review the Day One fluency routine, Parts 1 and 2. Use **workbook p. 11**.
- ☐ Students complete **workbook p. 16**.
- ☐ Collect **workbook pp. 15-16**. You will use each student's WPM from **workbook p. 15** to assign a leveled fluency workbook.

Developing fluency

Name: _____

Fluency chart

Level	Passage title	First read WPM	Last read WPM
Practice	What's Your Birth Order?		

Lesson 3

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Use Post-its to mark the Day One fluency routine on workbook p. 11 so students can find it easily later on.

7. Daily wrap-up (5 minutes)

- ☐ Share trends from students' reflections on the collected **workbook p. 16**. *I see that many people want to improve their reading rate, and that's great—we'll all become faster readers during this unit.*

Tomorrow, students learn Part 4 of the Day One fluency routine.

Exit ticket #3 (optional)

Fluency: How am I doing right now?

Reading fluently includes reading out loud

- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Reflect on what you've learned about fluency and about yourself. Check the boxes below that describe you the best. **You don't have to share these answers with anyone.**

1. My speed when I read is: ☐ blazing fast ☐ just about right ☐ pretty slow	4. After I have read, I remember: ☐ all the important facts ☐ some important facts ☐ very few important facts
2. When I read: ☐ I say almost all of the words right ☐ I say most of the words right ☐ I mess up or stutter on words	5. This year in STARI, I want to work on (check as many as you want): ☐ reading faster ☐ saying the words right when I read ☐ making it sound like talking when I read ☐ remembering more after I read
3. When I read sentences: ☐ it sounds like me just talking ☐ it sometimes sounds like talking ☐ it sounds jerky	Signed: _____

Lesson 3

p. 16

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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by practicing Part 4 of the Day One fluency routine.
- ▶ Engage effectively in collaborative discussions by making partner commitments.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Materials

- Workbook pp. 11, 17-20
- Fluency anchor chart (available via the STARI Download Center)
- Chart paper and markers (optional)
- Do now #4 (optional)
- Exit ticket #4 (optional)

Agenda

Lesson 4

<i>Do now #4 (optional)</i>	5 min
1. Getting fluent	5 min
2. Model/Practice Day One fluency routine, Part 4	10-15 min
3. Partner commitments	10-15 min
4. Daily wrap-up	5 min
<i>Exit ticket #4 (optional)</i>	5 min



Agenda and editable slides available for Lesson 4.

Activities

Do now #4 (optional)

1. Getting fluent: Whole class (5 minutes)

Students will learn how fluency routines will help improve fluency.

- ☐ Introduce **workbook p. 17, Getting fluent.**

Yesterday's read was a "cold read." To get faster, we'll practice reading in different ways:

- a) we'll read in phrases*
- b) we'll focus on tricky phrases*
- c) we'll focus on tricky words*
- d) we'll look for decoding patterns*

- ☐ Read **workbook p. 17** as a class.

2. Model/Practice Day One fluency routine, Part 4: Phrase-cued reading (10-15 minutes)

Students will learn how phrase-cued reading improves fluency and practice in partners or groups of three.

- ☐ Show phrase-cued reading in the Day One routine using **workbook p. 11.**

Phrase-cued reading is one of the "different ways" we practice reading to get more fluent. This is Part 4; the last thing we do on Day One.

Getting fluent

More practice helps!

Suppose your reading rate is not that fast.
You may miss some words as you read.
When you read out loud, it may not sound smooth.



How can your reading improve? Practicing with a partner helps!

- The first time you read a passage out loud is a "cold read."
- In a cold read, the words and ideas are still new to you.
- You may stumble or slow down.

What happens after the cold read?

- You practice the passage different ways.
- Then you do a "warm read."
- The warm read should be smoother and faster.

Lesson 4

p. 17

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Working with the Fluency Workbook

Day One

Part 1: Silent read

 Read your passage **silently**.

Part 2: First timed read

Partner 1	Partner 2
 Set timer to one minute.	
 Say "ready, set, go" and start timer.	 Start reading out loud at a good pace.
 Tell partner to stop when timer goes off.	 Mark the last word with //
Help partner figure out words per minute (WPM).	Record words per minute (WPM) at top of page.
 Listen to partner read to end of passage.	 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

Partner 1	Partner 2
 Listen to your partner.	 Read passage out loud in phrases to your partner.

Now switch roles and repeat!

p. 11

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- ☐ Explain phrase-cued reading with **workbook p. 18**. Model reading word-by-word.

“Different [pause] from [pause] first [pause] borns . . .” How does this sound? Is it hard or easy to understand?

- ☐ Model reading in phrases, as though you were speaking. Explain that a phrase is a group of words that make sense together. *“Different from first-borns...” How does this sound?*
- ☐ Model reading a whole paragraph of the phrase-cued version of “What’s Your Birth Order?” on **workbook p. 19**, pausing briefly at slash marks.
- ☐ Break into partners. Have students take turns doing the phrase-cued reading on **workbook p. 19** out loud to each other.
- ☐ Recap. Students have now completed all four parts of the Day One fluency routine, which they will use throughout the year.

Reading in phrases

When you read fluently, you read in phrases.

Phrases are groups of words that make sense together.

Here is a sentence from the passage, “What’s Your Birth Order?”

Different from first-borns, middle children don’t begin life believing that they are special.

If you read this sentence **without** good phrasing, it might sound like this:

Different . . . from . . . first-borns . . . middle . . . children . . . don’t . . . begin . . . life . . . believing . . . that . . . they . . . are . . . special.

With good phrasing, you pause between groups of words. It sounds like this:

Different from first-borns . . . middle children don’t begin life . . . believing that they are special.

When you read in phrases, it sounds like talking.

Lesson 4

p. 18

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Day One

What’s Your Birth Order?

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.

Are you the baby of the family? // Or the first-born? // Are you a middle child? // Were you born first, / second, / or later in your family? // Psychologists say that your birth order / can shape your personality. //

Barack Obama was older / in his family of two children. // So was Yankees captain, / Derek Jeter. // Beyoncé was also the oldest in her family. // What do first-borns have in common? // Often they show confidence / and a strong desire to be in charge. // On the flip side, / first-borns can worry too much. // They may be overly afraid of making mistakes. //

Different from first-borns, / middle children don’t begin life / believing that they are special. // From the very start, / middle children have to share / and take turns. // Like President Kennedy / and sports star Magic Johnson, / middle children are often very social. // They can show special talent / at bringing people together. //

Youngest children have to try harder / to get attention. // They sometimes get away with things / when older children are expected to be responsible. // It’s no surprise that some famous comedians / were the youngest in their families. // Cameron Diaz, / Stephen Colbert, / and Whoopi Goldberg / were all the babies of their families. // Telling jokes and acting silly / got them noticed when they were growing up. //

What about only children? // Like first-borns, / they grow up with extra attention. // They are more likely to attend college / and earn more as adults. //

Is birth order destiny? // Definitely not. // But family roles help to make us / who we are. //

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

Lesson 4

p. 19

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3. Partner commitments: Partner work (10-15 minutes)

Partner pairs will reflect on what makes a good partner.

- ☐ Talk with students about partner work. *Being a good partner will be essential in this class. What does it mean to be a good partner?*



Asking students to write down ideas from a class discussion sends the message that listening matters.

Lesson 4

- ☐ Partner pairs write two things a good partner *is* and two things a good partner *is not* at the top of **workbook p. 20**.
- ☐ Students share out while you record answers on the board, a slide, or on chart paper. Some examples of what students might come up with:

A good partner:	A not good partner:
Listens actively	Gets off task
Is willing to do the work	Jokes about pronunciation
Is patient	Doesn't share answers
Doesn't make fun of mistakes	Doesn't want to listen

- ☐ Students add one good partner and one bad partner idea that they learned from the discussion on **workbook p. 20**.

What ideas did you pick up from your classmates? In this class, listening to others' ideas is important—in partner work AND in class discussions.

- ☐ Students write a partner commitment at the bottom of **workbook p. 20**.

4. Daily wrap-up (5 minutes)

- ☐ *What will we do to be good partners? How will we help each other be good partners?*
- ☐ Record some class commitments for good partner work on chart paper and post them in the room.

Exit ticket #4 (optional)

What makes a good partner?

 With your partner, list two more things a good partner does and two more things a not good (bad) partner does.

A good partner . . .	A not good (bad) partner . . .
Ex. <u>listens attentively</u>	Ex. <u>gets off task</u>
_____	_____
_____	_____

 Listen to other people's ideas.

What is one more thing a good partner does? _____

What is one more thing a not good (bad) partner does? _____

Partner commitment

This year, I will be a good partner by trying hard to:

Ex. follow all directions

- _____
- _____
- _____

If I am not a good partner, I will try to fix this by:

Ex. asking the teacher to remind me of the directions so I don't get off task

- _____
- _____

Lesson 4 p. 20

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Planning Note

Be sure to review collected **workbook pp. 15-16** tonight and make a note about each student's WPM. These data will help you place each student in the appropriate fluency level: A, B, C, or D. See Fluency Levels in STARI on page 11 for placement guidelines.

END OF LESSON

Lesson Overview

Objectives

- Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.

Common Core Literacy Standards

- ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

Materials

- Collected fluency charts/reflections on workbook pp. 15-16 to return
- Timers
- Workbook pp. 21-25
- Fluency anchor chart (available via the STARI Download Center)
- Do now #5 (optional)
- Exit ticket #5 (optional)

Planning Note

Today you'll return **workbook pp. 15-16**, the fluency chart, and fluency reflections. Students record a Last read WPM on the chart today.

Agenda

Lesson 5

<i>Do now #5 (optional)</i>	5 min
1. Return fluency charts	2 min
2. Model and practice Day Two fluency routine, Part 1	10 min
3. Model and practice Day Two fluency routine, Part 2	5-10 min
4. Model and practice Day Two fluency routine, Part 3	5-10 min
5. Daily wrap-up	5 min
6. Assign homework	5 min
<i>Exit ticket #5 (optional)</i>	5 min



Agenda and editable slides available for Lesson 5.

Activities

Do now #5 (optional)

1. Return fluency charts (2 minutes)

- ☐ Return **workbook pp. 15-16, Developing fluency and Fluency: How am I doing right now?** Students will add to these pages later today.



Be sure students return workbook pp. 15-16 to the proper place in their workbooks.

2. Model and practice Day Two fluency routine, Part 1: Tricky phrases and words (10 minutes)

Students will practice harder phrases and tricky words and do a short decoding activity. This will help them read more fluently for the second timed reading.

- ☐ Briefly go over Parts 1, 2, and 3 of the Day Two routine using **workbook p. 12**.
- ☐ Turn to **workbook p. 22** (Day Two, Part 1 of the fluency routine with “What’s Your Birth Order?”) and introduce the concept of Tricky phrases. *Once we practice these harder phrases, they won’t trip us up or slow us down.*
- ☐ Model reading the tricky phrases on **workbook p. 22**.
- ☐ Introduce Tricky words by flipping back to **workbook p. 21, Tricky words**. Walk through the word “psychologists.”

Model reading the word with different stresses:

sy | KOL | uh | jists

SYE | kol | uh | jists

- ☐ Model reading the tricky words on **workbook p. 22**, chunk by chunk, with the correct syllable accented.
- ☐ Break into partners.
- ☐ Partners read the tricky phrases and words on **workbook p. 22** to each other, checking off each one as they read. Circulate to help with pronunciation.
- ☐ Introduce Decoding at the bottom of **workbook p. 22**. Recognizing decoding patterns will help us read smoothly through the fluency passages.
- ☐ Model finding a base word that shows the core meaning.

Working with the Fluency Workbook, continued

Day Two

Part 1: Tricky phrases and words

Partner 1	Partner 2
 Listen to your partner.	 Read tricky phrases and words out loud to your partner.

Now switch roles and repeat!

 Both partners complete decoding activity.

Part 2: Last read

Partner 1	Partner 2
 Set timer to one minute.	
 Say “ready, set, go” and start timer.	 Start reading out loud at a good pace.
 Tell partner to stop when timer goes off.	 Mark the last word with //
Help partner figure out words per minute (WPM).	Record words per minute (WPM) at top of page.
 Listen to partner read to end of passage.	 Finish reading passage out loud .

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.

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The pronunciation guide gives three kinds of information:

- how to pronounce tricky letter combos
- how to chunk syllables
- which syllable is stressed—in capitals and bolded

- ☐ Partners work together to circle base words in the Decoding box at the bottom of **workbook p. 22**. (Students will get a full mini-lesson on base words in a few days.)

Tricky words

Some words can slow you down. They may have tricky spelling like psychologists.

For example, we say an **s** sound for the **ps** at the start of psychologists.

Your workbook will give you a guide to the harder words:

psychologists sye | **KOL** | uh | jists

→ The word is broken into chunks. You read one chunk at a time.

sye | kol | uh | jists

→ Each chunk is spelled the way it sounds.

psy = sye
like the word eye

→ Capital letters show the chunk you stress.

sye | **KOL** | uh | jists

Lesson 5

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Day Two

What's Your Birth Order?

Part 1: Tricky phrases and words

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

→ Put a check ✓ in each box as you read the word or phrase.

- ☐ Psychologists say that your birth order
- ☐ What do first-borns have in common?
- ☐ They may be overly afraid of making mistakes
- ☐ when older children are expected to be responsible
- ☐ It's no surprise that some famous comedians

- | | |
|--|----------------------------------|
| ☐ psychologists | sye KOL uh jists |
| ☐ personality | per sun AL ih tee |
| ☐ confidence | KON fih dens |
| ☐ comedians | kuh MEE dee enz |
| ☐ definitely | DEF ih nit lee |



Decoding practice:

Each word below has a base word. A base word is a word part that shows the core meaning. Circle the base word. The first one is done for you:

overly

oldest

personality

harder

Lesson 5

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p. 22

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3. Model and practice Day Two fluency routine, Part 2: Last read (5-10 minutes)

Students will practice Part 2 of the Day Two routine, the Last read. The teacher can time the class, or, if students seem ready, partners can time each other.

- ☐ Show Part 2 of the Day Two fluency routine using the **fluency anchor chart**.
- ☐ Break into partners. Partners decide who reads first.
- ☐ Partners turn to **workbook p. 23**. If students will time, hand out timers.
- ☐ Remind students to put a double slash // after the last word read when the timer sounds.
- ☐ Have students complete Day Two, Part 2: Last read.
 - a) timed read
 - b) calculate WPM
 - c) finish reading the passage aloud



Day Two

What's Your Birth Order?

// one minute

Part 2: Last read

WPM _____

Are you the baby of the family? Or the first-born? Are you a middle child? Were you born first, second, or later in your family? Psychologists say that your birth order can shape your personality.

Barack Obama was older in his family of two children. So was Yankees captain, 50
Derek Jeter. Beyoncé was also the oldest in her family. What do first-borns 64
have in common? Often they show confidence and a strong desire to be in charge. 79
On the flip side, first-borns can worry too much. They may be overly afraid of 95
making mistakes. 97

Different from first-borns, middle children don't begin life believing that they are 110
special. From the very start, middle children have to share and take turns. Like 124
President Kennedy and sports star Magic Johnson, middle children are often very 136
social. They can show special talent at bringing people together. 146

Youngest children have to try harder to get attention. They sometimes get away 159
with things when older children are expected to be responsible. It's no surprise 172
that some famous comedians were the youngest in their families. Cameron Diaz, 184
Stephen Colbert, and Whoopi Goldberg were all the babies of their families. 196
Telling jokes and acting silly got them noticed when they were growing up. 209

What about only children? Like first-borns, they grow up with extra attention. 222
They are more likely to attend college and earn more as adults. 234

Is birth order destiny? Definitely not. But family roles help to make us who we 249
are. 250

Part 3: Comprehension and discussion

What is your birth order? _____

Do you think you fit or don't fit the picture of a first-born, a middle child, the youngest, or an only child?

- ☐ I fit the picture. ☐ I don't fit the picture.

Share answers with your partner!

- ☐ I read my answer to my partner.

Lesson 5

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Lesson 5

- ☐ Partners switch and repeat.
- ☐ Circulate, helping students follow the steps.
- ☐ Give feedback. Establishing good routines is essential at this initial stage. *I saw that most of you followed the silent read and switching partners - very nicely done. We still need to work on turning the timers off quickly.... What have we done well at so far? What should we still work on?*



Help students calculate WPM— it's important to get this right.



Remind students to finish reading the passage.

4. Model and practice Day Two fluency routine, Part 3: Comprehension and discussion (5-10 minutes)

Students will practice Part 3 of the Day Two routine.

- ☐ Show Part 3 of the Day Two fluency routine using the **fluency anchor chart**.
- ☐ Model answering the Day Two Part 3 Comprehension and discussion questions. Be sure to model checking in with a partner. Explain that the Day Two comprehension activity always includes a “check in with your partner” step. Talking over an opinion or reaction with a partner will help us understand the fluency passages at a deeper level.
- ☐ Have students record Last read WPM on the fluency chart on **workbook p. 15**.

► **CONGRATULATIONS!** Students have now practiced all the steps in the Day One and Day Two fluency routine! These routines will help your class run smoothly throughout the unit.

5. Daily wrap-up (5 minutes)

- ☐ Review the full two-day fluency routine. Remind students of the fluency goals they set in Lesson 3. Ask: *How do you think this fluency routine might help you to reach your fluency goals?*

6. Assign homework (5 minutes)

- ☐ Use **workbook p. 25** to introduce the homework assignment, **Does birth order really explain how we act?**

Exit ticket #5 (optional)



Homework

Does birth order really explain how we act?

- Choose one of the famous people below.
- Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.
- Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say...

First-borns are:	Middle children are:	Youngest children are:
confident	easygoing	fun-loving
bossy	social	attention-getters
risk-avoiders	popular	rule-breakers
successful	loyal	rebels

Rajon Rondo—Basketball player Rajon Rondo is a skilled scorer. He loves to steal the ball and throw amazing “no look” passes. Respect is important to Rondo: giving respect, earning respect. But his quick temper can get Rondo into trouble. He has been benched for bumping and pushing refs. Off the court, Rondo is all business. He rarely hangs out with other NBA players. Rajon Rondo is a middle child.

Taylor Swift—Singer Taylor Swift has had some of the biggest hits in pop and country music. A star since the age of 16, Swift is always in the news. Happy to be noticed, Swift spends time with famous friends. Her songs tell the story of her life, like the hit “We Are Never Ever Getting Back Together.” Swift has made millions with her music and with product deals with Coca-Cola and Target. Taylor Swift is a first-born.

Marta Vieira da Silva—Forward Marta is one of the top soccer players in the world. When Marta was growing up in Brazil, soccer was just a boys' game. Marta was tiny but she played with boys and men. She learned to be tough when other kids made fun of her. By age 17, Marta was playing for Brazil in the Women's World Cup. She won the Golden Shoe (best scorer in the world) four times. She isn't afraid of anyone on the field. Marta is a youngest child.

My famous person, _____, ☐ fits ☐ doesn't fit his or her birth order.

My reasons are _____

Lesson 5

p. 25

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END OF LESSON

Comprehension Guide

What do my students learn about comprehension in this unit?

- ▶ Summarizing and clarifying are ways good readers understand what they read. These are the first of four Reciprocal Teaching strategies students will practice in units 1-3.
- ▶ We can summarize by answering the 5 Ws about a section of text: who, did what, when, where, and why.
- ▶ When summarizing, readers need to decide what information is important to remember.
- ▶ Clarifying involves first noticing words or phrases we don't recognize or understand.
- ▶ We can clarify by looking for a familiar smaller base word.
- ▶ We can clarify by looking at the context, the meaning of the whole sentence.
- ▶ We can also clarify by looking ahead at the next sentence or sentences and looking for an explanation of the challenging words or phrases.

Considerations for multilingual learners



MLs are simultaneously learning *academic content* and the *language* used to express it. While MLs often bring strong reasoning skills and background knowledge to reading tasks, they may demonstrate comprehension challenges not because they lack understanding of ideas, but because the language of the text creates barriers. To support MLs toward deeper comprehension of text, STARI includes:

- Explicit vocabulary instruction that highlights cross-linguistic connections
- Language dives that unpack complex language

To further support MLs in your classroom, consider this decision tree. Use scaffolds strategically and fade them as students gain independence:

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Vocabulary	Incorrect use, paraphrasing difficulty	Strategically reinforce, revisit, expand: • Visual glossary for Vocab Catcher words • Morphology mini-lessons • Clarifying strategies for unfamiliar words Consider adding: • Cognates routine

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Syntax	Incomplete sentences, run-ons	Strategically reinforce, revisit, expand: • Language dives Consider adding: • Sentence expansion/combining
Discourse	One-word responses	Strategically reinforce, revisit, expand: • Turn and Talk or Stop and Jot routines Consider adding: • Tiered sentence frames
Using evidence	Vague statements	Strategically reinforce, revisit, expand: • Think-aloud modeling • Partner rehearsal Consider adding: • Sentence starters

Lesson Overview

Objectives

- ▶ Provide a summary of a text by using the 5 Ws.
- ▶ Engage effectively in collaborative discussions by taking a sibling rivalry quiz.

Common Core Literacy Standards

- ▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Materials

- Workbook pp. 27-33
- Do now #6 (optional)
- Exit ticket #6 (optional)

Agenda

Lesson 6

<i>Do now #6 (optional)</i>	5 min
1. Review homework	5 min
2. Mini-lesson: Summarizing	10-15 min
3. Sibling rivalry quiz	10-15 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #6 (optional)</i>	5 min



Agenda and editable slides available for Lesson 6.

Activities

Do now #6 (optional)

1. Review homework (5 minutes)

- ☐ Ask students to share responses to the homework assignment, **workbook p. 25, Does birth order really explain how we act?**

2. Mini-lesson: Summarizing (10-15 minutes)

Students will learn about summarizing (a Reciprocal Teaching strategy) and use the 5 Ws to scaffold. They will read about Yadier Molina, and underline words that answer the 5 W questions.

- ☐ Introduce summarizing with **workbook p. 27** and the 5 Ws. In STARI, students learn to use the scaffold of the 5 Ws when summarizing.

*Good readers notice important information when they read.
They ask themselves **who, did what, when, where, and why?**
This helps us remember what is important.*



Let students know they'll have mini-lessons throughout the unit to introduce new strategies.

- ☐ Students silently read the passage about catcher Yadier Molina on **workbook p. 28**.

As you read, ask yourself the 5 W questions.

- ☐ Project the Yadier Molina passage on the board.

WHO?

DID WHAT?

the 5 Ws

WHEN?

WHERE?

WHY?



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Summarizing with the 5 Ws

Read the passage silently.

 **Yadier Molina**

On April 28, 2012, Yadier (yad-ee-AIR) Molina won a coveted award. He was honored with baseball's Platinum Glove. Molina was voted the best defensive player of the year. He received the award at Busch Stadium in St. Louis, Missouri.

Yadier is the youngest of three brothers. All were major league catchers. Big brother Bengie was a Giant, and middle brother José played for Tampa Bay. Like Yadi, his two brothers have World Series rings.

Were Yadi's brothers jealous of his Platinum Glove award? They were the first to congratulate him on his honor.

WHO is this about? _____

WHAT did he/she do? _____

WHEN did this happen? _____

WHERE did this happen? _____

WHY did this happen? _____

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- ☐ On the board, students underline text that shows **who, did what**, etc.
- ☐ Debrief. *What is tricky about this? What is confusing? What is easy?*

3. Sibling rivalry quiz: Whole class and partner work (10-15 minutes)

Students will develop knowledge about sibling rivalry, a unit theme, by reading a short passage and taking a quiz.

- ☐ Write “sibling rivalry” on the board. Explain that the class will be reading a short story about sibling rivalry over the next few days.
- ☐ Read about sibling rivalry as a group on **workbook p. 29**.
- ☐ Discuss sibling rivalry.

If you have a sibling or siblings, do you compete with them? In what way? Can we think of any famous siblings? (Solange and Beyoncé Knowles, Eli and Payton Manning, Lonzo and LiAngelo Ball, TJ and JJ Watt, Kate and Pippa Middleton, the Jonas Brothers, etc.) How do we think they might feel?

- ☐ Break into partners.
- ☐ Partners take the sibling rivalry quiz on **workbook p. 30**.
- ☐ Students share out quiz answers and scores.
- ☐ Discuss reasons why siblings might fight. Record notes on the board.



When you discuss why siblings fight, record notes on the board, using vocabulary (competitive, jealous, etc.) that students can draw on for their answers on workbook p. 31.

Sibling rivalry: Is this your story?



A lot of who we are begins at home, in our family. You might be the serious oldest child. You could be the only girl. Or you might be the baby of the family, even when you are six feet tall! These roles can carry over into life outside the family.

We'll be reading a story, "Blackmail," about brothers who really don't get along. One name for this is **sibling rivalry**. Siblings can be brothers or sisters. Often it is two brothers who are rivals. People who work with families say that brothers close in age are often **rivals**.

The quiz on the next page is supposed to be funny, but it can make you think about you and your siblings.

Quiz for fun about Sibling rivalry

Are you like NFL brothers Eli and Peyton Manning who got tough from growing up fighting each other? Or are you more like tennis superstars Venus and Serena Williams who are best friends off the court?

- | | |
|--|---|
| <p>1. When people look at baby pictures for your family, they sometimes have trouble telling you and your brother or sister apart. What do you say?</p> <p>a) I'm the cute one.
b) It's fun how much alike we look.
c) He/she's the funny-looking one.
d) No one had this problem—I'm an only child!</p> <p>2. When you were little, your brother or sister had swim lessons while you stayed home. What did you do?</p> <p>a) Played with all of his or her toys.
b) Enjoyed the time to myself.
c) Broke the head off his/her favorite toy.
d) I always enjoyed time to myself because I'm an only child.</p> <p>3. Your brother/sister always brings home great math grades. What do you do?</p> <p>a) Tell everyone, "I'm better at science."
b) Ask him/her for help.
c) Tell your mother he/she cheats.
d) I'm an only child so this is not my problem.</p> | <p>4. Your brother/sister isn't that athletic. What do you say when you're playing on a team together?</p> <p>a) Reject.
b) This is fun.
c) I don't know you.
d) As an only child, I don't have to worry about this.</p> <p>5. Your brother/sister skips doing chores. You end up doing both jobs. Your mom thanks you for helping out. What do you say to your brother/sister?</p> <p>a) You always get away with everything.
b) Next time you can help me.
c) I'm telling Dad.
d) I'm an only child so I only do my chores.</p> |
|--|---|

→ Count up your a) and c) answers:

- ☐ 0 or 1: Venus and Serena! (or you're an only child)
- ☐ 2 or 3: It's not a lovefest all the time.
- ☐ 4 or 5: Eli and Peyton!

Lesson 6

- ☐ Students write full-sentence responses on **workbook p. 31**.
- ☐ Share out answers.

4. Daily wrap-up (5 minutes)

- ☐ *What did you learn about yourself and your relationship with your siblings from the sibling rivalry quiz? Do you agree or disagree with your quiz results? What did you learn about your partner from his/her responses to the sibling rivalry quiz?*

Quiz for fun about Sibling rivalry, continued

What are some reasons why siblings undermine each other or fight?

Reason #1:

Reason #2:

Lesson 6 p. 31

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5. Assign homework (5 minutes)

- ☐ Introduce the homework assignment, **What would they say?**, **workbook p. 33**. This is the first of a series of activities on perspective-taking. This is an important skill that helps with reading comprehension.

Exit ticket #6 (optional)

 **Homework**

What would they say?

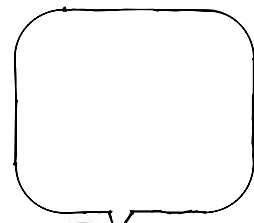
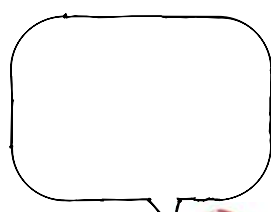
People often expect the older children in a family to excel. All three Molina brothers were pro athletes. But baby brother Yadi is the superstar.

The Molina brothers were all major league baseball catchers. But the year when Yadi won the Platinum Glove, middle brother José lost his contract. Toronto traded him to Tampa Bay. Oldest brother Bengie lost his contract with the San Francisco Giants.

How do you think José and Bengie feel about their little brother winning the Platinum Glove?

What could José and Bengie say to Yadi? What could Yadi say to his big brothers?

→ Write what they could say in the speech bubbles below.

Bengie and José Yadier

Lesson 6 p. 33

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END OF LESSON

What do my students learn about decoding in this unit?

- ▶ Longer words are made up of bases plus prefixes and suffixes.
- ▶ Bases carry the core meaning of the word.
- ▶ We can figure out some of the meaning of a new word by looking for a familiar base.
- ▶ Two base words can be combined into a compound word like payback or undercut where both base words contribute to the word's meaning.
- ▶ Adjectives are often formed by adding endings such as -y, -ish, -ic, -ous and others to bases as in rubbery, selfish, heroic, porous.
- ▶ In consonant combos like st, sp, cl, dr, gr, tw, str, we hear each consonant sound.
- ▶ We call these consonant combos “blends.”

Considerations for multilingual learners



While many MLs bring strong reasoning skills and literacy knowledge from other languages, decoding challenges may arise because English spelling patterns, vowel systems, and morphological structures differ from those they already know. STARI provides explicit guidance on decoding multisyllabic and morphologically complex words, highlights cross-linguistic connections, and supports students in applying these strategies in connected text to build accuracy, fluency, and confidence. For all students, but especially MLs, decoding instruction is most effective when integrated with word meanings, reinforcing the link between decoding and encoding or code-based and language-based skills.

To further support MLs in your classroom, consider this decision tree. Use scaffolds strategically and fade them as students gain independence:

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Blends & digraphs	Omitting or substituting sounds in consonant clusters	Strategically reinforce, revisit, expand: • Oral blending drills • Targeted mini-lessons Consider adding: • Word sorting
Morphologically complex words	Difficulty reading words with prefixes/suffixes	Strategically reinforce, revisit, expand: • Morphology decoding routine (base + affix) • Word building

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Decoding automaticity	Slow, labored reading; frequent pauses	Strategically reinforce, revisit, expand: • Repeated reading • Timed practice Consider adding: • Echo reading
Decoding in connected text	Accurate in isolation but breaks down in sentences	Strategically reinforce, revisit, expand: • Scaffolded text reading • Phrase-cued text • Discuss word meanings
Self-monitoring while decoding	Does not notice or correct errors	Strategically reinforce, revisit, expand: • Discuss word meanings (with visuals if helpful) Consider adding: • Check ins: “Does it look right/sound right?” • Think-aloud modeling

Lesson Overview

Objectives

- ▶ Use base words to understand longer words by building words from base words and suffixes.
- ▶ Determine a central idea of a text by making inferences about characterization.

Common Core Literacy Standards

- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials

- Workbook pp. 35-37
- "Blackmail" in *Local News*
- Do now #7 (optional)
- Exit ticket #7 (optional)

Agenda

Lesson 7

<i>Do now #7 (optional)</i>	5 min
1. Review homework	5 min
2. Mini-lesson: Base words	10-15 min
3. Characterization in "Blackmail"	15-20 min
4. Daily wrap-up	5 min
<i>Exit ticket #7 (optional)</i>	5 min



Agenda and editable slides available for Lesson 7.

1. Review homework (5 minutes)

- ## 2. Mini-lesson: Base words (10-15 minutes)

☐ Partners work together to build words with the base words “act,” “respect,” and suffixes on **workbook p. 35**.

3. Characterization in “Blackmail”: Whole class work (15-20 minutes)

“Blackmail” focuses on two brothers, Angel (AHN-hel) and Javier (HAH-vee-ay), also called Weasel, who have trouble getting along. They have a cat named Pleitos (PLAY-tohs).

**Introduce character chart
on workbook**

Talk about the images on **workbook p. 36**. To prepare to read and understand, be sure students know about:

- Polaroid cameras
- Madonna (the entertainer)

On the character chart, have students take brief notes before you begin reading.

- Pleitos: cat
- Angel: younger brother
- Weasel: older brother

“Blackmail”

by Gary Soto



Character name	Details about the character
Angel	
Javier/Weasel	
Pictos	
Papi	

Lesson 7 **p. 36**

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Set a purpose for reading

Let's think about the two main characters while I read. Why don't the brothers get along?

Teacher reads aloud

Read to the bottom of p. 2.

Stop and Jot

Students turn to **workbook p. 37** and complete the Stop and Jot about Weasel. Share out.

"Blackmail" by Gary Soto, continued

STOP and Jot

Just from listening to the first pages of "Blackmail," what kind of person is Weasel?

I think

Look up these Spanish words and phrases. Find them on pages 145–148 of *Local News*.

Spanish words	English meaning
vato loco	
ese	
Papi	

Lesson 7

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Teacher reads aloud

Read to the bottom of p. 4.

Lesson 7

Check in	<i>What did Weasel do?</i>
Introduce Spanish English glossary	Explain that Gary Soto grew up in an area where many families used Spanish words along with English. Soto put a Spanish-English glossary in the back of <i>Local News</i> .
Glossary activity	Students use the glossary to define three Spanish words from the story on workbook p. 37 .

4. Daily wrap-up (5 minutes)

- ☐ Tomorrow we'll read on in "Blackmail." What do you think of our two main characters so far?

Exit ticket #7 (optional)

END OF LESSON

Lesson Overview

Objectives

- Clarify the meaning of unknown words by identifying familiar base words.

Common Core Literacy Standards

- ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.

Materials

- Workbook pp. 38-39
- “Blackmail” in *Local News*
- Post-its
- Do now #8 (optional)
- Exit ticket #8 (optional)

Agenda

Lesson 8

<i>Do now #8 (optional)</i>	5 min
1. Mini-lesson: Clarifying	10-15 min
2. Clarifying in “Blackmail”	15-20 min
3. Daily wrap-up	5 min
<i>Exit ticket #8 (optional)</i>	5 min



Agenda and editable slides available for Lesson 8.

Activities

 Do now #8 (optional)

1. Mini-lesson: Clarifying (10-15 minutes)

Students will learn about clarifying. Readers clarify when they identify words or phrases they don't know as they read along, and then work to figure them out. Today's lesson focuses on just the first step: recognizing that a word or phrase is unfamiliar and unknown.

- ☐ Use **workbook p. 38, Clarifying**, to introduce clarifying.

Good readers keep track of words and phrases they don't understand. They figure out or clarify the meaning of the words and phrases they don't know.

- ☐ Students silently read the passage about author Gary Soto on **workbook p. 38**, and underline new words they might need to clarify.
- ☐ Project the Gary Soto passage onto a whiteboard. Ask students to come to the board and underline those new words they might need to clarify.
- ☐ Discuss possible meanings for “fearless,” “laughable,” and “realistic.” *What are the **base words** in each one of these words?*



Clarifying

When we read, we try to make sense as we go along.

Clarifying is what you do when you try to figure out what new words mean as you read.

In the passage below, underline words that are new to you.

Gary Soto grew up in a barrio, a Latino area, in Fresno, California. He was the middle child in a family of three children, with an older brother, Rick, and a sister, Debra. Gary was always the fearless one, ready to try anything. When Gary was only five, his family was devastated by the death of his father, Manuel. He said the family simply stopped talking after the loss. They just watched TV silently. The Sotos were almost illiterate, Gary said. There were no books in his house, and nobody read for fun. Gary discovered writing in high school, although he earned laughable grades. As an author, Soto began to write realistic stories based on his early life.

Source: *Gary Soto* by Tamara Orr, Minneapolis, MN: Rosen Publishing, 2005.

One strategy we use to clarify is to **look for base words**. Base words carry the core meaning.

1. Underline the base word in each word below.
2. Write what you think each whole word might mean.

Challenge word	I think it means . . .
fearless	
laughable	
realistic	

Lesson 8

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Optional extension

To integrate summarizing, our first RT strategy, ask students to come to the board and underline sentences or parts of sentences from the passage that would make a good summary. Prompt students to summarize using the 5 Ws.



2. Clarifying in Gary Soto's "Blackmail": Whole class work (15-20 minutes)

Teacher Read-Aloud with "Blackmail," pp. 4-8 in <i>Local News</i>	
Recap	Remind students of what happened in the first four pages.
Frame today's reading	<i>What can Angel do now? Is Weasel going to really show his naked picture to the girls at school? How can Angel come up with the \$20 that Weasel is demanding?</i>
Teacher reads aloud	Begin at the bottom of page 4, "But no, he'd been naked . . ." and stop at the bottom of page 5.
Model clarifying (use this script OR your own words)	<i>Let me clarify some words and phrases I didn't understand.</i> • "in the buff" <i>What could that mean? I think it's slang. It says that Weasel was in a baby picture, standing next to a blow-up pool. I wonder if "in the buff" means that Weasel was naked? So if Angel has found a picture of Weasel naked perhaps Angel thinks he can blackmail Weasel.</i> • "popping wheelies" <i>What could that mean? I think it's also slang. I see a base word, "wheel." It says that Weasel was hot and tired after popping wheelies. So I'm guessing popping wheelies is some trick you do with a bike or maybe a skateboard.</i>
Distribute Post-its	Have students mark at least 3 words to clarify. <i>When you see a word you don't know, mark it with a Post-it.</i>
Teacher reads and clarifies aloud	Read to the bottom of page 8.
Model clarifying	As you read, pause to clarify one more word using sentence context, familiar base words, or the Spanish-English glossary at the back of the book.

Lesson 8

Students clarify

Ask students to record three of the words they found to clarify on **workbook p. 39**. Then have them write what they think each means. Be prepared that some students may have trouble identifying words they don't know. If so, take time to discuss some strategies as a class.

Clarifying while reading

Look back at the pages of "Blackmail" your teacher read out loud.

Write down **three** words or phrases you don't know.

Hints:

- Do you see a base word you know?
- Is this a Spanish word in the glossary?

1. word or phrase _____
page number _____
I think it means _____
2. word or phrase _____
page number _____
I think it means _____
3. word or phrase _____
page number _____
I think it means _____

3. Daily wrap-up (5 minutes)

- ☐ How does clarifying help us? Who can share a hard word from the story that they clarified today?

Exit ticket #8 (optional)

Planning Note

For tomorrow's class, you will need to have assigned each student to an appropriate fluency level (A, B, C, D). See Fluency Levels in STARI (page 11) for more information.

You will also assign partners. Think about who might work well together. Many STARI teachers have found it productive to have students work with the same partners throughout the unit.

END OF LESSON

Lesson Overview

Objectives

- Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.

Common Core Literacy Standards

- ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 11, 41
- Fluency anchor chart
- Do now #9 (optional)
- Exit ticket #9 (optional)

Planning Note

Today students start work with the leveled fluency workbooks. Each student must be assigned to level A, B, C, or D, and each student needs an assigned partner. Please see Fluency Levels in STARI (page 11) for guidelines for determining each student's fluency level.

Agenda Lesson 9

<i>Do now #9 (optional)</i>	5 min
1. Partner fluency launch: Day One	15-20 min
2. Fluency debrief	5-10 min
3. Daily wrap-up	5 min
4. Assign homework	5 min
<i>Exit ticket #9 (optional)</i>	5 min



Agenda and editable slides available for Lesson 9.

Activities

Do now #9 (optional)

1. Partner fluency launch: Day One (15-20 minutes)

Partners will preview the leveled fluency workbooks and complete the Day One activities with the first set of passages.

- ☐ Assign partners and locations. Space partner pairs throughout the room.
- ☐ Hand out fluency workbooks and invite students to flip through. Explain that the passages all have to do with the unit themes.
- ☐ Review steps in the Day One fluency routine using **workbook p. 11** or **fluency anchor chart**.
- ☐ Give one timer to each partner pair. Practice using timers if necessary.
- ☐ Remind students that the Day One fluency routine has four parts: Silent read, First timed read, Comprehension and discussion, and Phrase-cued reading.
- ☐ Have partner decide who will read first.
- ☐ Partners complete the Day One activities. Circulate to monitor and help.
- ☐ At the end of the fluency routine, give feedback.

I saw at least three students help their partner remember the next steps they needed to do. Overall we did all the steps, but next time let's try to move more quickly from one step to the next.



Students may comment about the varying fluency levels, so be prepared to reinforce norms about positive talk.

Working with the Fluency Workbook

Day One

Part 1: Silent read

 Read your passage **silently**.

Part 2: First timed read

Partner 1	Partner 2
 Set timer to one minute.	
 Say "ready, set, go" and start timer.	 Start reading out loud at a good pace.
 Tell partner to stop when timer goes off.	 Mark the last word with //
Help partner figure out words per minute (WPM).	Record words per minute (WPM) at top of page.
 Listen to partner read to end of passage.	 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

Partner 1	Partner 2
 Listen to your partner.	 Read passage out loud in phrases to your partner.

Now switch roles and repeat!

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2. Fluency debrief (5-10 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.
 - 1A: Where are You From?
 - 1B: Baseball Nation
 - 1C: Hero or Traitor?
 - 1D: Judge the Person, Not the Playlist

3. Daily wrap-up (5 minutes)

- ☐ What did you and your partner do well when practicing the Day One fluency routine? What might you work to improve next time we do fluency practice?

4. Assign homework (5 minutes)

- ☐ Introduce the homework assignment, **Base words, workbook p. 41.**

Exit ticket #9 (optional)



Homework

Base words

Look at the words below. The words come from the story "Blackmail." Inside each word is a smaller word called a **base word**.

Circle the base word inside each word below.

(stroll)er	handful
mouthed	personal
smarter	rudeness
wheelie	yellowish
sweaty	

.....

Add the endings below to each base word **head** and **light** to make new words.

-er -ing -ache -band -ning -bulb

Base word: head _____ _____ _____ _____	Base word: light _____ _____ _____ _____
---	--

Lesson 9
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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Use base words to understand longer words by chunking compound words.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 43-45
- Dictionaries
- Fluency anchor chart
- Do now #10 (optional)
- Exit ticket #10 (optional)

Agenda

Lesson 10

<i>Do now #10 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency launch: Day Two	15-20 min
3. Fluency debrief	5 min
4. Mini-lesson: Compounds	10-15 min
5. Daily wrap-up	5 min
6. Assign homework	5 min
<i>Exit ticket #10 (optional)</i>	5 min



Agenda and editable slides available for Lesson 10.

 **Related assessment opportunity:** Today's homework may be used as a progress monitoring assessment of students' mastery of **compound words**. See *Assessment Guide: Decoding, Lesson 10*.

Activities

Do now #10 (optional)

1. Review homework (5 minutes)

- ☐ Ask students to share responses to the homework assignment, **workbook p. 41, Base words**.

2. Partner fluency launch: Day Two (15-20 minutes)

The teacher will lead partner pairs through the Day Two steps of the fluency routine.

- ☐ Using the **fluency anchor chart**, review steps in the Day Two fluency routine. Students may also use **workbook p. 12**. Remind students that all three parts are important to the routine.
- ☐ Hand out fluency workbooks, and one timer to each partner pair.
- ☐ Have partners complete the Day Two fluency routine.
- ☐ Circulate, checking that students are completing all steps for the three parts.
- ☐ Give positive feedback and list places for improvement if needed.



Students may comment about the varying fluency levels, so be prepared to reinforce norms about positive talk.

Working with the Fluency Workbook, continued

Day Two

Part 1: Tricky phrases and words

Partner 1	Partner 2
 Listen to your partner.	 Read tricky phrases and words out loud to your partner.

Now switch roles and repeat!

 Both partners complete decoding activity.

Part 2: Last read

Partner 1	Partner 2
 Set timer to one minute.	
 Say "ready, set, go" and start timer.	 Start reading out loud at a good pace.
 Tell partner to stop when timer goes off.	 Mark the last word with //
Help partner figure out words per minute (WPM).	Record words per minute (WPM) at top of page.
 Listen to partner read to end of passage.	 Finish reading passage out loud .

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.

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3. Fluency debrief (5 minutes)

- ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What's one interesting thing someone said?*

4. Mini-lesson: Compounds (10-15 minutes)

Students will learn to identify compound words as a reading tool and build compounds from bases.

- ☐ Write several compounds that students will easily recognize on the board such as “payback,” “hotline,” “sidewalk,” “undercover.”

- ☐ Explain compounds.

Compounds are made up of two base words.

A base word is a basic chunk of word meaning that can stand on its own like “under” or “walk.”

- ☐ Circle the two base words in the board examples. Talk about chunking.

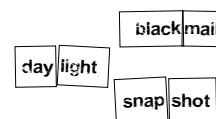
You can chunk new compound words by saying one base word first, then the other, then say them together:

under/cover under + cover

- ☐ Model circling two bases in compound words “everyone,” “network,” and “runaway” using **workbook p. 43, Compounds**.
- ☐ Students complete **workbook p. 43**.
- ☐ Challenge the class to make as many compounds as possible using the bases on **workbook p. 44**. Have print or online dictionaries available for students to confirm that the compounds they build are real words.
- ☐ Share out. Write all the unique compounds up on the board.

Compounds

Two base words that make a new word



Many words are compounds. Compounds are words like “homework” that are made up of two shorter words called base words. In the word “homework,” the base words are home + work.

In the words below, circle the two base words.

everyone	network	runaway	eyebrows
broadcast	toolkit	schoolwork	boyfriend
weekend	shortcut	sunflower	daydream
skateboard	teammate	hotline	whatever

Challenge yourself!

trustworthy	gemstone	cliffhanger	stomachache
meanwhile	afterthought	masterpiece	schoolwork

Lesson 10

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Compounds | Two base words that make a new word, continued

Working with a partner, try to make as many words as you can with the base words below. The words you make should all be compounds (base word + base word).

back	work	field	home
under	cross	room	crowd
show	run	snow	stop
in	hand	smart	fall
over	down	ball	out
off	side		

Our list of compound words:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How many compounds could you make? _____

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Lesson 10

Optional extension



Introduce “portmanteau words” (port-man-TOE). Portmanteau is a French word that means carryall. These are words that combine two base words but are different from compounds because they merge rather than add base words together: spork, chillax, bromance, frenemy, Spanglish.

Write some of these portmanteau words on the board with their base words underneath:

spork

chillax

frenemy

spoon + fork

chill + relax

friend + enemy

Compare how portmanteau words are put together with how compounds are put together (compound words contain all the sounds from both words, while portmanteau words don’t).

Ask students to generate a new portmanteau word that combines two positive characteristics about themselves, e.g., seriunny, serious + funny.

5. Daily wrap-up (5 minutes)

- ☐ What did you and your partner do well when practicing the Day Two fluency routine? What might you work to improve next time we do fluency practice?

6. Assign homework (5 minutes)

- ☐ Use **workbook p. 45** to introduce the homework assignment, **Compound words**. Students circle base words within compound words and then illustrate two of the compounds. Model thinking up and sketching an illustration for a concrete word like “seatbelt” or “sidewalk.”

 **Related assessment opportunity:** Today’s homework may be used as a progress monitoring assessment of students’ mastery of **compound words**. See *Assessment Guide: Decoding, Lesson 10*.

Exit ticket #10 (optional)



Homework

Compound words

Circle the two base words in each compound word:

Pick two of the words. Then draw a picture explaining each word.

handlebars

raincheck

blackmail

playground

widespread

underdog

backpack

brainchild

Compound word: _____

Draw your picture for the word here:



Compound word: _____

Draw your picture for the word here:



Lesson 10

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END OF LESSON

Lesson Overview

Objectives

- Provide a summary of a text by using the 5 Ws.

Common Core Literacy Standards

- ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials

- Workbook pp. 47-49
- “Blackmail” in *Local News*
- Do now #11 (optional)
- Exit ticket #11 (optional)

Agenda

Lesson 11

<i>Do now #11 (optional)</i>	5 min
1. Review homework	5 min
2. Mini-lesson: What belongs in a summary?	10-15 min
3. Summarizing with “Blackmail”	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #11 (optional)</i>	5 min



Agenda and editable slides available for Lesson 11.

Activities

Do now #11 (optional)

1. Review homework (5 minutes)

- ☐ Briefly check student responses to the homework assignment, **Compound words, workbook p. 45**. Ask a student or two to draw their compound word illustrations on the board and see if others can guess the word.

2. Mini-lesson: What belongs in a summary? (10-15 minutes)

Students will learn to ask themselves questions about the main point to select important details to summarize. They will practice with a short piece on Serena Williams.

- ☐ Introduce the mini-lesson using **workbook p. 47**, “Happy to Be Herself.”

Good readers ask themselves, “What’s the most important thing to remember here?”

- ☐ Prepare students to ask themselves the three listed questions from **workbook p. 47** as they read:
 - a) What’s new that I’m learning here?
 - b) How does this connect to the main idea?
 - c) Do I need to remember all of this to get the point?
- ☐ Students silently read the passage.
- ☐ Students record their idea of the main point and check off facts from the article that support the main point on **workbook p. 47**.
- ☐ Debrief and discuss the best choices.

3. Summarizing with “Blackmail”: Whole class work (15-20 minutes)

Teacher Read-Aloud with “Blackmail,” pp. 8-13 in *Local News*

Recap

Refresh students’ memories about why we summarize (to understand and remember) and about the 5 Ws.

Summarize pp. 1-8.

What belongs in a summary?



When we summarize, we don’t include every detail. Instead, we look for the most important facts.

We ask:

- What’s new that I’m learning here?
- How does this connect to the main idea of the article or book?
- Do I need to remember all of this to get the point?



Happy to Be Herself

Tennis player Serena Williams is no longer bothered by being compared to her sister Venus. Sisters Serena and Venus have been the top women’s tennis players in the world. Off the court, Venus designs clothes and sneakers. Serena helped build a school in Africa. News reporters sometimes comment on Serena’s full, athletic figure. The comments aren’t always kind.

In an interview, Serena said she’s happy now to be herself. Growing up, Serena wanted to be just like older sister Venus. She wanted to be tall like Venus and have Venus’s model-like figure. She even tried to wear Venus’s clothes. By the time she was 23, Serena says, she was okay with who she really was. “Since I don’t look like every other girl, it takes a while to be okay with that. To be different. But different is good.”

Source: Laura Brown, “Serena’s Grand Slam,” *Harper’s Bazaar*, July 3, 2010.

What do you think is the main point of this article?

Check off facts that support the main point.

- | | |
|---|--|
| ☐ It doesn’t bother Serena now when people compare her to Venus. | ☐ Venus is the older sister. |
| ☐ Serena designs sneakers. | ☐ Serena says, “Different is good.” |
| ☐ Serena says she is okay with her looks. | |

Lesson 11

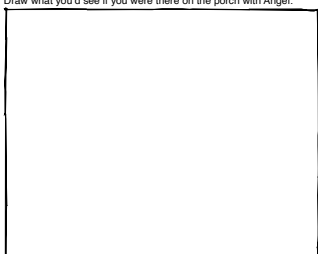
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Project the passage against a whiteboard and have students come up and underline important facts in the passage.

Frame today's reading	<i>Is Angel going to be able to stop Weasel from taking his picture to school? Is Weasel really that mean?</i>
Teacher reads aloud	Read p. 9.
Model summarizing	<i>What just happened seems important. I'll summarize here so I remember.</i> Who: Angel Did what: agrees to do Weasel's chores Why: he's scared that Weasel will tack his picture on the bulletin board at school
Teacher reads aloud	Read almost to the bottom of p. 12 “ . . . disappearing into the house.”
Model summarizing	<i>This seems important too. I'll summarize here so I remember.</i> Who: Weasel Did what: gives Angel the picture Where: outside on the front porch When: after dinner Why: because Angel did his chores and didn't rat on him to their dad
Introduce workbook p. 48	Prepare students to finish the story independently by reviewing workbook p. 48, Summarizing with “Blackmail.” Students will illustrate and then use the 5 Ws to summarize the last key event. Summarizing with “Blackmail” Read the last lines of “Blackmail” on page 12 starting with the words “Under the orange glare...” to the end of the story. Draw what you'd see if you were there on the porch with Angel:  Turn and talk to your partner. Summarize what happened with Pleitos the cat at the end of the story. Use the 5 Ws to write a summary. WHO _____ DID WHAT _____ WHEN _____ WHERE _____ WHY _____ Lesson 11 p. 48 © SERP Institute, 2014-2026 STARI Unit 1.1 • Stand Up for Yourself
Students read silently	Students finish reading the story, alone or with a partner, from “under the orange glare” to the end.

Lesson 11

Share out

Have students share what they concluded about the last key happening:

Who: Pleitos the cat

Did what: batted at the picture of Angel

When: after dinner

Where: on the porch

Why: he recognized Angel in the picture

4. Daily wrap-up (5 minutes)

- ☐ What was challenging or easy about summarizing this story?

5. Assign homework (5 minutes)

- ☐ Use **workbook p. 49** to introduce the homework assignment, **Angel and Weasel speak!** (another perspective-taking activity). What were Angel and Weasel thinking at the end of “Blackmail”? What might they say?

Exit ticket #11 (optional)

**Homework**
Angel and Weasel speak!

What were Angel and Weasel thinking at the end of “Blackmail”? What might they say?



Angel



Weasel

Lesson 11

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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Determine a central idea of a nonfiction text by using text features to preview.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 51-54
- *Middle School Confidential* (MSC)
- Do now #12 (optional)
- Exit ticket #12 (optional)

Agenda

Lesson 12

<i>Do now #12 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Previewing <i>Middle School Confidential</i>	15-20 min
5. Daily wrap-up	5 min
<i>Exit ticket #12 (optional)</i>	5 min



Agenda and editable slides available for Lesson 12.

Activities

Do now #12 (optional)

1. Review homework (5 minutes)

- ☐ Review the homework assignment, **Angel and Weasel speak!** on **workbook p. 49**. Ask volunteers to share Angel's and Weasel's perspectives at the end of "Blackmail."

2. Partner fluency work (10-15 minutes)

- ☐ Partners complete the Day One activities (all four parts) with the second set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

2A: Children Raising Children

2B: Dealing with Stereotypes

2C: The King of Pop

2D: Are You Multicultural?

4. Previewing *Middle School Confidential*: Whole class and partner work (15-20 minutes)

Students will prepare to read Middle School Confidential (MSC) by anticipating themes using the table of contents and pictures, and evaluating the author's expertise.

- ☐ Introduce previewing as a tool for understanding what we read.

When we preview, we anticipate—think ahead—about the information we will read about. We don't always read a nonfiction book all the way through from cover to cover, and previewing helps us pick out the information that's most relevant or interesting.

- ☐ Anticipate topics in *Middle School Confidential* using **workbook p. 51, What to expect**.
- ☐ Share out answers.
- ☐ Introduce the previewing activity. *We'll preview using:*
 - a) *table of contents*
 - b) *pictures*

What to expect

Middle School Confidential

You'll be reading nonfiction about standing up for yourself in middle school.

Circle some topics you'd expect to read about in this kind of book:

homework	teachers	body image
relaxing	breakfast	clothes
anger	teasing	friends
sports	lockers	enemies
cliques	fights	bullies

Previewing

1. With your partner, find the **table of contents**. In the chart below, write down the titles of three chapters that sound interesting.
2. Next to the chapter name, write some of the topics that you circled above that might be in that chapter.

Chapter number and title	Topics

- c) *author bio*
d) *index*

☐ Explain a **table of contents**.

- a) *found in informational nonfiction books*
b) *helps us see the topics we can learn about*
c) *quick way to locate pages for a particular topic*

*Looking through the **table of contents** is one way to preview a nonfiction book. Who can find the table of contents?*

☐ Break into partners.

☐ Partner pairs complete the table of contents previewing activity on the bottom of **workbook p. 51**.

☐ Review **workbook p. 52, Previewing through pictures**.

☐ Partner pairs complete the previewing through pictures activity on **workbook p. 52**.

☐ Students share out answers.

☐ Explain checking out the author and illustrator. *With informational books, we care whether the author really knows what he or she is writing about. One way to judge this is to look at the section of the book that tells about the author's background.*

☐ Partner pairs complete **workbook p. 53, Checking out the author and illustrator**, to locate information about a book's author and illustrator.



Tips for working with Middle School Confidential (MSC)

MSC explores issues about respect and self esteem—important to our unit novel and in students' lives.

It's critical to establish norms for discussing these issues.

Norms might include:

- keep comments positive
- no teasing
- no gossiping
- help everyone feel safe

Previewing through pictures

Middle School Confidential includes pages that look like a comic book or graphic novel.

Pick two pages from the book that look interesting. Describe what you see in the pictures and what the pictures show about life in middle school.



Page number	What you see happening in the picture	What this shows about life in middle school
20	a boy is holding a weird hat - other kids were laughing "Ha ha" when he wore the hat	teasing can be a problem

Lesson 12

- ☐ Explain that an index is a list of topics that gives a page number for each topic indicating where it can be found.
- ☐ Model using an index by looking up “decision-making” or “responsibilities” and then consulting one of the pages listed.
- ☐ Introduce **workbook p. 54, Using an index**. Partner pairs complete the activity.



Checking out the author and illustrator

When we read nonfiction, we want to know more about who wrote the book, the **author**.

- ☐ Have they studied or worked on the topic?
- ☐ Have they done other writing about the topic?
- ☐ Have they written for teens before?

In a book like *Middle School Confidential*, where pictures help tell the story, we also care about the **illustrator**. The illustrator is the person who drew the pictures.

Information about a book's author and illustrator is usually near the end of the book.



With your partner, find the end section about the author and illustrator and take some notes. Your notes should answer the questions above.

→ We found author and illustrator facts on page _____.

Author's name: _____

Author facts: _____

Illustrator's name: _____

Illustrator facts: _____

→ Would you trust information from these people?

- ☐ yes
- ☐ maybe
- ☐ no

Lesson 12

p. 53

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Using an index

With your partner, look at this list of topics. Circle two topics that sound interesting to you.

relaxing sleep gossip laughter
anger teasing bullying goals

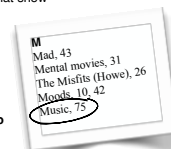


For each topic, find it in the **index** at the back of *Middle School Confidential*.

Write down the page numbers from the index that show where you can learn more about this topic.

Example: The index shows you can read about music on page 75.

Flip to those pages of the book. Take notes on one interesting fact to share with the class. An example has been done for you. Do this for **two more** topics.



Topic	Page number	Interesting fact
Music	75	sad or angry music can make you feel worse

Lesson 12

p. 54

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Optional extension

Introduce the book's characters: www.middleschoolconfidential.com/msc1/cast.html



5. Daily wrap-up (5 minutes)

- ☐ What are some topics we are going to read about in this book? Which of those topics sound most interesting to you?

Based on what we learned today, do you think we can trust this author and illustrator to be knowledgeable about the topics in *Middle School Confidential*?



Exit ticket #12 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Engage in discussion with peers by partner reading pp. 20-21 of *Middle School Confidential*.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Materials

- Fluency workbooks
- Timers
- Workbook p. 55
- *Middle School Confidential*
- Do now #13 (optional)
- Exit ticket #13 (optional)

Planning Note

Students will begin partner reading with *Middle School Confidential* in this lesson. Review the Partner Reading Guide and tips on page 85.

Agenda

Lesson 13

<i>Do now #13 (optional)</i>	5 min
1. Partner fluency work	10-15 min
2. Fluency debrief	5 min
3. Partner reading: <i>MSC</i> Chapter 2	15-20 min
4. Daily wrap-up	5 min
<i>Exit ticket #13 (optional)</i>	5 min



Agenda and editable slides available for Lesson 13.

 **Related assessment opportunity:** This is a good lesson to conduct a pre-assessment of **partner discussion**. Listen in or record as many partnerships as you can during fluency (finish during Lesson 15 if necessary). See Assessment Guide: Discussion, Lesson 13.

Activities

 Do now #13 (optional)

1. Partner fluency work (5 minutes)

- ☐ Partners complete Day Two activities with the second set of fluency passages.

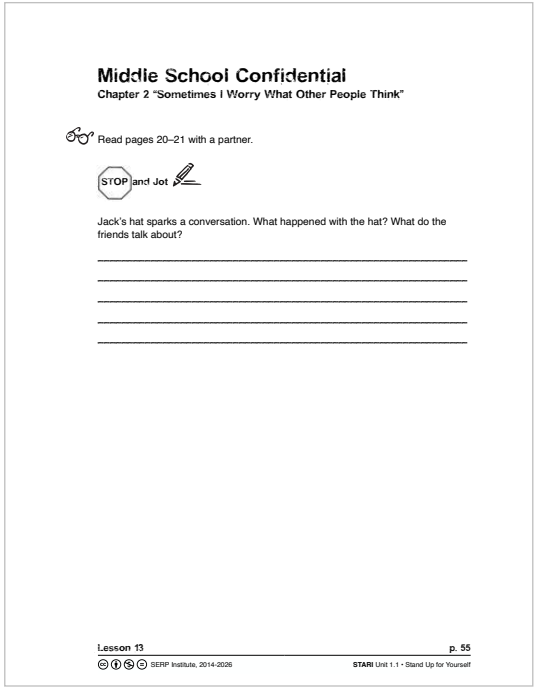
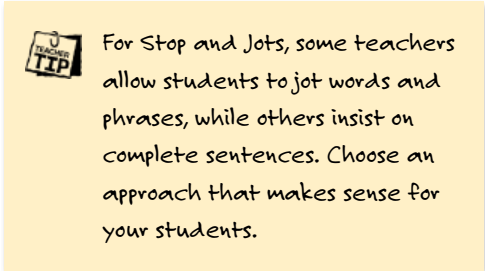
 **Related assessment opportunity:** This is a good lesson to conduct a pre-assessment of **partner discussion**. Listen in or record as many partnerships as you can during fluency (finish during Lesson 15 if necessary). See Assessment Guide: Discussion, Lesson 13.

2. Fluency debrief (5 minutes)

- ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What’s one interesting thing someone said?*

3. Partner reading (15-20 minutes)

Partner reading: <i>Middle School Confidential</i> , pp. 20-21 Workbook p. 55	
Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. outcast (p. 21) – a person who has been rejected by a social group. <i>Outcast is a compound word. Who can chunk it? What might make someone an outcast?</i> loner (p. 22) – a person who prefers not to associate with others. <i>Can you find the base word in ‘loner’? Does this base word help you guess the meaning?</i>
Set purpose for reading	→ <i>Jack is worried about what other people think. Read to find out how it affects his behavior.</i>

Preview workbook page(s)	☐ Preview questions on workbook p. 55. Partners will stop and jot about Jack's hat.	
Students read silently and complete workbook page(s)	Chapter 2 using workbook p. 55 ☐ Circulate to offer help while partners read and work.	

4. Daily wrap-up (5 minutes)

- ☐ *Do people you know worry about what other people think?*

Exit ticket #13 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Clarify the meaning of unknown words by using context clues.
- ▶ Engage in discussion with peers by reading and taking a quiz in *Middle School Confidential*.

Common Core Literacy Standards

- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Materials

- Workbook pp. 56-59
- *Middle School Confidential*
- Do now #14 (optional)
- Exit ticket #14 (optional)

Agenda

Lesson 14

<i>Do now #14 (optional)</i>	5 min
1. Mini-lesson: More on clarifying (context)	10-15 min
2. MSC Chapter 2: Quotes and quiz	10-15 min
3. Daily wrap-up	5 min
4. Assign homework	5 min
<i>Exit ticket #14 (optional)</i>	5 min



Agenda and editable slides available for Lesson 14.

Activities

Do now #14 (optional)

1. Mini-lesson: More on clarifying (context) (10-15 minutes)

Students have learned to identify words they don't know, and to use base words to clarify. Today, they will learn a new strategy: clarifying using context – looking for a definition or example of the challenging word or phrase in the same sentence or in the next sentence.

- ☐ Frame the new idea (we look to context to clarify when there's no helpful base word) with **workbook p. 56**.
- ☐ Explain the context for “outcast” using **workbook p. 56**.
- ☐ Students complete **workbook p. 56**.
- ☐ Share out, and talk through answers:
 - “Outcast” has a helpful base word.
 - The context for “demarcation” and “ridicule” includes a direct definition.
 - For “aggrieved” we just have an example. Can anyone think of a synonym?

2. MSC Chapter 2: Quotes and quiz (10-15 minutes)

Students will listen, read, and write about handling other people's opinions and take a quiz.

- ☐ Read aloud or have students read aloud on p. 22 of *Middle School Confidential* (MSC).
- ☐ Frame p. 23 of MSC and **workbook p. 57**, “Why I care what other people think.” Sample script below.

*We just read that everyone cares about what other people think—some of us care a little, and some of us care a lot. On p. 23 we'll hear the voices of six middle school students telling why **they** care what other people think.*

More on clarifying



When you clarify, you notice words that don't make sense—that's step one.

Step two is trying to figure out the challenge words.

Looking for a **base word** you know is one way to clarify.

?? What if you don't see a base word you know? ??

Sometimes you will see a meaning for the challenge word right in the text. Another way to clarify is to look for a **meaning in the sentence**. In the next sentence, the meaning for “outcast” is right there.

When the popular kids stopped sitting with Shawna, she was seen as an **outcast** or loser.

- Read the sentences below.
- Ask yourself, “Does the sentence give the meaning for the challenge word?”
- Put a check ✓ in the box if you can find the meaning in the sentence.

- ☐ At West Middle, there was a clear **demarcation** or line between the cool football players and other kids.
- ☐ Jaden felt **aggrieved** when nobody wanted to eat lunch with him.
- ☐ **Ridicule** and making fun of people can really hurt.

Lesson 14

p. 56

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Middle School Confidential

“Why I Care What Other People Think,” page 23

 Listen to other students read these ideas. Check off those ideas you agree with:

	Gabriella, 13	☐ I agree
	Bryant, 11	☐ I agree
	Eric, 14	☐ I agree
	Stephen, 13	☐ I agree
	Maria, 13	☐ I agree
	Rose, 12	☐ I agree

 Turn and talk to your partner.

Choose a student's quote from page 23 that you really agreed with or really disagreed with. Explain why.

I ☐ really agreed with _____ because _____
☐ really disagreed with _____

Lesson 14

p. 57

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- ☐ On p. 23, select students to read aloud the speech bubble quotes from different middle school students while classmates respond by checking (or not checking) “I agree” on **workbook p. 57**.
- ☐ Students **Turn and talk** about a student’s quote they really agreed with or really *disagreed* with. They write the name of the student and explain why they really agreed or disagreed on **workbook p. 57**.
- ☐ Share out.
- ☐ Skip ahead to the quiz on *MSC* p. 30, “Do I worry too much about what other people think?” Using **workbook p. 58**, students take and score the quiz. Emphasize that the quiz is private—workbook p. 58 will not be collected.

3. Daily wrap-up (5 minutes)

- ☐ Debrief the quiz. Ask students to share their thoughts about individual questions or the quiz as a whole.

4. Assign homework (5 minutes)

- ☐ Use **workbook p. 59** to introduce the homework assignment, **More on clarifying**. Project against a whiteboard and ask a student to come circle the word or words that tell us what “coerced” means (forced).

Exit ticket #14 (optional)

Quiz

Middle School Confidential, page 30

Do I worry too much about what other people think?

Read the choices in the book and mark your own answers True (T) or False (F).

- | | |
|------------|-----------------------------|
| 1. T or F | number of “T” answers _____ |
| 2. T or F | number of “F” answers _____ |
| 3. T or F | |
| 4. T or F | |
| 5. T or F | |
| 6. T or F | |
| 7. T or F | |
| 8. T or F | |
| 9. T or F | |
| 10. T or F | |

Read the answer key at the bottom of page 30 for a rating on your own tendency to worry about what others think about you.



Does your rating seem right? Why or why not?

Lesson 14

p. 58

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Homework

More on clarifying

When you clarify, you notice words that don’t make sense.

Looking for a **meaning in the sentence** is one way to clarify.

1. Read the sentences below.
2. Ask yourself, “Does the sentence give the meaning of the challenge word?”
3. Put a check ✓ in the box if you can find the meaning in the sentence.
4. Write the meaning for the challenge word.

The first one is done for you.

☒ Gabby never felt **coerced** or forced to join the group.

coerced means forced

☐ **Self-assertion**, sticking up for yourself, can be powerful.

self-assertion means _____

☐ That was an **odious** thing to say.

odious means _____

☐ Josh was happy to be with his buddies and **confidantes**.

confidantes means _____

☐ I don’t **agonize** or worry about what to wear to school.

agonize means _____

☐ Mia is a **staunch** friend.

staunch means _____

Lesson 14

p. 59

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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Engage in discussion with peers by making a positive qualities list and partner reading *Middle School Confidential*.

Common Core Literacy Standards

- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 61-63
- *Middle School Confidential*
- Do now #15 (optional)
- Exit ticket #15 (optional)



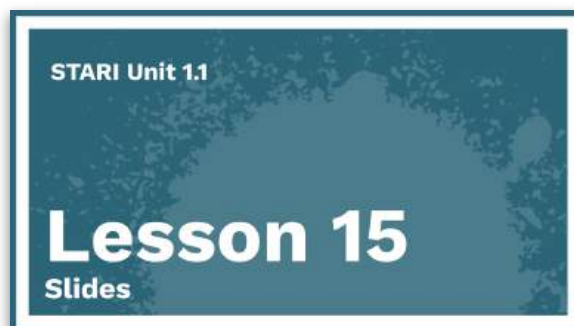
Related assessment opportunities: This is a good lesson to conduct a pre-assessment of **partner discussion**. Listen in or record as many partnerships as you can. See *Assessment Guide: Discussion, Lesson 15*.

Today's homework may be used as a progress monitoring assessment of students' mastery of **clarifying**. See *Assessment Guide: Comprehension Strategies, Lesson 15*.

Agenda

Lesson 15

<i>Do now #15 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. MSC Ch. 2: Positive qualities list and partner work	10-15 min
5. Index work on dealing with bullies	10-15 min
7. Daily wrap-up	5 min
7. Assign homework	5 min
<i>Exit ticket #15 (optional)</i>	5 min



Agenda and editable slides available for Lesson 15.

Activities

Do now #15 (optional)

1. Review homework (10-15 minutes)

- ☐ Review the homework assignment, **workbook p. 59, More on clarifying**. Confirm that the context for “odious” is probably unhelpful. Draw attention to the sentence structures that sometimes help us clarify:
 - a phrase after a challenging word, often enclosed in a pair of commas
 - a word after the challenging word, linked to it with the words “and” or “or”

2. Partner fluency work (10-15 minutes)

- ☐ Partners complete the Day One activities (all four parts) with the third set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.
 - 3A: Get Out of Your Own Way
 - 3B: Bullying: A Real Problem
 - 3C: Too Much Drama
 - 3D: Learning from Babies

4. MSC Chapter 2: Positive qualities list and partner work (10-15 minutes)

The teacher will read aloud from p. 23. Partners read a comic strip sequence on pp. 24 and 27-28 and debrief as a whole class.

- ☐ Read aloud the right hand side of p. 23: “What I Like About Myself” (or ask students to read aloud).
- ☐ Students use **workbook p. 61** to list positive personal qualities.
- ☐ Students share part or all of their lists.
- ☐ Break into partners.
- ☐ Partner pairs read the comic strip sequence on p. 24 and pp. 27-28 of *Middle School Confidential* where middle school students discuss how “what other people think” can hold you back. (Each partner needs to read for multiple characters.)
- ☐ Debrief the cartoon sequence as a class. *Does it ring true? Do these kinds of worries affect real people in real life?*

Middle School Confidential
 “What I Like About Myself,” page 23

Think about the questions below and follow the prompt. These come from page 23 of *Middle School Confidential*.

What do I like about my personality?

What am I good at doing?

In what ways do I show that I’m a good and interesting person?

Make a list of the things you respect and admire about yourself.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Lesson 15

p. 61

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5. Index work on dealing with bullies: Partner work (10-15 minutes)

Partners will use the index in *Middle School Confidential* to learn more about bullies.

 **Related assessment opportunity:** This is a good lesson to conduct a pre-assessment of **partner discussion**. Listen in or record as many partnerships as you can. See *Assessment Guide: Discussion*, Lesson 15.

- ☐ Students stay in partner pairs. Remind students that an **index** can help us use and understand a book.
- ☐ Preview **workbook p. 62, Dealing with bullies**.
- ☐ Students locate the topic “tough times” in the index.
- ☐ Have one student read the page numbers for this topic aloud (70 and 81).
- ☐ Partner pairs read Zoe’s story (p. 70) and Sean’s story (p. 81). They choose the story that is more interesting to them, and use it to complete **workbook p. 62**.

Dealing with bullies

1. Use the index to find the the topic, **tough times**.
I found this topic on page numbers _____ and _____.
2. Turn to the page numbers for the topic, **tough times**.
3. Read Zoe’s story and Sean’s story.
4. Circle the story that is more interesting to you:
Zoe’s story Sean’s story
5. Answer the following questions:
Who were the bullies? _____
What did they do? _____
How did Zoe or Sean respond? _____
Do you agree with the decision that Zoe or Sean made? Would you do the same thing in that situation? Why or why not?

Lesson 15
p. 62

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6. Daily wrap-up (5 minutes)

- ☐ Share out responses and ideas. *What did we learn about tough times?*

Lesson 15

7. Assign homework (5 minutes)

- Use **workbook p. 63** to introduce the homework assignment, **Clarifying**. Explain that sometimes we find clues about a word’s meaning in the next sentence. Walk through “ample” as a class.

 **Related assessment opportunity:** *Today’s homework may be used as a progress monitoring assessment of students’ mastery of **clarifying**. See Assessment Guide: Comprehension Strategies, Lesson 15.*

 Exit ticket #15 (optional)



Homework
Clarifying with context clues

When you clarify, you notice words that don’t make sense. These are challenge words.

Context clues are words right around the challenge word.

Context clues hint at the meaning of the challenge word.

1. Read the passage below. Look at the challenge words.
2. Re-read the sentences around each challenge word. These sentences give hints.
3. Write meanings for each challenge word.



Some kids worry about their looks. Shana worries about her **ample** hips. She thinks she looks heavy. Derek thinks his arms are **emaciated**. He has almost no biceps. Ana **frets** about her eyebrows. She thinks they are too dark. Josh’s skin is his worry. He has little **blotches** on his face.

Nobody looks perfect. You can feel **disheartened** by comparing yourself to other people.

Challenge word	I think it means . . .
ample	
emaciated	
fret	
blotches	
disheartened	

What would you say to a friend who worries too much about looks?



END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Provide a summary of a text by using the 5 Ws.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

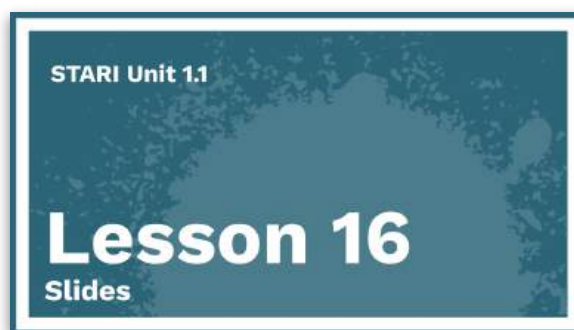
Materials

- Fluency workbooks
- Timers
- Workbook pp. 65-68
- *Middle School Confidential*
- Do now #16 (optional)
- Exit ticket #16 (optional)

Agenda

Lesson 16

<i>Do now #16 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Partner reading: <i>MSC</i> Ch. 3, pp. 32-33	10-15 min
5. <i>MSC</i> Ch. 3: Staying cool	10-15 min
6. Daily wrap-up	5 min
7. Assign homework	5 min
<i>Exit ticket #16 (optional)</i>	5 min



Agenda and editable slides available for Lesson 16.

Activities

Do now #16 (optional)

1. Review homework (5 minutes)

- ☐ Review the homework assignment, **Clarifying, workbook p. 63**. Discuss the meanings that students found for “emaciated,” “fret,” “blotches,” and “disheartened.” Project the slides against a whiteboard and ask students to underline the sentence context that was helpful in clarifying these words.

2. Partner fluency work (5 minutes)

- ☐ Partners complete Day Two activities with the third set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What’s one interesting thing someone said?*

4. Partner reading (10-15 minutes)

Partner reading: *Middle School Confidential*, pp. 32-33 Workbook p. 65

Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.

Sudoku (p. 32) – a number game where you use the numbers 1-9 in a pattern

backstabber (p. 34) – someone you trusted, who attacks when your back is turned (figuratively). *What kind of word is this? Who can chunk it?*

impulse control (p. 34) – the ability to resist the temptation to do or say something

weighing consequences (p. 34) – to compare the possible outcomes of different actions you might take

hijack (p. 34) – to take control of something and force it to go to a different destination. *What does it mean to hijack a plane? What does it mean to hijack a conversation?*



On p. 33, Michelle thinks, “AUUGH!” This is meant to be the sound of a scream (“AHHHHH!”) Consider reviewing this pronunciation before reading.

Set purpose for reading

→ Read about a conflict between Michelle and Abby, and think about which character you sympathize with.

Preview workbook page(s)	☐ Preview questions on workbook p. 65. Partners will read a cartoon sequence where Michelle blows up at Abby and work together to summarize and tell which character they sympathize with.	Middle School Confidential Chapter 3 "Sometimes I Just Lose It"  Read pages 32–33 together with your partner. One person could be Michelle and one person could be Abby. Summarize what happened here: WHO _____ DID WHAT _____ WHEN _____ WHERE _____ WHY _____  STOP and Jot  Do you feel bad for Abby, or do you feel bad for Michelle? Why? I feel bad for _____ because _____ _____ _____ _____ Lesson 16 p. 65 © ④ ⑤ ⑥ SERP Institute, 2014–2026 STARI Unit 1.1 • Stand Up for Yourself
Students read silently and complete workbook page(s)	pp. 32-33 using workbook p. 65 ☐ Circulate to offer help while partners read and work.	

Lesson 16

5. MSC Chapter 3: Staying Cool (10-15 minutes)

- ☐ Share out summaries and stop and jots from **workbook p. 65.**
- ☐ Student volunteers read out the short quotes on p. 35, while students respond in the table on **workbook p. 66**, indicating either “This sounds like me” or “I would never do this.”
- ☐ Share out. *Are some of these responses totally out of line? Which ones? Why?*
- ☐ Student volunteers read out the tips for staying cool on p. 35 of *Middle School Confidential*.
- ☐ Partners discuss the tips and write about a tip that might work for them on **workbook p. 66.**
- ☐ Partners read the resolution of Abby and Michelle’s story on p. 39 of *Middle School Confidential*.
- ☐ Partners summarize the story at the bottom of **workbook p. 66.**

Middle School Confidential | Chapter 3 “Sometimes I Just Lose It” continued

Listen to classmates read the stories on page 35 written by other teens. Decide if this sounds like you or if you would *never* do or say this.

Charlie, 14	☐ this sounds like me ☐ I would never do this
Adonis, 12	☐ this sounds like me ☐ I would never do this
Tori, 11	☐ this sounds like me ☐ I would never do this
Rafael, 13	☐ this sounds like me ☐ I would never do this
Cherise, 13	☐ this sounds like me ☐ I would never do this
Ivana, 13	☐ this sounds like me ☐ I would never do this

Check out the tips for staying cool on page 35 of *Middle School Confidential*.

→ Which tip could work for you if you were furious?

Page 39 shows Abby and Michelle working it out. Summarize what happened here:

WHO _____

DID WHAT _____

WHEN _____

WHERE _____

WHY _____

Lesson 16 p. 66

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6. Daily wrap-up (5 minutes)

- ☐ Debrief the summaries. *How did the girls work out their problem? What else might have helped?*

7. Assign homework (5 minutes)

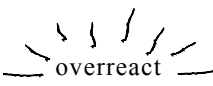
- ☐ Introduce the homework assignment on **workbook pp. 67-68, More Middle School Confidential talkback**. Students will read a list of tips for keeping cool from *Middle School Confidential*, and think about which one(s) they could apply.



Homework

More Middle School Confidential talkback

Look for two base words here:



overreact

 Read this list of ideas from page 42 of *Middle School Confidential*. These ideas help you stay cool and not overreact in anger.

1. **Exercise.** Engaging in sports, dance, martial arts, or other physical activities is great for your body, your mood, and your mind.
2. **Eat healthy.** Good food is also good news for your body and mood. Research suggests that some foods - like green, orange, and yellow veggies - can be especially helpful in lowering stress.
3. **Sleep.** A good night's rest will put you in a better position to deal with whatever comes your way. Doctors recommend that teens get at least nine and a half hours of sleep each night.
4. **Hang out with friends and family.** Spend time with people you like and who accept you. They are your support network, and just being with them is good for you.
5. **Take a break every day.** At least once a day, take a break and relax - walk the dog, play with the cat, read for enjoyment, play a game, take a bath, write in a journal, listen to or play music. Doing the things you like to do (not just those you have to do) helps keep you centered.

 Choose one idea that might work from you.

I could try to _____

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Homework | More Middle School Confidential talkback, continued

 How could this activity help you deal with stress or anger? Write at least two sentences.

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 **Exit ticket #16 (optional)**

END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Provide a summary of a text by using the 5 Ws.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials

- Fluency workbooks
- Timers
- *Middle School Confidential*
- Workbook pp. 69-70
- Do now #17 (optional)
- Exit ticket #17 (optional)

Agenda

Lesson 17

<i>Do now #17 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Partner reading: <i>MSC</i> Ch. 8, pp. 72-86	15-20 min
6. Daily wrap-up	5 min
<i>Exit ticket #17 (optional)</i>	5 min



Agenda and editable slides available for Lesson 17.

Activities

 Do now #17 (optional)

1. Review homework (5 minutes)

- ☐ Debrief the homework assignment, **More *Middle School Confidential* talkback**, on **workbook pp. 67-68**. Make time to discuss the cool down strategies on p. 42 of *Middle School Confidential*. Which ones seemed the most helpful?

2. Partner fluency work (5 minutes)

- ☐ Partners complete Day One activities with the fourth set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.
 - 4A: Just Joking... Not!
 - 4B: A Victim's Story
 - 4C: Losing it!
 - 4D: It Gets Better

4. Partner reading (15-20 minutes)

Partner reading: <i>Middle School Confidential</i> , pp. 72-89 (comic sequence only), p. 84 Workbook pp. 69-70	
Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. Opinionator (p. 76) – a made-up word in this book that means what you think about yourself. <i>When you have done really well on a math test, what does your Opinionator tell you about yourself?</i> social status (p. 84) – a person's importance in relation to other people. <i>Who is a person in our school with high social status?</i>
Set purpose for reading	→ <i>You'll read about Mateo's performance at school and how he overcomes a mean trick.</i>

**Preview
workbook
page(s)**

- ☐ Preview questions on **workbook pp. 69-70.**

Partners will summarize, Stop and Jot, and respond. The last prompt asks partners to read a short text at the top of MSC p. 84, and respond.

Middle School Confidential
Chapter 8 "I Like Who I Am"

Read the cartoons on pages 72, 76, 79, 80, 83, and 86 with your partner. Summarize what happened and why, using the 5 Ws.

WHO _____

DID WHAT _____

WHEN _____

WHERE _____

WHY _____

Turn and talk to your partner.
If you could say something to Mateo about what happened, what would you say?

STOP and Jot

Write down some of your ideas. It may help to look back at pages 83, 86, or 89.

I would tell Mateo that _____

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Middle School Confidential | Chapter 8 "I Like Who I Am" continued

Read the top of page 84 with your partner.

Talk about how this connects with Mateo's story.

STOP and Jot

Write some of your ideas about the connections.

We see a connection here with Mateo. He _____

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**Students
read silently
and
complete
workbook
page(s)**

Chapters 7 and 8 using **workbook pp. 69-70**

- ☐ Circulate to offer help while partners read and work.

5. Daily wrap-up (5 minutes)

- ☐ Ask students to share out answers and responses to the comic. *What would you say to Mateo about what happened?*

Exit ticket #17 (optional)

END OF LESSON

Reading Guide

STARI's reading routine is designed to improve students' reading skills, confidence, and stamina.

- ▶ Students read a whole novel by alternating between guided/communal reading and partner reading.
- ▶ In **guided/communal reading**, students read and discuss the text in a teacher-led guided reading group. Teacher-led discussions model the types of interactions with text that stronger readers carry out independently. In guided/communal reading, teachers can support students in developing more complex understandings of text.
- ▶ In **partner reading**, students read a few pages silently, then pause to discuss the text with a partner. Workbook pages provide questions for students to discuss. During partner reading, students have the opportunity to practice reading strategies more autonomously. The partner structure allows each student more time to speak and share their ideas than a whole-class discussion. It can also be less intimidating to share ideas with one peer than the whole class.
- ▶ **In both guided reading and partner reading, students read silently.** Silent reading builds students' stamina, decoding, fluency and comprehension skills.
- ▶ The STARI reading routine provides a structure to allow students to access the texts in manageable chunks. In both guided reading and partner reading, students read only a small chunk of text silently, then pause to discuss what they have read. Over the course of the school year, the size of the chunks increases, as students build stamina for silent reading.
- ▶ In both guided reading and partner reading, students are supported in applying Reciprocal Teaching and other comprehension strategies as they read. In guided reading, the support comes from the teacher, and in partner reading, the support comes from workbook prompts.

The STARI Reading Guide includes:

Title	Description	Page
Guided/Communal Reading Guide	An overview of the steps of the guided/communal reading routine and tips for success with this routine	82-84
Partner Reading Guide	An overview of the steps of the partner reading routine and tips for success with this routine	85-86
Guided and Partner Reading with Large Classes (optional)	An optional guide to scheduling guided and partner reading with large classes (20+ students)	87
Vocabulary Guide	An explanation of how vocabulary is taught in STARI, including the difference between "Vocab Catcher" words and "quick preview" words	88
Language Dives (optional)	An introduction to language dives in STARI, which may be especially helpful for classes with many multilingual learners	89

Guided/Communal Reading Guide

Steps of the guided/communal reading routine	
Recap	• Briefly summarize what students read the day before. • Ensure everyone is clear about characters, plot. • Can serve as a check-in that students did and understood the partner reading.
Vocabulary instruction	Add to Vocab Catcher • Use the slides, or write these words on the board. ◦ This helps students see word parts and spelling patterns. • Say the words aloud, and ask students to repeat them. ◦ This gives students a chance to practice pronouncing a new word and helps them retain its meaning. • Use the questions in the lesson plans to lead a discussion of the words' meanings. Students should record the words in their Vocab Catchers.
	Quick vocabulary preview • Use the slides, or write these words on the board. • Quickly provide the definitions of the words. Students may discuss the meanings briefly if time allows.
Set purpose for reading	Setting a purpose for reading helps students focus on main themes when they read.
Students read silently	• Short chunks of text help students access the text and build reading stamina. • Focus is on comprehension. • Students get support in applying Reciprocal Teaching and other comprehension strategies.
Facilitate discussion	• Discussion helps students move beyond surface understandings of the text. • Teacher-led discussions model the types of interactions with text that stronger readers carry out independently. • All students should have a chance to talk. • Students should look at, listen to, and respond to each other. • Students can re-read the text when answering questions or making a point of their own.
Sum-up	Summing up allows students to see how the story develops, to make connections between readings, and to anticipate and predict what might happen next. Try to elicit the summary from students, and scaffold as needed.

Guided/Communal Reading Tips

- ▶ **Always preteach challenging words.** This is an important scaffold for comprehension. Remember that not all unfamiliar words need to be pretaught. Focus on those highlighted in the Vocab Catcher and if necessary, select only a few more that are critical for understanding the text or central ideas. Aim for depth over breadth.
- ▶ **Always set a purpose for reading.** This levels the playing field for all students by making expectations for the day explicit and creates accountability (students know why they're reading and what they'll be expected to discuss or write about after.)
- ▶ **Select from the questions provided**—don't try to ask them all. Feel free to ask your own questions, too.
- ▶ **Hold your guided reading group in a circle,** so students can see each other. This sends the message that students should build on each other's talk. If this isn't possible, group students at tables or desks to encourage discussion.
- ▶ **Consider posting sentence stems** ("I agree...", "I disagree...", "In my opinion...", etc.).
- ▶ **Redirect students to the text** if they have trouble responding.
- ▶ Encourage students to quote from the text in support of their interpretations.
- ▶ Make sure students are heard by using talk moves (e.g., "Who can rephrase or repeat that statement?").
- ▶ If no one responds, or if the same students always respond, ask students to talk in partners or small groups, and then call on each group to share their discussion.

Is guided reading aligned with the science of reading?

STARI uses the guided/communal reading structure to engage students in robust discussion of text, in order to build students' verbal reasoning skills, their background knowledge, their vocabulary knowledge, their literacy knowledge, and their knowledge of language structures - all critical components of language comprehension, supported by the science of reading.

STARI guided/communal reading uses the text introduction structure laid out in the guided reading model created by Fountas and Pinnell. In a text introduction, teachers support students' comprehension of the text by interactively:

- ▶ Reviewing previously read text
- ▶ Previewing vocabulary that students will encounter in today's reading
- ▶ Setting a purpose for reading

However, in many ways, STARI guided/communal reading is very different from the traditional, elementary school guided reading popularized by Fountas and Pinnell:

In STARI guided/communal reading...	In traditional elementary school guided reading....
• All students read the same age-appropriate, complex text • Students discuss the text as a whole class	• Students read different texts based on their guided reading level • Students read and discuss text in small homogeneous groups

Considerations for multilingual learners



During guided reading, language support should **amplify access to complex text rather than replace or simplify it**, helping students engage with grade-level ideas while developing the language needed to express understanding. Observe students' reading and oral language to adjust scaffolds in the moment and support both comprehension and language growth.

To further support MLs in your classroom, consider this decision tree. Use scaffolds strategically and fade them as students gain independence:

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Generating ideas or getting started	Long pauses; students say "I don't know"; limited notes or evidence gathered	- Starting with Turn and Talk or small group discussion - Revisiting the question together and clarifying the task - Valuing developing responses (Treat partial or emerging language as part of learning while pressing for clarity, evidence, and reasoning.) - Leveraging home language (Some students may benefit from drafting ideas in their home language or using bilingual resources before sharing in English.)
Participating equitably in discussion	Same students speak repeatedly; some students speak very softly or not at all	- Turn and Talk or small group discussion before whole-class sharing - Goal 2 talk moves ("Who can rephrase or repeat...?") to make sure all voices are heard and encourage students who are hesitant to share their own ideas
Using evidence from the text	Opinions without citations; vague references ("it says somewhere...")	- Redirecting students to the text - Prompting students to quote or point to specific lines - Providing evidence sentence stems
Expressing ideas in academic language	Hesitation, word-searching, reliance on informal or home language patterns	- Sentence stems - Rehearsal with a partner - Drafting ideas in a home language before sharing
Responding to peers' ideas	Students restate their own points without engaging others	- Sentence stems (e.g., "I agree because...", "I disagree because...") - Talk moves to ask students to build on or challenge a peer's idea

Steps of the partner reading routine	
Vocabulary instruction	Add to Vocab Catcher - Use the slides, or write these words on the board. - This helps students see word parts and spelling patterns. - Say the words aloud, and ask students to repeat them. - This gives students a chance to practice pronouncing a new word and helps them retain its meaning. - Use the questions in the lesson plans to lead a discussion of the words' meanings. Students should record the words in their Vocab Catchers.
	Quick vocabulary preview - Use the slides, or write these words on the board. - Quickly provide the definitions of the words. Students may discuss the meanings briefly if time allows.
Set purpose for reading	Setting a purpose for reading helps students focus on main ideas.
Preview workbook page(s)	Preview today's assignment in the student workbook.
Students read silently and complete workbook page(s)	- Partners read silently and work together to complete comprehension activities in the workbook. - Working in partners lets students practice reading strategies more autonomously.

Partner Reading Tips

- **Post assignment:** Plan to post the partner reading assignment prominently—the pages to be read from the book and the workbook pages to be completed. (Tip: Use the slides.)
- **Plan for partners:** Have a plan for who each student will partner with and where they will work. Consider students' decoding and fluency profiles, language proficiency, confidence in oral reading, and the need for supportive partners when forming pairs.
- **Establish norms:** Make sure norms for partner work are clear and that you hold students to them.
- **Circulate during partner work.** Encourage students to discuss the workbook prompt together and talk over meaning, not just write responses. Commend students when they work productively as partners.

Considerations for multilingual learners



Like guided reading, partner reading supports students in engaging with grade-level ideas about complex text, while developing the language needed to express understanding. Working with just one peer may encourage less confident students to speak, with less pressure than when they are asked to speak in front of the whole class.

To further support MLs in your classroom, consider this decision tree. Use scaffolds strategically and fade them as students gain independence:

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Comprehending assigned text	• Minimal or incorrect responses to prompts (oral or written) • Disengagement during silent reading	• Brief pauses for partner check-ins focused on meaning after each section • Partner prompts for self-monitoring (e.g., “Does that make sense?”)
Discussing text after completing reading	• Short or unclear partner talk after reading • Reliance on gestures or single words	• Thoughtful partner pairing (supportive peer or same-language partner) • Sentence stems tied to the text just read (e.g., “One idea from this section is...,” “This shows that...”) • Same-language discussion within pairs before sharing in English
Responding in writing	• Oral explanations stronger than written responses • Delays or avoidance when moving from reading to writing	• Partner oral rehearsal before writing • Optional home-language drafting or bilingual dictionary use, with a clear transition to English

Guided and Partner Reading with Large Classes (optional)

Aim to have guided reading groups that are no larger than about 10 students. If you have more than 10 students, try to run two separate groups. While you run guided reading with Group 1, Group 2 works on partner reading. While you run guided reading with Group 2, Group 1 works on partner reading.

If you run two groups:

- ▶ Try to assign some of your more independent students to each group, and try to make sure that students who work well together are in the same group.
- ▶ You may want to work with all students in one group for a few weeks, so that they learn how to work in partners and can complete the partner work activities somewhat independently.
- ▶ Make sure that the partner work group is settled and productive before you start work with the guided reading group.
- ▶ On the very first day with two groups, you'll need to occupy Group 2 while Group 1 does guided reading. For example, you could have them work on that evening's homework. After that, while Group 1 does guided reading, Group 2 will do partner reading, and vice versa.

Sample two-group schedule:

Group 1	Group 2
Guided reading, chapter 3	
Partner reading, chapter 4	Guided reading, chapter 3
Guided reading, chapter 5	Partner reading, chapter 4
Partner reading, chapter 6	Guided reading, chapter 5
Guided reading, chapter 7	Partner reading, chapter 6
etc.	Guided reading, chapter 7

How is vocabulary taught in STARI?

- In this unit, we focus on a few high-utility words. These are words that students should learn and remember, that they will use throughout the unit, and that they should be able to use in other content areas as well.
- In order to learn these words, students need to engage deeply with them.
 - Students will record the definition and examples for each word in a **Vocab Catcher**, which they will create using a set of pages from the back of the student workbook. They will revisit the words after reading a section of text to make notes about how the word is used in the text.
 - These words will be deeply discussed, in multiple questions across multiple days of the unit.
 - Many focus words have multiple meanings, which will be discussed across contexts.
 - Consider posting the words on a word wall so they are visible throughout the unit.
 - There are a few blank pages at the back of the Vocab Catcher in case you want to add a few additional words. Remember, these should be high-utility words that students will use throughout the unit and in other content areas as well.
 - In addition to the few high utility words that students will learn deeply, there are more words that students need to know in order to understand the unit texts. For these words:
 - Students are expected to use the *clarifying* strategy to figure out the meanings of unfamiliar words by using context clues and/or base words.
 - Because context clues are not always sufficient to support student understanding, some guided reading and partner reading lessons include a *quick vocab preview*. These quick previews offer definitions for words that students are unlikely to know, that are necessary to understanding the text, and that can't easily be clarified using context or base words. During the quick preview, students may discuss the words, but don't spend more than a minute or two on each word. Although some of the words may have multiple meanings, during the quick preview, you will only discuss the meaning that is used in the section of text you are about to read.

Considerations for multilingual learners

STARI aligns with best practices for MLs and anchors vocabulary instruction in grade-level content. When teachers integrate word meaning, word parts and academic language into meaningful instruction with complex texts, MLs build both content knowledge and the ability to use academic English accurately in speaking and writing.

To provide additional language support, teachers could enhance the STARI vocabulary routines by integrating home language support (like translation or multilingual glossary use), incorporating visual aids, real objects and gestures (when appropriate) to connect the target word to its meaning in context, and discussing word families, cognates and false cognates that connect to students' background knowledge.



Language Dives (optional)

Building access to complex grade-level language

Multilingual learners are simultaneously learning academic content and the language used to express it. Language dives are optional lesson components designed to build students' metalinguistic awareness and facility with language, while supporting comprehension. Language dives appear in some (but not all) STARI partner and guided reading lessons.

The language dives in this unit focus on *figures of speech*. Students consider the literal and figurative meaning of the figures of speech, and analyze how they reveal aspects of character. Before reading a section of text, they will be presented with several figures of speech and asked to guess the idiomatic meaning of each. (It's okay if they guess wrong!) After encountering each figure of speech in the text, students will work with the phrase in English and their home language (i.e., translanguageing). They will compare the literal and figurative meaning, often by sketching a quick and humorous picture of the literal meaning of the figure of speech (e.g., "when pigs fly"), and then translating the figure of speech into their home language, or sharing an expression in their home language with the same idiomatic meaning. Monolingual English speakers may also "translate" the phrases by coming up with another way to say them in English, perhaps sharing how to say the phrases in contemporary slang.

The purpose of the language dives is not for students to learn the meanings of these figures of speech, but to practice recognizing when language is nonliteral and using context to infer meaning.

Guidance on when to use language dives

- Consider using language dives if you have students who are developing English language proficiency and would benefit from explicit support with complex language, and when time allows.
- Language dives are most effective when kept brief (5–10 minutes) and tightly connected to the text students are already reading.

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Determine central ideas of texts by completing a book preview.
- ▶ Engage in discussion with peers by reviewing partner commitments.

Common Core Literacy Standards

- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials

- *The Skin I'm In*
- Workbook pp. 20, 71, 157
- Post-its
- Do now #18 (optional)
- Exit ticket #18 (optional)

Planning Note

Students are introduced to partner reading and guided reading for *The Skin I'm In*. Make sure you review the STARI Reading Guide on pages 81-89 before this lesson.

Agenda

Lesson 18

<i>Do now #18 (optional)</i>	5 min
1. Partner fluency work	10-15 min
2. Fluency debrief	5 min
3. Introduce <i>The Skin I'm In</i>: Partner work	10 min
4. Introduce students to guided and partner reading	10 min
5. Review partner commitments: How well have we done so far?	10 min
6. Daily wrap-up	5 min
<i>Exit ticket #18 (optional)</i>	5 min



Agenda and editable slides available for Lesson 18.

Activities

Do now #18 (optional)

1. Partner fluency work (5 minutes)

- ☐ Partners complete Day Two activities with the fourth set of fluency passages.

2. Fluency debrief (5 minutes)

- ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What's one interesting thing someone said?*

3. Introduce the novel, *The Skin I'm In*: Partner work (10 minutes)

The teacher will introduce the novel, which contains some important themes that also arose in Middle School Confidential. Partners make predictions about the novel, using three quotes from the first chapter.

- ☐ Have students sit with their partners for this class.
- ☐ Let students know that they are now done with *Middle School Confidential*. They have read and discussed middle school issues such as self-esteem, bullying, and friendships. Now, they will read a novel that explores some of those same ideas: *The Skin I'm In*.
- ☐ Hand out copies of the book and ask students to look at the cover and the blurb at the back. *What do you see? What do you predict the book might be about?*
- ☐ Partner pairs discuss and complete **workbook p. 71**.
- ☐ Ask volunteers to share some of their predictions.

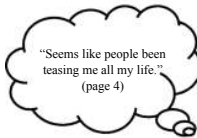
4. Introduce students to STARI guided reading and partner reading (10 minutes)

Students will learn about the procedure for reading the novel.

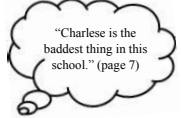
- ☐ Explain the STARI guided reading procedure.
 - a) **Guided reading:** Students will read silently and discuss the text in a teacher-led guided reading group.
 - b) **Partner reading:** Students read a few pages or a chapter silently, next to a partner. Each partner pair works together on workbook pages about the reading; they follow prompts to discuss the reading and share ideas.

Make some predictions
The Skin I'm In

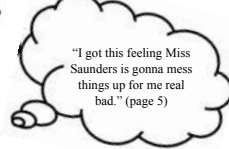
Here are three things that Maleeka says in the first chapter of *The Skin I'm In*:



"Seems like people been teasing me all my life."
(page 4)



"Charles is the baddest thing in this school."
(page 7)



"I got this feeling Miss Saunders is gonna mess things up for me real bad."
(page 5)

What can we guess about the main character, Maleeka?

What can we predict about the plot of the story? What might happen?

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- c) Students alternate guided reading and partner reading throughout the book. For example: guided reading with pp. 1-5, partner reading with pp. 6-10, guided reading with pp. 11-15...
- ☐ Explain that for this procedure to work, and for students to understand and enjoy the book, they must do two things well:
- Be good partners.
 - Have good discussions.



In both guided reading and partner reading, discussion is key. Let students know that discussing books helps make reading more fruitful, more interesting, and more fun.

5. Review partner commitments: How well have we done so far? (10 minutes)

Students will review their partner commitments. Then, partners evaluate themselves and each other.

- ☐ Break into partner pairs. Students turn to their partner commitment page, **workbook p. 20**.
- ☐ Students read their original commitments, **workbook p. 20**, and then complete their evaluation on **workbook p. 157** silently.
- ☐ Partners trade workbooks and evaluate each other using the middle section of **workbook p. 157**.
- ☐ Partners **Turn and talk** about their evaluations. Together, they should decide if either partner should add, delete, or edit their commitments in any way.



Consider collecting the evaluations and discussing trends at the beginning of tomorrow's class. What's going well for lots of people? What are people struggling with?

What makes a good partner?



With your partner, list two more things a good partner does and two more things a not good (bad) partner does.

A good partner ...

Ex. listens attentively

A not good (bad) partner ...

Ex. gets off task



Listen to other people's ideas.

What is one more thing a good partner does? _____

What is one more thing a not good (bad) partner does? _____

Partner commitment

This year, I will be a good partner by trying hard to:

Ex. follow all directions

1. _____
2. _____
3. _____

If I am not a good partner, I will try to fix this by:

Ex. asking the teacher to remind me of the directions so I don't get off task

1. _____
2. _____

Lesson 4

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Partner commitments

Unit 1.1: Stand Up for Yourself

At the beginning of the year, I made partner commitments.

This is how I think I've done:

Commitment 1: <u>Circle</u> one	Excellent	OK	I messed up on this one
Commitment 2: <u>Circle</u> one	Excellent	OK	I messed up on this one
Commitment 3: <u>Circle</u> one	Excellent	OK	I messed up on this one

This is how my partner thinks I've done:

Commitment 1: <u>Circle</u> one	Excellent	OK	I messed up on this one
Commitment 2: <u>Circle</u> one	Excellent	OK	I messed up on this one
Commitment 3: <u>Circle</u> one	Excellent	OK	I messed up on this one

My partner and I think I need to:

- ☐ Continue with the same commitments
- ☐ Add this commitment: _____
- ☐ Fix the "mess ups" by _____
- ☐ Other: _____

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Lesson 18

6. Daily wrap-up (5 minutes)

- ☐ Debrief partner commitments. Ask for volunteers to share some aspect of their evaluation.

What went well, what didn't go so well and why? Were there places where people were stuck? Can we find solutions?

 Exit ticket #18 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Provide a summary of a text by using the 5 Ws.
- ▶ Explain how an author develops a character's point of view by discussing Maleeka's perspective on Miss Saunders.
- ▶ Engage in discussion with peers by completing a guided reading lesson.

Common Core Literacy Standards

- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- ▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text.

Materials

- Workbook pp. 73-74
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #19 (optional)
- Exit ticket #19 (optional)

Planning Note

For today's activity, you'll need to divide the class into two groups in order to do a fishbowl for introducing guided reading. Make sure to preview the STARI Reading Guide (pages 81-89) before today's lesson.

Agenda

Lesson 19

<i>Do now #19 (optional)</i>	5 min
1. What does guided reading look like?	5 min
2. Introduce the Vocab Catcher	5 min
3. Fishbowl guided reading	20 min
4. Debrief the fishbowl	5-10 min
5. Daily wrap-up	5 min
<i>Exit ticket #19 (optional)</i>	5 min



Agenda and editable slides available for Lesson 19.

Activities

Do now #19 (optional)

1. What does guided reading look like? (5 minutes)

Students will learn about four main components of guided reading.

- ☐ Explain that in guided reading, students read silently and then talk together.

When we're doing it right, it looks a certain way.

- ☐ Review **workbook p. 73**, which lists four indicators that guided reading is happening correctly:
 - Books are open.
 - Everyone reads.
 - Everyone says something.
 - Everyone looks and listens.

2. Introduce the Vocab Catcher (5 minutes)

In this unit, students will record the definition and examples for certain key vocabulary words in their Vocab Catchers. Before beginning the novel, students will set up their Vocab Catchers to be ready for today's vocabulary instruction.

- ☐ Explain to students that they'll be focusing on some key vocabulary words throughout the remainder of the unit. Some words they might know, and others they might not. When each word is introduced, they will record the definition and some examples. Then they will return to the Vocab Catcher and answer more questions about the word when they encounter it again in the text.
- ☐ Direct students to pull the Vocab Catcher pages from the back of their workbook, and fold the pages as a set in half to create a Unit 1.1 Vocab Catcher. Consider asking students to staple their Vocab Catchers down the center fold to help them hold together.

What happens in guided reading?

In guided reading, students read and discuss different texts.



Books are open.

Books are open for reading and for checking what you read.



Everyone reads.

Students read silently. The teacher will say where to stop.



Everyone says something.

The teacher asks discussion questions and students discuss the book.



Everyone looks and listens.

Students listen to each other and respond to what other people say.

Lesson 19

p. 73

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Unit 1.1 Vocab Catcher



- ☐ After today's lesson, students should store their Vocab Catchers in the back pocket of their binders. If the binders do not have a back pocket or back cover, students may use a binder clip to clip the Vocab Catchers in.

3. Fishbowl guided reading (20 minutes)

Group 1 (half the class) does guided reading with pages 1-5. Group 2 has two jobs: they'll observe and evaluate Group 1, and also read along.

- ☐ Introduce the fishbowl. *Group 1 will read and discuss the text with the teacher. Group 2 will observe and evaluate Group 1, and also read along. Afterward, we'll debrief.*
- ☐ Review **workbook p. 74** with space to tally the four indicators: (1) open books, (2) silent reading, (3) talking, and (4) listening.
- ☐ Model noticing and recording the four behaviors. Note that in many cases, multiple things will be happening at once (Students 1 – 10 have books open, Student 3 is talking, Students 5, 6, and 8 are looking right at the speaker).
- ☐ Divide the class in half.
- ☐ Group 1 sits in the inner circle with *The Skin I'm In*.
- ☐ Group 2 sits in the outer circle with *The Skin I'm In* and workbooks open to **workbook p. 74**.
- ☐ Conduct guided reading with Group 1 using the following steps.

Observing guided reading

Is guided reading happening the right way?



Books are open.
Tally the number of books you see open.



Everyone reads.
Tally the number of people you see reading.



Everyone says something.
Tally the number of students that contribute to the discussion.



Everyone looks and listens.
Tally the number of students that *look right* at the student who is speaking.

Lesson 19

p. 74

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Students shouldn't get hung up on tallying every instance of silent reading, talking, listening, etc. The idea is to use workbook p. 74 to show what's happening in general during this session of guided reading.

Guided reading: *The Skin I'm In*, Chapter 1, pp. 1-5

Vocabulary instruction

Add to Vocab Catcher: Students should record these words in their **Vocab Catcher**, and discuss them as a class.

ruin (p. 2) – to wreck or destroy something

- *What are some things that might be ruined? When might they be ruined? Who or what would ruin them?*

fool (p. 2) – to trick someone

- *What are some situations where someone might fool someone else?*

strut (p. 4) – to walk in a proud, confident way

- *How does it look when someone struts? Who can demonstrate?*



Optional extension for multilingual learners

All students should see, hear and say the word, discuss its meaning and (when appropriate) its morphology. Multilingual learners may engage in the following additional steps to build English vocabulary.

- Associate a gesture with the word (e.g., a gesture for ruin might be making a smashing motion; a gesture for fool might be clapping a hand to the forehead; a gesture for strut might be actually strutting, or moving shoulders from side to side while seated).
- Invite students to translate the word into their home languages and/or make cognate connections. For example, ruin in Spanish is *arruinar*. Point out the similarities between these words in Spanish and in English.

Quick vocabulary preview: Briefly review the definitions.

amazon (p. 1) – a tall, athletic-looking woman. *Who can think of a celebrity that might be described as an Amazon?*

ricochet (p. 2) – bounce around. *What is something that could ricochet around the classroom?* [A ping-pong ball? Figuratively, a joke?]

Set purpose for reading

→ *You're going to meet the main character, Maleeka—think about why school is hard for her. You're also going to meet her new English teacher, Miss Saunders. Maleeka thinks Miss Saunders is going to "mess things up" for her. As you read, try to decide whether you think she's right.*

Students read silently	Direct students to read silently until Miss Saunders walks away on page 3. Group 2 should tally the open books that they see, and then also read silently during this time. <i>When you get to the words, "... like nothing much happened," look up.</i>
Facilitate discussion	Select from these. Also ask for words to clarify. - Let's use the 5 Ws to summarize what just happened, focusing on Miss Saunders. Who: Miss Saunders Did What: asks Maleeka for directions to the office and compliments her skin When: during the school day Where: in a hall at McClenton Middle School Why: she's new and doesn't know her way around  Many teachers post sentence stems to aid discussion, for example: - I agree because... - I disagree because... - In my opinion... - I would like to add... - Maleeka says, "To tell the truth, [Miss Saunders] was a freak like me. The kind of person folks can't help but tease. That's bad if you're a kid like me." (p. 1) What does it mean to be a freak? Why do people call others this name? Why do they use it to describe themselves? - Look back at p. 1: Why does Maleeka say that she and Miss Saunders are both freaks?
Students read silently	until the bottom of p. 5. Group 2 should also read along silently during this time.
Facilitate discussion	Ask a student volunteer to read a section from Chapter 1 out loud (middle of p. 4). Have them read from "Seems like people been teasing me all my life" (top of p. 4), to "they don't seem to like what they see much" (end of p. 4).  Pause to check in with Group 2. Are they noticing people talking, people listening, books open? - Why do people often focus on weaknesses and negative qualities instead of the positive attributes that we all possess? What do people think? - Why does Maleeka think Miss Saunders will "mess things up" for her? Do you think she's right? What predictions can we make?

Lesson 19

Sum-up

Our main character, Maleeka, is bullied at school because of the way she looks.

Maleeka wants to change the way the kids treat her but doesn't know how to make it happen.

Miss Saunders is the new English teacher. Maleeka thinks Miss Saunders will “mess things up” for her.

4. Debrief the fishbowl (5-10 minutes)

- ☐ Have Group 2 students share out their observations.
- ☐ Give Group 1 students the opportunity to reflect and respond.
- ☐ Identify great work: *I saw Tasha look at Ethan and listen carefully to his comments, and then respond to what he said; that's great work.*
- ☐ Help students think about how they could continue to improve on these discussion habits throughout the unit.

5. Daily wrap-up (5 minutes)

- ☐ As a Stop and Jot or out loud, ask students to finish the sentences below. Discuss the responses.
 - In guided reading I liked how...
 - In guided reading I wonder about...
- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **p. 4**. Students should work in partners to answer the question about **ruin**. Discuss as a class if time allows.

Exit ticket #19 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Apply phonics and word analysis skills by identifying and reading consonant blends.
- ▶ Provide a summary of a text by using the 5 Ws.
- ▶ Clarify the meaning of unknown words by using context clues.

Common Core Literacy Standards

- ▶ ELA Standard RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.
- ▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level meaning and content, choosing flexibly from a range of strategies.

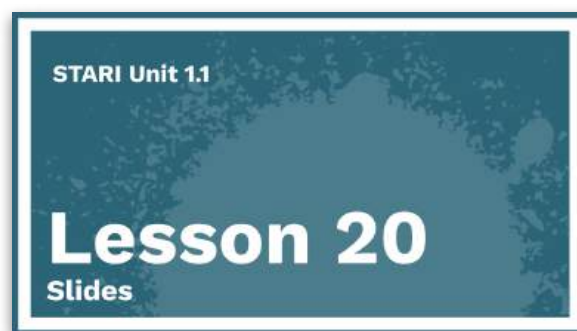
Materials

- Workbook pp. 75-77
- *The Skin I'm In*
- Post-its
- Do now #20 (optional)
- Exit ticket #20 (optional)

Agenda

Lesson 20

<i>Do now #20 (optional)</i>	5 min
1. Mini-lesson: Consonant blends that begin with “s”	10-15 min
2. Partner reading: <i>The Skin I'm In</i>, Ch. 2, pp. 6-10	15-20 min
3. Daily wrap-up	5-10 min
4. Assign homework	5 min
<i>Exit ticket #20 (optional)</i>	5 min



Agenda and editable slides available for Lesson 20.

Activities

Do now #20 (optional)

1. Mini-lesson: Consonant blends that begin with “s” (10-15 minutes)

This is the first mini-lesson on word analysis focusing on consonant blends. Students will identify and work to pronounce consonant blends starting with “s.”

- ☐ Explain that we often see a pattern of two or three consonants together: sl-, sp-, sm-, st-, str-.

We call these letter combos consonant blends when we hear all the sounds in the combo. But ‘sh’ (like in shop) is not a combo because we don’t hear the ‘s’ and the ‘h’ sounds.

- ☐ Say “sleep,” “sport,” and “smart,” stretching out the beginning sounds so that students can hear all the beginning sounds.
- ☐ Ask students to count the sounds they hear when you say sl-, sp-, sm-, st-, and str-.
- ☐ Break into partners.
- ☐ Review instructions on **workbook p. 75**.
 - a) Partners practice saying the s-blend sounds separately. (“s” “t”)
 - b) Partners slide the sounds together. (“st-“)
 - c) Partners say the rest of the word. (“-ain”)
 - d) Partner pairs say and write the whole word. (“stain”)
- ☐ Partner pairs complete **workbook p. 75**.
- ☐ Share out answers.



Encourage students to tap the sounds in a blend by touching their thumb to their fingers.

“st”

- “s” (index finger)
- “t” (middle finger)

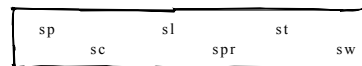
“str”

- “s” (index finger)
- “t” (middle finger)
- “r” (ring finger)

Consonant blends that begin with “s”

Blends are consonant combos like bl, sl, cr, and str that make two or three sounds.

Some blends start with “s.”



How can we read words with s-blends fast and accurately?

- a) Underline and say out loud the **single sounds** in the blend.
- b) Say out loud the sounds as a **blend**.
- c) What sounds are in the **rest of the word**?
- d) Say and write the **whole word**.

Let’s try this with the word “stain.”

- a) Underline the two consonants of the s-blend in “stain,” where you can see “s” next to another consonant:

stain

- Say out loud the s-blend sounds, s t
- b) Say out loud the blend sounds together, st
- c) Say out loud the rest of the word, ain
- d) Say and write the whole word: _____

Use the steps to read these words:

→ smack _____

→ scar _____

→ strut _____

Lesson 20

p. 75

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Optional extension: Language dive (5-10 minutes)

The Skin I’m In contains a lot of idioms and figures of speech. Students whose home language is not English may benefit from additional time unpacking these idioms.

Ask students to turn to **workbook p. 159**, where they will see four figures of speech found in *The Skin I’m In*. Students should take their best guess about what each of these figures of speech means. You may choose to briefly review the correct answers now, but each figure of speech will be discussed and unpacked after it is encountered in the text.



2. Partner reading (15-20 minutes)

Partner reading: *The Skin I'm In*, Chapter 2, pp. 6-10
Workbook p. 76
Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.

cutting her eyes (p. 7) – giving someone a dirty look

sewing machine (p. 9) – a machine used to make clothing out of fabric and thread. The fabric is cut into pieces, like sleeves and collars, then pinned together and sewn together. *Have you ever seen a sewing machine?* Consider showing a picture.

yoga (p. 9) – a kind of exercise that involves stretching



Devote some time to modeling how partners would mark words to clarify while reading silently, and then clarify together. See sample script below for the word “designer.”

Set purpose for reading

→ *In Chapter 2, you and your partner will read about a conflict between Miss Saunders and Charlese, the “friend” who lets Maleeka wear her clothes.*

Preview workbook page(s)

☐ Preview questions on **workbook p. 76**.

Students will read pp. 6-10 silently marking words to clarify.

Model what this will look like:

I marked the word “designer” on p. 8. I’ll look for a base word. Here’s one: design. I know what “design” means, but I’m still not sure about “designer.” Let me read the sentence: “You can start by giving me them designer shoes and that three-hundred-dollar watch you got on.” Hmmm, maybe designer means designed by some famous brand, like something expensive. Does that fit?

Students will summarize pp. 6-10, first aloud to their partner, and then on **workbook p. 76**.

Students will talk about Miss Saunders’ and Charlese’s thoughts. Then they will write about the two characters’ thoughts on **workbook p. 76**.

Partner reading
The Skin I'm In - Chapter 2 (pp. 6-10)

Pick two words or phrases to clarify together:

Words or phrases to clarify:

- word or phrase _____
 page number _____
 I think it means _____
- word or phrase _____
 page number _____
 I think it means _____

Summarize pages 6-10. What happens?

WHO is this about? _____

WHAT did he/she do? _____

WHEN did this happen? _____

WHERE did this happen? _____

WHY did this happen? _____

What are the characters thinking?

Miss Saunders _____

Charlese _____

Lesson 20
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p. 76
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Lesson 20

Students
read silently
and
complete
workbook
page(s)

Chapter 2 using **workbook p. 76**

- ☐ Circulate to offer help while partners read and work.

Optional extension: Language dive (5-10 minutes)

Students should turn to **workbook p. 160**, and work with a partner to answer the questions about the phrase “high and mighty.” Discuss as a class if time allows.



3. Daily wrap-up (5-10 minutes)

- ☐ Debrief partner reading:
 - Ask partner pairs to share out responses from **workbook p. 76**.
 - Ask partner pairs to reflect on partner reading, either independently or as a **Turn and talk**. *What should we work on for next time so that we're really understanding this book?*

4. Assign homework (5 minutes)

- ☐ Review the directions for the homework assignment, **workbook p. 77, Consonant blends: Sounds that slide**.

Exit ticket #20 (optional)



Homework

Consonant blends: Sounds that slide

Each of these words starts with a consonant combo with “s.” Try saying each word, blending the sounds at the beginning. Then fit each of these s-blend words into a sentence below.

slams	sleep	stress
sneer	stance	specific

- _____ means to say something hurtful or give a mean look.
- Listening to music, getting enough _____, and laughter will all help you de-_____.
- Every day, think of _____ things you are grateful for, like your family, pets, or friends.
- One meaning of the word, _____, is a mental point of view. What does _____ mean in baseball or other sports?
It means _____
- Maleeka tried to ignore mean kids' _____.

Now circle the s-blend words below that describe Maleeka.

smart skinny stylish

Lesson 20

p. 77

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END OF LESSON

Lesson Overview

Objectives

- Describe how a story's plot unfolds by using a narrative arc.

Common Core Literacy Standards

- ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials

- Workbook pp. 79-80
- *The Skin I'm In*
- Vocab Catcher
- Do now #21 (optional)
- Exit ticket #21 (optional)

Agenda

Lesson 21

<i>Do now #21 (optional)</i>	5 min
1. Review homework	5 min
2. Mini-lesson: The narrative arc	10-15 min
3. Guided reading: <i>The Skin I'm In</i>, Ch. 3, pp. 11-15	15-20 min
4. Daily wrap-up	5 min
<i>Exit ticket #21 (optional)</i>	5 min



Agenda and editable slides available for Lesson 21.

 **Related assessment opportunity:** This is a good lesson to conduct a pre-assessment of **discussion** during guided reading. Take live notes or consider recording today's guided reading discussion. See *Assessment Guide: Discussion, Lesson 21*.

Activities

Do now #21 (optional)

1. Review homework (5 minutes)

- ☐ Briefly review the homework assignment, **workbook p. 77, Consonant blends: Sounds that slide.**

2. Mini-lesson: The narrative arc (10-15 minutes)

Students will learn about narrative arc, a framework for thinking about stories that helps us track what's happening and understand how parts of a story fit together. They make notes about the introduction to The Skin I'm In.

- ☐ Introduce narrative arc using the plot diagram **workbook p. 79.**

Stories are usually told in a predictable way. The big picture is that there's a beginning, middle, and end.

- ☐ Explain the introduction. Get students thinking about stories they already know, and then pull in *The Skin I'm In*.

What do we learn at the beginning of Cinderella/Harry Potter/Dork Diaries? What have we learned so far in reading The Skin I'm In about characters, setting, and situation?

- ☐ Explain the climax, usually the most exciting part of the story. Ask students for examples of high points from movies.
- ☐ Explain the rising action.

This is the series of events that builds up to the climax.

- ☐ Explain the resolution.

This is the part of the story where all the loose ends get tied together. We learn about how characters' lives changed after the high point. Sometimes we learn a secret or surprise at the very end of a story.

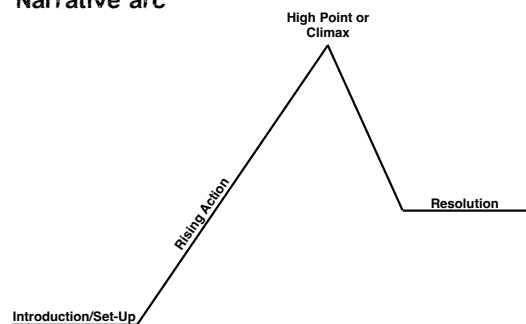


Point to each part of the arc on the slide. Ask students to find and point along in their workbooks.



Why do we think about stories in this way? The narrative arc helps us track what's happening and understand how the parts of a story fit together.

Narrative arc



The narrative arc helps us track the plot, or what happens in the story.

The narrative arc includes:

→ **Introduction/Set-Up:** The beginning of the story. We usually find out about the following

Characters: The main people in the story.

Setting: The place and time the story happened.

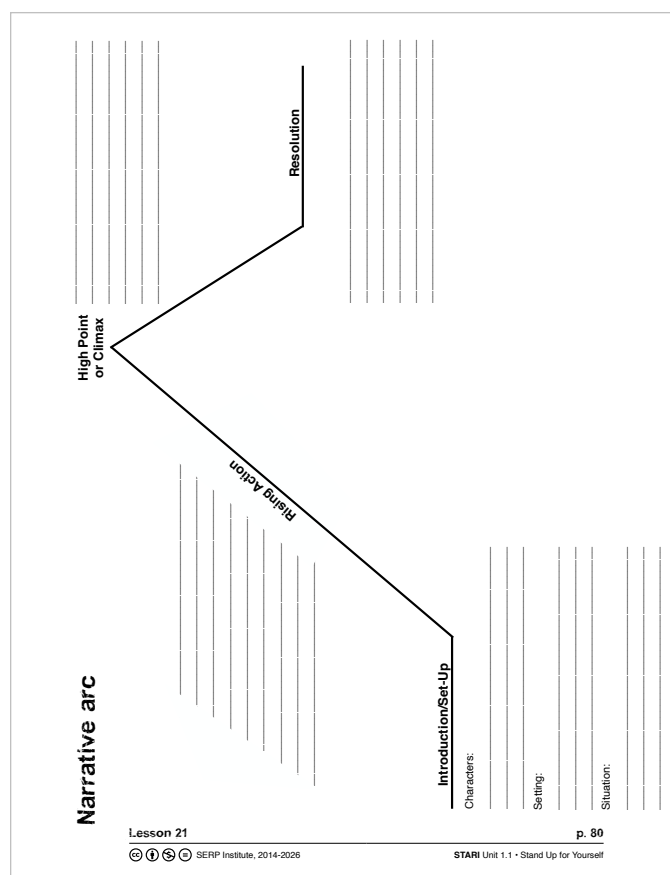
Situation: What's going on at the beginning of the story.

→ **Rising Action:** Characters face problems or conflict. These build up to the high point or climax.

→ **High Point/Climax:** The most exciting part of the story. Things change for the main characters at the high point.

→ **Resolution:** The ending of the story. Changes are worked through.

- Students flip to **workbook p. 80** and make some notes under “Introduction/Set-up” *The Skin I’m In*. Invite students to share some initial insights.



3. Guided reading (15-20 minutes)

Related assessment opportunity: This is a good lesson to conduct a pre-assessment of **discussion** during guided reading. Take live notes or consider recording today’s guided reading discussion. See *Assessment Guide: Discussion, Lesson 21*.

Guided reading: *The Skin I’m In*, Chapter 3, pp. 11-15

Recap partner reading

- Debrief partner work with Chapter 2. *Who remembers the big thing that happened?*

Vocabulary instruction

Add to Vocab Catcher: Students should record these words in their **Vocab Catcher**, and discuss them as a class.

poet (p. 13) – a poet is someone who writes poems. A poem is a composition in verse that uses descriptive language to express ideas or emotions. Sometimes poems rhyme, but not always. Songs or raps are poems, too.

- *Who are some poets you can think of? Remember, rap artists or pop singers or musicians can also be thought of as poets.*

Lesson 21

	Quick vocabulary preview: Briefly review the definitions. Mona Lisa (p. 14) – a famous painting of a woman with a mysterious smile mug (p. 11) – slang for “face,” usually an ugly face. <i>Has anyone ever heard this word used in this way before? What tone would a person use to say, “What an ugly mug”? Who can demonstrate?</i> homemade (p. 12) – made in someone’s home (not bought at a store). <i>What are the two base words in this compound? What kinds of things can be homemade?</i>
Set purpose for reading	→ As you read, think about why Maleeka is friends with Charlese. What advice would you give her about this relationship? ☐ Give students Post-its and direct them to tag parts they think are important with a Post-it.
Students read silently	Chapter 3, pp. 11-15, tagging important parts with Post-its.
Facilitate discussion	Select from these. Also ask for words to clarify. • What does Maleeka mean when she says, “You got to go along with Char if you want to get along with her” (p. 12)? • What does Charlese do in the bathroom that shows she is not such a good friend to Maleeka? • Look back at the bottom of p. 13: What are some mean things that people did to Maleeka and Caleb? Why do you think kids did these things? • Can someone read some lines from pp. 13-14 that explain what happened with Maleeka and Caleb on the class bus trip to Washington, D.C.? • Can someone read some lines from the bottom of p. 14 that explain how Maleeka started to be friends with Charlese? • What do you think about Maleeka and Charlese’s friendship? • What sections did people tag with Post-its? What seemed important that you read?
Sum-up	We’ve learned a little bit more about Maleeka and how the kids in school treat her. We’ve also learned more about her new friends at school. Why would Maleeka choose to be friends with them?

4. Daily wrap-up (5 minutes)

- ☐ Model finding a short quote in the novel that backs up a particular characterization of Miss Saunders or Charlese. For example, use Char's comment about Miss Saunders on p. 12: "I ain't for looking at that woman's mug today...It's enough to make you throw up."
- ☐ Ask students: *What do we know about Char from this quote?*

 Exit ticket #21 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 81-83
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #22 (optional)
- Exit ticket #22 (optional)

Agenda

Lesson 22

<i>Do now #22 (optional)</i>	5 min
1. Partner fluency work	10-15 min
2. Fluency debrief	5 min
3. Partner reading: <i>The Skin I'm In</i>, Ch. 4, pp. 16-21	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #22 (optional)</i>	5 min



Agenda and editable slides available for Lesson 22.

 **Related assessment opportunity:** After Lesson 23, students will be halfway through the 10 fluency passages they will read in this unit. Therefore, now might be a good time for a **fluency** progress monitoring check in. See *Assessment Guide: Fluency, Lesson 22.*

Activities

 Do now #22 (optional)

1. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day One activities with the fifth set of fluency passages.

 **Related assessment opportunity:** After Lesson 23, students will be halfway through the 10 fluency passages they will read in this unit. Therefore, now might be a good time for a **fluency** progress monitoring check in. See Assessment Guide: Fluency, Lesson 22.

2. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.
 - 5A: You’ve Got the Power
 - 5B: Girl-on-Girl Violence
 - 5C: When Mean is Queen
 - 5D: Fighting Girls

3. Partner reading (15-20 minutes)

Partner reading: <i>The Skin I’m In</i> , Chapter 4, pp. 16-21 Workbook p. 81	
Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. bangles (p. 17) – bracelets concoction (p. 19) – something people mix together, like a special drink or a special cream for skin blotch (p. 19) – a spot, usually a large or obvious one
Set purpose for reading	→ <i>You’ve learned that Miss Saunders has a large white stain across her face. In Chapter 4, you and your partner will find out more about how she deals with this.</i>

**Preview
workbook
page(s)**

- ☐ Preview questions on **workbook p. 81**.

Partners write notes about Maleeka, Charlese, and Miss Saunders – what they say, how they look and what others say to or about them. They evaluate how different students answer Miss Saunders' question from page 16: "What does your face say to the world?"



Partner reading

The Skin I'm In - Chapter 4 (pp. 16-21)

In these first chapters, you learn about three main characters: Maleeka, Charlese, and Miss Saunders.

Put short notes in the table about what you know about each character so far:

	What she says	How she looks or what she does	What others say to or about her
Maleeka			
Charlese			
Miss Saunders			

On page 16 Miss Saunders asks the class, "What does your face say to the world?"

Whose answer do you like the best? Circle one.

Malcolm, page 17 John-John, page 18 Miss Saunders, pages 19-20

What did that person say their face says to the world?



Check with your partner. Did you ☐ agree ☐ disagree about the answer you thought was best?

Lesson 22

p. 81

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STARI Unit 1.1 - Stand Up for Yourself

**Students
read silently
and
complete
workbook
page(s)**

Chapter 4 using **workbook p. 81**

- ☐ Circulate to offer help while partners read and work.

Optional extension: Language dive (5-10 minutes)

Students should turn to **workbook p. 161** and work with a partner to answer the questions about the phrase "That's cold." Discuss as a class if time allows.



4. Daily wrap-up (5-10 minutes)

- ☐ Debrief partner reading:

- Ask partner pairs to share out responses from **workbook p. 81**.
- Ask partner pairs to reflect on partner reading, either independently or as a **Turn and talk**. *What went better this time around?*

- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **pp. 9, 10**. Students should work in partners to answer the questions about **strut** and **poetry**. Discuss as a class if time allows.

Lesson 22

5. Assign homework (5 minutes)

- ☐ Use **workbook p. 83** to review the directions for the homework assignment, **Should Maleeka do Char's homework?**



Homework

Should Maleeka do Char's homework?

When Maleka was teased by everyone, she came up with a plan. She would do Char's homework. In return, Char would protect her. Char even brought Maleeka nice clothes. Everyone at school is scared of Char. Now they leave Maleeka alone.

Write your ideas. Should Maleeka keep doing Char's homework? Is this a good idea or bad idea? Back up your opinion. Give reasons!

[illegible]

Lesson 22

p. 83

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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Explain how an author develops a character's point of view by discussing Maleeka's writing.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 80-81
- *The Skin I'm In*
- Vocab Catcher
- Do now #23 (optional)
- Exit ticket #23 (optional)

Agenda

Lesson 23

<i>Do now #23 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Guided reading: <i>The Skin I'm In</i>, Ch. 5, pp. 22-28	15-20 min
5. Daily wrap-up	5 min
<i>Exit ticket #23 (optional)</i>	5 min



Agenda and editable slides available for Lesson 23.

Activities

 Do now #23 (optional)

- 1. Review homework (5 minutes)**
 - ☐ Briefly review the homework assignment, **Should Maleeka do Char's homework?** on workbook p. 83. Ask volunteers to share their responses to this question.
- 2. Partner fluency work (10-15 minutes)**
 - ☐ Day Two activities with fifth set of fluency passages.
- 3. Fluency debrief (5 minutes)**
 - ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What's one interesting thing someone said?*
- 4. Guided reading (15-20 minutes)**

Recap partner reading

Turn to **workbook p. 81.**

What are some notes you and your partner wrote down about Maleeka?

Which student's answer did you like the best about what your face says to the world? Malcolm's? John-John's?

 **Partner reading**
The Skin I'm In - Chapter 4 (pp. 16-21)

In these first chapters, you learn about three main characters: Maleeka, Charlese, and Miss Saunders.

Put short notes in the table about what you know about each character so far:

	What she says	How she looks or what she does	What others say to or about her
Maleeka			
Charlese			
Miss Saunders			

On page 16 Miss Saunders asks the class, "What does your face say to the world?" Whose answer do you like the best? Circle one.

Malcolm, page 17 John-John, page 18 Miss Saunders, pages 19-20

What did that person say their face says to the world?

 Check with your partner. Did you ☐ agree ☐ disagree about the answer you thought was best?

Lesson 22

p. 81

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Vocabulary instruction	Quick vocabulary preview: Briefly review the definitions. double-take (p. 22) – looking at someone twice because you are surprised by their appearance. <i>Who can show us what it looks like to do a double-take? What is an example of something you might see that might cause you to do a double-take?</i> chronicling (p. 23) – recording events in writing. A letter is one kind of writing where you might chronicle happenings in your life. <i>What’s another kind of writing where you could chronicle?</i>
Set purpose for reading	→ <i>We’ll read about one of Maleeka’s special talents. As you read, think about whether or not this talent will help her at school.</i>
Students read silently	Chapter 5, pp. 22-28
Facilitate discussion	Select from these. Also ask for words to clarify. • <i>Look back at the bottom of p. 23 to the top of p. 24. Who can explain the writing assignment that Miss Saunders gives to the class?</i> • <i>Why do you think Miss Saunders wants her students to “know what it feels like to live in somebody else’s skin” (p. 24)?</i> • <i>Who does Maleeka decide to write about? Who can read a quote from what she writes that sounds interesting?</i> • <i>Maleeka chose the name “Akeelma” because it is almost the same as her own name spelled backwards. Besides the names, did you notice other similarities between Maleeka and Akeelma?</i> • <i>Do you think Maleeka is a talented writer? Why or why not? Can her writing help her at school? In what ways?</i>
Sum-up	<i>We’ve learned that Maleeka is a talented writer. She feels good at the end of class but doesn’t want to tell Miss Saunders. Why doesn’t Maleeka want to tell Miss Saunders that she feels good?</i>

Optional extension: Language dive (5-10 minutes)

Students should turn to **workbook p. 162**, and work with a partner to answer the questions about the phrase “when pigs fly.” Discuss as a class if time allows.



Lesson 23

5. Daily wrap-up (5 minutes)

- ☐ Turn to the narrative arc on **workbook p. 80**.

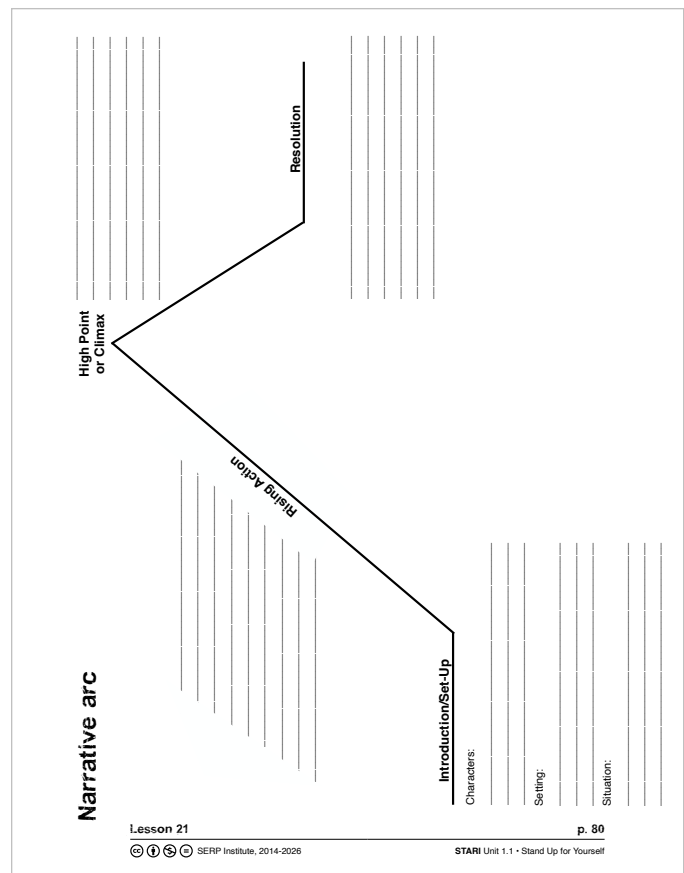
Where are we in the story? (rising action, near the bottom) What notes should we make?

- ☐ Preview tomorrow's class.

Tomorrow, we pick up the pace; we will do partner reading with Chapter 6, and guided reading with Chapter 7.

What are some things we'll need to keep in mind for this to go smoothly, for us to have an interesting class and get a lot out of the reading?

- ☐ Ask students to open their **Vocab Catcher** to **p. 6**. Students should work in partners to record answer the question about the word **foolish**. Discuss as necessary.



 **Exit ticket #23 (optional)**

END OF LESSON

Lesson Overview

Objectives

- ▶ Apply phonics and word analysis skills by identifying and reading consonant blends.
- ▶ Provide a summary of a text by using the 5 Ws.
- ▶ Explain how an author develops a character's point of view by writing a diary entry from Miss Saunders' point of view.

Common Core Literacy Standards

- ▶ ELA Standard RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.
- ▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text.

Materials

- Workbook pp. 85-88
- *The Skin I'm In*
- Dictionaries
- Vocab Catcher
- Do now #24 (optional)
- Exit ticket #24 (optional)

Related assessment opportunities:

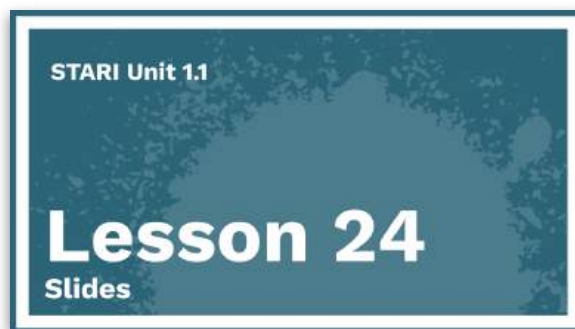
Today's partner reading assignment may be used as a progress monitoring assessment of students' mastery of **summarizing**. See *Assessment Guide: Comprehension Strategies, Lesson 24*.

Today's homework may be used as a progress monitoring assessment of students' mastery of **consonant blends**. See *Assessment Guide: Decoding, Lesson 24*.

Agenda

Lesson 24

<i>Do now #24 (optional)</i>	5 min
1. Mini-lesson: Consonant blends	10-15 min
2. Partner reading: <i>The Skin I'm In</i>, Ch. 6, pp. 29-32	15-20 min
3. Guided reading: <i>The Skin I'm In</i>, Ch. 7, pp. 33-37	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #24 (optional)</i>	5 min



Agenda and editable slides available for Lesson 24.

Activities

Do now #24 (optional)

1. Mini-lesson: Consonant blends (10-15 minutes)

Students will see more blends, practice reading hard words with blends, and apply the reading skill to words from *The Skin I'm In*.

- ☐ Project these words, or write them on the board, and ask a volunteer to read them aloud:

plot freak blotch drag class

- ☐ Underline the beginning blends.

plot freak blotch drag class

- ☐ Open to **workbook p. 85**, and focus on the blends in the box.

We call these letter combos **consonant blends** when we hear all the sounds in the combo. Blends can come at the beginning, in the middle, or at the ends of words.

- ☐ Say “plot,” “freak,” and “blotch” again, stretching out the beginning sounds. Ask students to count the sounds in pl-, fr-, and bl-.
- ☐ Use **workbook p. 85** to model the steps for reading a hard word with a blend: “blotch.”
 - a) Underline and say the single sounds in the blend. (“b” “l”)
 - b) Say the sounds as a blend. (“bl”)
 - c) What sounds are in the rest of the word? (“-otch”)
 - d) Say and write the whole word. (“blotch”) *Who has a blotch in The Skin I'm In?*
- ☐ Students complete the bottom of **workbook p. 85**, circling words that start with blends and using the reading steps for hard words.

More about consonant blends

Blends are letter combos with two consonant sounds. Here are some more consonant blends:

bl	br	cl	cr	dr	fl	fr	gl
gr	pl	pr	shr	tr	tw	thr	

Remember how we can get fast and accurate with reading blend words? Let's practice with the blend word “blotch.”

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

blotch b l

- b) Say out loud the sounds as a **blend**.

bl

- c) What sounds are in the **rest of the word**?

-otch

- d) Say and write the **whole word**.

blotch

Below are words from *The Skin I'm In*.

Circle the words you see that start with blends. If you don't know the blend words already, practice reading them with the steps above.

threaten	shoulder	closet	drooping	Vaseline
greasy	groceries	neither	Mr. Klein	cracks
glue	mirror	gloss	subway	twirling
plastic	braids	clip-on		

Lesson 24

p. 85

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For a challenge, add “glaze,” “bleak,” “flinch,” and/or “clench.”



Encourage students to tap the sounds in a blend by touching their thumb to their fingers.

“pl”

“p” (index finger)

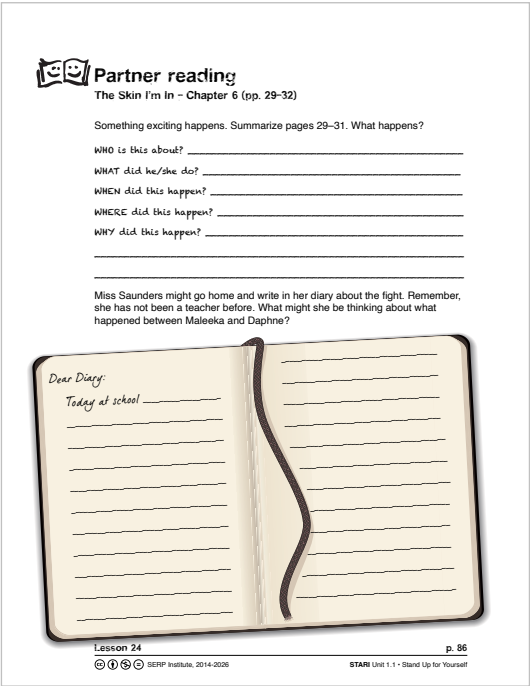
“l” (middle finger)

2. Partner reading (15-20 minutes)

 **Related assessment opportunity:** Today's partner reading assignment may be used as a progress monitoring assessment of students' mastery of **summarizing**. See Assessment Guide: Comprehension Strategies, Lesson 24.

Partner reading: *The Skin I'm In*, Chapter 6, pp. 29-32

Workbook p. 86

Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. summoning (p. 31) – making something come to you
Set purpose for reading	→ <i>In Chapter 6, you and your partner will read about Maleeka getting into her first fight. See what you think about how she handles herself.</i>
Preview workbook page(s)	☐ Preview questions on workbook p. 86. Partners summarize an exciting incident in the school hallway and write a diary entry for Miss Saunders. 
Students read silently and complete workbook page(s)	Chapter 6 using workbook p. 86 ☐ Circulate to offer help while partners read and work.

Lesson 24

Optional extension: Language dive (5-10 minutes)



Students should turn to **workbook p. 163**, and work with a partner to answer the questions about the phrase “itching for a fight.” Discuss as a class if time allows.

Then, on **workbook p. 164**, students will see four figures of speech found in Chapter 7. Students should take their best guess about what each of these figures of speech means. You may choose to briefly review the correct answers.

3. Guided reading (15-20 minutes)

Guided reading: *The Skin I’m In*, Chapter 7, pp. 33-37

Recap partner reading

Ask students to turn to **workbook p. 86**.

What was the exciting thing that happened in Chapter 6? Why did it happen?



Partner reading

The Skin I’m In – Chapter 6 (pp. 29-32)

Something exciting happens. Summarize pages 29-31. What happens?

WHO is this about? _____

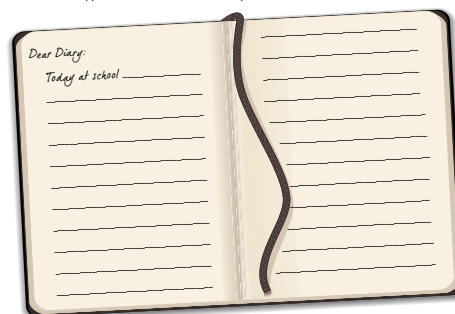
WHAT did he/she do? _____

WHEN did this happen? _____

WHERE did this happen? _____

WHY did this happen? _____

Miss Saunders might go home and write in her diary about the fight. Remember, she has not been a teacher before. What might she be thinking about what happened between Maleeka and Daphne?



Lesson 24 p. 86
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Vocabulary instruction

Add to Vocab Catcher: Students should record these words in their **Vocab Catcher**, and discuss them as a class.

punish (pp. 33-34) – to give someone a consequence for doing something wrong

- *What are some situations in which someone might be punished?*

Quick vocabulary preview: Briefly review the definitions.

gig (p. 37) – a slang word for a job that comes from the world of music. A musician might have a gig at the House of Blues.

Set purpose for reading

→ *In this chapter, Maleeka gets a job working in the office. Would you want to work in the school office? Why or why not? As you read, think about whether or not this job is a good thing for her.*

Students read silently	pp. 33-35, to the end of the first full paragraph on p. 35. <i>When you get to the words, “Payback, you know,” look up.</i>
Facilitate discussion	Select from these. Also ask for words to clarify. • <i>Whose idea is it for Maleeka to work in the office? Do you think Maleeka will like it?</i> • <i>Why is Miss Saunders afraid that Maleeka will “fall through the cracks”?</i> • (Write ‘payback’ on the board.) <i>Who can break this compound word into two base words? What does Maleeka decide to do that will be “payback” for Miss Saunders?</i>
Students read silently	pp. 35-37, tagging important parts with Post-its
Facilitate discussion	Select from these. Also ask for words to clarify. • <i>Who does Maleeka listen in on while she is working in the office? Why is she so interested in what teachers are saying?</i> • <i>Who can read something out loud that another teacher says about Miss Saunders?</i> • <i>Do you agree with Miss Benson that Miss Saunders is like a bull in a china shop?</i> • <i>Do you get the feeling that the principal, Mr. Pajolli, cares about the students?</i> • <i>Who can read a line from p. 37 that backs this up?</i> • <i>What lines did you mark with Post-its as important? What did you notice?</i>
Sum-up	<i>Maleeka has to work for no pay in the office because she got into a fight. She listens to what teachers say about Miss Saunders in the office. She thinks she’ll learn more about Miss Saunders and that she can then plan to get back at her.</i>

Optional extension: Language dive (5-10 minutes)

Students should turn to **workbook p. 165**. They will choose one of the four figures of speech in this chapter, and work with a partner to answer the questions about the phrase. Discuss as a class if time allows.



4. Daily wrap-up (5 minutes)

- ☐ *Maleeka has to work in the office as a consequence of her fight with Daphne. Do you think this is a fair punishment? Why or why not?*
- ☐ Ask students to open their **Vocab Catcher** to **p. 12**. Students should work in partners to answer the questions about the word **punish**. Discuss as necessary.

Lesson 24

5. Assign homework (5 minutes)

 **Related assessment opportunity:** Today's homework may be used as a progress monitoring assessment of students' mastery of **consonant blends**. See *Assessment Guide: Decoding, Lesson 24*.

- ☐ Preview the homework on **workbook pp. 87-88**.
- ☐ Explain the homework procedure.
- ☐ Model the procedure. For example, with the word *glade*:
 - a) Model underlining the “gl” at the beginning of the word and reading the word aloud.
 - b) Model finding the definition, for example, an open space in a forest, using a print or online dictionary.
 - c) Model making up a definition, for example, *to glide on roller blades*.
- ☐ Explain the Lesson 25 component of the homework. At the beginning of tomorrow's class, students will try to trick each other with their fake definitions.



If you use an online dictionary, show students how to click the speaker icon to hear the word pronounced.



Homework Consonant blends

Underline the consonant blends in each of these words. Then say the word out loud.

fractious	traipse	placate	clamor
truculent	brusque	droll	prudent
flail	gratis	blather	crass
			plucky

If you are not sure how to say the word, ask someone to help, or use an online pronunciation guide.

Now choose four of the challenging consonant blend words.

- Write each word you choose.
- Write down the real meaning. Use a dictionary.
- Make up a meaning that sounds real.
- In class, you'll get points for fooling people with your made-up word meanings.

Word 1 _____
Real meaning _____
Made-up meaning _____

Homework | Consonant blends. continued

Word 2 _____
Real meaning _____
Made-up meaning _____
Word 3 _____
Real meaning _____
Made-up meaning _____
Word 4 _____
Real meaning _____
Made-up meaning _____

Exit ticket #24 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Clarify the meaning of unknown words by using context clues.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 89-92
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #25 (optional)
- Exit ticket #25 (optional)

Agenda

Lesson 25

<i>Do now #25 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Partner reading: <i>The Skin I'm In</i>, Ch. 8, pp. 38-45	15-20 min
5. Daily wrap-up	5 min
6. Assign homework	5 min
<i>Exit ticket #25 (optional)</i>	5 min



Agenda and editable slides available for Lesson 25.

Activities

Do now #25 (optional)

1. Review homework (5 minutes)

- ☐ Review the directions on **workbook pp. 87-88**. Each student works with a partner.
- ☐ The student who goes first reads two definitions for each of the four challenging words: a real dictionary definition and a made-up one.
- ☐ The partner guesses which definition is real. The partner gets a point for picking the dictionary definition. The student who made up the definition gets a point if the partner picks that definition instead.
- ☐ Partners should skip words where both students looked up the dictionary definition. Make some time to share scores and strategies.

2. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day One activities with the sixth set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

6A: Strong Girls

6B: Relational Aggression

6C: Together for Latinas

6D: Mean Girls

4. Partner reading (15-20 minutes)

Partner reading: *The Skin I'm In*, Chapter 8, pp. 38-45
Workbook p. 89

Vocabulary Instruction

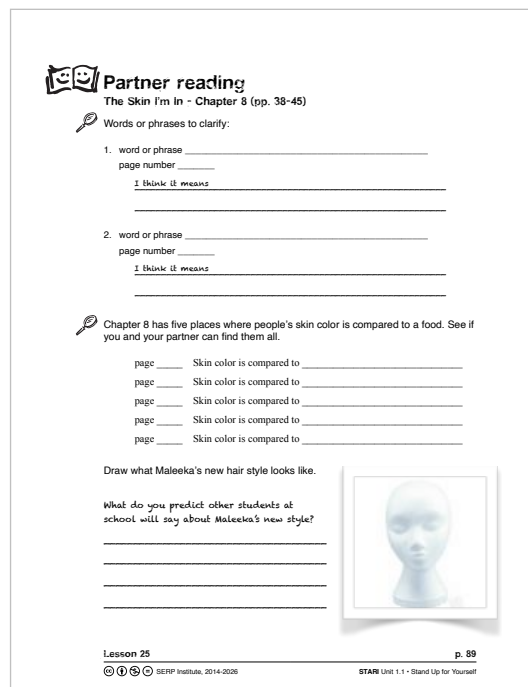
Add to Vocab Catcher: Students should record these words in their **Vocab Catcher**, and discuss them as a class.

restriction (p. 38) – losing privileges as a punishment for something

- *What is the base word in “restriction”? (“Restrict” means to limit or take something away)*
- *What are some possible restrictions that might be in place?*

Set purpose for reading

→ *Maleeka makes a big change in this chapter. See if you can predict how other people will react to this change.*

Preview workbook page(s)	☐ Preview questions on workbook p. 89. Partners will clarify two challenging words or phrases together, record places where the author compares skin colors to foods, and sketch Maleeka's new hairstyle.  Partner reading The Skin I'm In - Chapter 8 (pp. 38-45) Words or phrases to clarify: 1. word or phrase _____ page number _____ I think it means _____ 2. word or phrase _____ page number _____ I think it means _____ Chapter 8 has five places where people's skin color is compared to a food. See if you and your partner can find them all. page _____ Skin color is compared to _____ page _____ Skin color is compared to _____ page _____ Skin color is compared to _____ page _____ Skin color is compared to _____ page _____ Skin color is compared to _____ Draw what Maleeka's new hair style looks like. What do you predict other students at school will say about Maleeka's new style? _____ _____ _____ Lesson 25 p. 89 © SERP Institute, 2014-2026 STARI Unit 1.1 - Stand Up for Yourself
Students read silently and complete workbook page(s)	Chapter 8 using workbook p. 89 ☐ Circulate to offer help while partners read and work.

5. Daily wrap-up (5 minutes)

- ☐ We know how "Blackmail" ended. Angel just kept on doing what Weasel wanted. How do you think things will turn out in *The Skin I'm In*? Will Char keep on controlling Maleeka?
- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **p. 9**. Students should work in partners to answer the questions about **strut**. Discuss as a class if time allows.

Lesson 25

6. Assign homework (5 minutes)

- ☐ Use **workbook pp. 91-92** to introduce the homework assignment, **Char and Maleeka/Angel and Weasel**. For homework, students will be comparing Char from *The Skin I'm In* and the character, Weasel, from "Blackmail."



Homework

Char and Maleeka / Angel and Weasel

Can you compare Char and Maleeka to Weasel and Angel in the Gary Soto story, "Blackmail"? What's the same or similar about these characters?

Compare Char with Weasel:

Just like Weasel, Char likes to

Both Weasel and Char

Compare Maleeka and Angel:

Just like Angel, Maleeka has a problem with

Both Angel and Maleeka

Lesson 25

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Homework | Char and Maleeka / Angel and Weasel, continued

Make a prediction. Angel just does what Weasel wants him to do. Through the whole story, Angel does Weasel's chores for him.

What do you think will happen with Maleeka and Char? What's your prediction?

I predict that

Lesson 25

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 **Exit ticket #25 (optional)**

END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Describe how characters change by discussing Maleeka's haircut.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials

- Fluency workbooks
- Timers
- Workbook p. 89
- *The Skin I'm In*
- Post-its
- Do now #26 (optional)
- Exit ticket #26 (optional)

Agenda

Lesson 26

<i>Do now #26 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Guided reading: <i>The Skin I'm In</i>, Ch. 9, pp. 46-48	15-20 min
5. Daily wrap-up	5 min
<i>Exit ticket #26 (optional)</i>	5 min



Agenda and editable slides available for Lesson 26.

Activities

Do now #26 (optional)

1. Review homework (5 minutes)

- ☐ Use **workbook pp. 91-92** to review the homework assignment, **Char and Maleeka/Angel and Weasel**. Ask for a few volunteers to share their predictions about Char and Maleeka.

2. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day Two activities with the sixth set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What's one interesting thing someone said?*

4. Guided reading (15-20 minutes)

Guided reading: *The Skin I'm In*, Chapter 9, pp. 46-48

Recap partner reading

- ☐ Ask students to turn to **workbook p. 89**.

Who can share a word or phrase they found to clarify? Who can share a different word or phrase?

We don't exactly know what Maleeka's new hairstyle looks like but who can share their drawing?

- ☐ Ask for a quick summary of Chapter 8.

What's important, what should we remember? (Maleeka gets a new, fierce haircut from Sweets's cousin, Ronnie.)

Partner reading

The Skin I'm In - Chapter 8 (pp. 38-45)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

 Chapter 8 has five places where people's skin color is compared to a food. See if you and your partner can find them all.

page _____ Skin color is compared to _____
page _____ Skin color is compared to _____
page _____ Skin color is compared to _____
page _____ Skin color is compared to _____
page _____ Skin color is compared to _____

Draw what Maleeka's new hair style looks like.

What do you predict other students at school will say about Maleeka's new style?



Lesson 25

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p. 89

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Set purpose for reading

→ *Let's look back at the middle of p. 43 where Maleeka is describing her haircut. What prediction do we want to make about how she looks with the new style? Let's read and find out what other kids at school think.*

Students read silently

to the end of the chapter, through p. 48

Facilitate discussion	Select from these. Also ask for words to clarify. • <i>Why does Maleeka go into the bathroom to cry? What advice would you give her if you saw her there crying?</i> • <i>Can someone read out loud the advice that Maleeka's father gave her one time? It's on pp. 47-48. ("Maleeka . . . you got to see yourself with your own eyes. That's the only way you gonna know who you really are").</i> • <i>What do you think Maleeka's father meant when he said this?</i> • <i>How does Maleeka feel about herself when she leaves the bathroom? How do you know?</i>
Sum-up	<i>After she gets her haircut, the kids bully and tease Maleeka even more. Maleeka goes to the bathroom to cry. Then, she remembers what her father said about "seeing yourself with your own eyes." She takes off the cap and walks back into the hallway.</i>

5. Daily wrap-up (5 minutes)

- ☐ *How is Maleeka feeling when she leaves the bathroom? Make a prediction about what will happen next - do you think she is going to change her behavior?*

Exit ticket #26 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Clarify the meaning of unknown words by using context clues.
- ▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character.
- ▶ Describe how characters change by discussing a conflict between Char and Maleeka.

Common Core Literacy Standards

- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- ▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Materials

- Workbook pp. 93-95
- *The Skin I'm In*
- Post-its
- Do now #27 (optional)
- Exit ticket #27 (optional)

Agenda

Lesson 27

<i>Do now #27 (optional)</i>	5 min
1. Partner reading: <i>The Skin I'm In</i>, Ch. 10, pp. 49-52	15-20 min
2. Guided reading: <i>The Skin I'm In</i>, Ch. 11, pp. 53-58	15-20 min
3. Daily wrap-up	5 min
4. Assign homework	5 min
<i>Exit ticket #27 (optional)</i>	5 min



Agenda and editable slides available for Lesson 27.

Activities

 Do now #27 (optional)

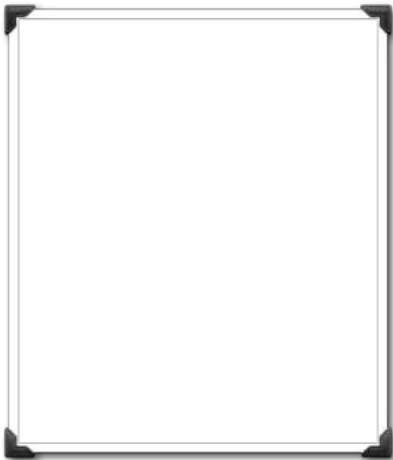
1. Partner reading (15-20 minutes)

Optional extension: Language dive (5-10 minutes)

Ask students to turn to **workbook p. 166**, where they will see four figures of speech found in *The Skin I'm In*. Students should take their best guess about what each of these figures of speech means. You may choose to briefly review the correct answers now, but each figure of speech will be discussed and unpacked after it is encountered in the text.



**Partner reading: *The Skin I'm In*, Chapter 10, pp. 49-52
Workbook pp. 93-94**

Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. stock market (p. 51) – a place where people can buy and sell little pieces of companies in order to make money. Some people get rich on the stock market. Others lose all of their money.
Set purpose for reading	→ <i>In Chapter 10, we'll learn more about Maleeka's relationship with her mother.</i>
Preview workbook page(s)	☐ Preview questions on workbook pp. 93-94. Partners will clarify two challenging words or phrases together, record details about Maleeka's mother, and draw a sketch of Maleeka's mother.  Partner reading The Skin I'm In - Chapter 10 (pp. 49-52)  Words or phrases to clarify: 1. word or phrase _____ page number _____ I think it means _____ 2. word or phrase _____ page number _____ I think it means _____  On the next page, you'll be drawing a portrait of Maleeka's mother. You will also write a paragraph describing her. To help with this, find quotes in Chapter 10 that describe Momma: page <u>50</u> quote: <u>"dressed in a blue uniform"</u> page _____ quote: _____ page _____ quote: _____ page _____ quote: _____ Lesson 27 p. 93 © SERP Institute, 2014-2026 STARI Unit 1.1 - Stand Up for Yourself Partner reading, continued Maleeka's mother  Lesson 27 p. 94 © SERP Institute, 2014-2026 STARI Unit 1.1 - Stand Up for Yourself

Students
read silently
and
complete
workbook
page(s)

Chapter 10 using **workbook pp. 93-94**

- ☐ Circulate to offer help while partners read and work.

2. Guided reading (15-20 minutes)

Optional extension: Language dive (5-10 minutes)

Students should turn to **workbook p. 167**, and work with a partner to answer the questions about the phrase “don’t have all her marbles.” Discuss as a class if time allows.



Guided reading: *The Skin I’m In*, Chapter 11, pp. 53-58

Recap
partner
reading

- ☐ Ask students to turn to **workbook pp. 93-94**.

Who can share a quote that you found that describes Maleeka’s mother? Who can share a different quote?

*Did people notice the word **smirk** near the bottom of page 51? (Write **smirk** on the board.) **Smirk** has a blend at the beginning (underline “sm”). A *smirk* is a mean or mocking kind of smile.*

People used to look at Maleeka’s mother with a smirk. What does that mean?

 **Partner reading**
The Skin I’m In - Chapter 10 (pp. 49-52)

 Words or phrases to clarify:

- word or phrase _____
page number _____
I think it means _____
- word or phrase _____
page number _____
I think it means _____

 On the next page, you’ll be drawing a portrait of Maleeka’s mother. You will also write a paragraph describing her. To help with this, find quotes in Chapter 10 that describe Momma:

page 50
quote: “dressed in a blue uniform”

page _____
quote: _____

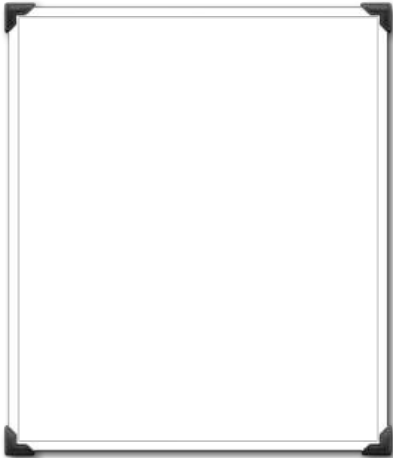
page _____
quote: _____

page _____
quote: _____

Lesson 27 p. 93
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Partner reading, continued

Maleeka’s mother



Lesson 27 p. 94
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Lesson 27

Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. indescribable (p. 53) – so extreme or special or weird that you can’t even describe it. <i>Does someone spot the base word? A terrible smell might be indescribable. What else could be indescribable?</i> cellophane (p. 56) – a clear plastic covering that’s used to wrap food and sometimes new clothes
Set purpose for reading	→ <i>As you’re reading Chapter 11, think about why Charlese has so much power over Maleeka.</i>
Students read silently	to the middle of p. 56, where Charlese tells Maleeka to “get lost,” and Maleeka walks away smiling. <i>When you get to the words, “. . . with this big grin on my face,” look up.</i>
Facilitate discussion	Select from these. Also ask for words to clarify. • <i>What happens to Charlese’s food in the cafeteria line? Why does this happen?</i> • <i>Can someone read what Charlese says about her food, in the kind of voice she would have used (first paragraph of p. 54)?</i> • <i>Why do you think Charlese won’t take her own food back?</i> • <i>What trick does Maleeka play on Charlese? Why do you think she does this?</i>
Students read silently	to the end of the chapter
Facilitate discussion	Select from these. Also ask for words to clarify. • <i>Why do you think everyone does what Charlese tells them to?</i> • <i>What do you think would happen if Maleeka told Charlese she wouldn’t do her homework for her anymore? What advice would you give Maleeka about how to handle this?</i>
Sum-up	<i>We’ve learned more about Char’s character and how people respond to her. Char bullies Maleeka who gets back at her in a sneaky way a couple of times. Do you think anything will change between Char and Maleeka?</i>

3. Daily wrap-up (5 minutes)

- ☐ *Look back at the quotes you found about Maleeka’s mother during partner reading. What’s different about Momma? Why do some people smirk at her?*

4. Assign homework (5 minutes)

- ☐ Use **workbook p. 95** to introduce the homework assignment, **Maleeka's mother**. Students draw on the quotes they compiled during partner reading on **workbook p. 93**.



Exit ticket #27 (optional)



Homework

Maieeka's mother

Sharon Flake doesn't give Maleeka a typical mother. Maleeka's mother is an unusual character.

Write 4 or 5 sentences that describe Maleeka's mother. Try to bring in the character traits that you found interesting.

Maleeka's mother is different

[illegible]

Lesson 27

p. 95

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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Clarify the meaning of unknown words by using context clues.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 97-98
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #28 (optional)
- Exit ticket #28 (optional)

Agenda

Lesson 28

<i>Do now #28 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Partner reading: <i>The Skin I'm In</i>, Ch. 12, pp. 59-63	15-20 min
5. Daily wrap-up	5 min
<i>Exit ticket #28 (optional)</i>	5 min



Agenda and editable slides available for Lesson 28.

Activities

 Do now #28 (optional)

1. Review homework (5 minutes)

- ☐ Use **workbook p. 95** to review the homework assignment, **Maleeka’s mother**. Ask for a few volunteers to share their descriptions.

2. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day One activities with the seventh set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

7A: Working Hard and Not Getting Ahead

7B: Vandalism

7C: Deep Friendships: Not Just for Girls

7D: Hidden Causes of Crime

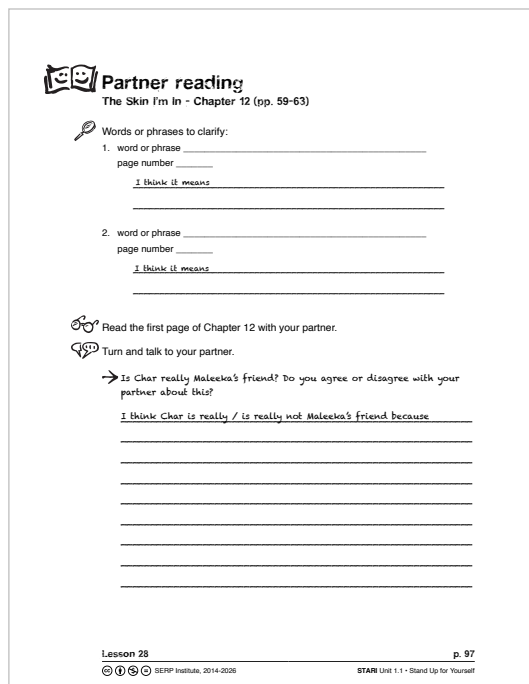
4. Partner reading (15-20 minutes)

Partner reading: <i>The Skin I’m In</i> , Chapter 12, pp. 59-63 Workbook pp. 97-98	
Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. maggot (p. 60) – a wriggly small worm (really a fly larva) that grows in spoiled food
Set purpose for reading	→ <i>Maleeka confronts John-John about the way he treats her. See if you can understand why he treats her so badly.</i> <i>You’ll also think some more about whether Char is really Maleeka’s friend.</i>

**Preview
workbook
page(s)**

- ☐ Preview questions on **workbook pp. 97-98.**

Partners will clarify two challenging words or phrases together, reread the first page of the chapter together (aloud or silently) and then turn, talk, and respond to two prompts about Maleeka and Char's relationship.



Partner reading
The Skin I'm In - Chapter 12 (pp. 59-63)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

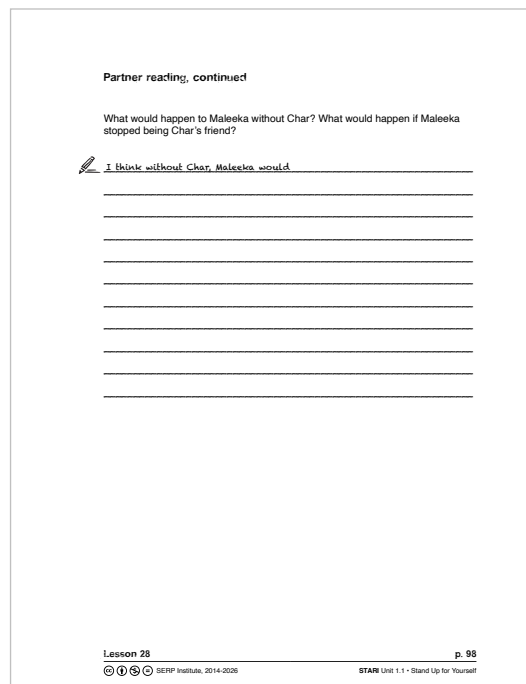
 Read the first page of Chapter 12 with your partner.

 Turn and talk to your partner.

→ Is Char really Maleeka's friend? Do you agree or disagree with your partner about this?

I think Char is really / is really not Maleeka's friend because _____

Lesson 28 p. 97
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Partner reading, continued

What would happen to Maleeka without Char? What would happen if Maleeka stopped being Char's friend?

 I think without Char, Maleeka would _____

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**Students
read silently
and
complete
workbook
page(s)**

Chapter 12 using **workbook pp. 97-98**

- ☐ Circulate to offer help while partners read and work.

5. Daily wrap-up (5 minutes)

- ☐ Debrief partner reading. Ask partners to share out:

Is Char really Maleeka's friend? Why or why not?

What would happen to the two girls if they stopped being friends?

- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **p. 13**. Students should work in partners to answer the questions about the word **punish**. Discuss as a class if time allows.

Exit ticket #28 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Describe how characters change by discussing a story Maleeka shares with her class.
- ▶ Analyze impact of word choice by sketching and reflecting on a simile (*optional exit ticket*).

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- ▶ ELA Standard RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 97-99
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #29 (optional)
- Exit ticket #29 (optional)

Agenda

Lesson 29

<i>Do now #26 (optional)</i>	5 min
1. Partner fluency work	10-15 min
2. Fluency debrief	5 min
3. Guided reading: <i>The Skin I'm In</i>, Ch. 13, pp. 64-70	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #29 (optional)</i>	5 min



Agenda and editable slides available for Lesson 29.

Activities

Do now #29 (optional)

1. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day Two activities with the seventh set of fluency passages.

2. Fluency debrief (5 minutes)

- ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What's one interesting thing someone said?*

3. Guided reading (15-20 minutes)

Guided reading: *The Skin I'm In*, Chapter 13, pp. 64-70

Recap partner reading

- ☐ Debrief partner work with Chapter 12. Ask students to turn to **workbook pp. 97-98**.

Who can share a word or phrase you chose to clarify? Who can share a different one?

Did people think that Char is really Maleeka's friend?

What did you think might happen to Maleeka without Char as a friend?

 **Partner reading**
The Skin I'm In - Chapter 12 (pp. 59-63)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

 Read the first page of Chapter 12 with your partner.

 Turn and talk to your partner.

→ Is Char really Maleeka's friend? Do you agree or disagree with your partner about this?

I think Char is really / is really not Maleeka's friend because _____

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Partner reading, continued

What would happen to Maleeka without Char? What would happen if Maleeka stopped being Char's friend?

 I think without Char, Maleeka would _____

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Vocabulary Instruction	Add to Vocab Catcher: Students should record these words in their Vocab Catcher, and discuss them as a class. expectations (p. 67) – believing that someone is going to act a certain way • <i>What expectations do your parents have about you? What expectations do your friends have about you?</i> • <i>What is the base word in expectations?</i> Quick vocabulary preview: Briefly review the definitions. philosopher (p. 68) – a person who shares their point of view and gives advice Social Security (p. 70) – money people get from the government after they retire or become disabled. The money comes from taxes.
Set purpose for reading	→ <i>In this chapter, Maleeka and her classmates are reading the famous Shakespeare play, Romeo and Juliet. In the play, two teenagers are hopelessly in love but their families want to keep them apart.</i> <i>Miss Saunders asks the question, “Would you give up your life because you loved someone so much?” As you read the chapter, think about the different answers Maleeka and her classmates give to this question.</i>
Students read silently	to the end of the chapter, finishing on p. 70
Facilitate discussion	Select from these. Also ask for words to clarify. • <i>What does Jerimey mean when he says, “You gotta love yourself, baby. If you don’t, who will?” (p. 68)? Why does Jerimey think it’s important to love yourself more than you love other people? Do you agree or disagree?</i> • <i>What about Desda’s opinion? Can someone read what she thinks, on the top of p. 69?</i> • <i>What story does Maleeka tell about her mother? Why do you think she tells the class this story?</i>
Sum-up	<i>Maleeka tells the class how her mother fell apart when her father died. We learn how Maleeka had to take care of her mother and how her mother copes now.</i>

4. Daily wrap-up (5 minutes)

- ☐ *Why did Maleeka tell the class about her parents? Do you think the kids will behave differently towards her now?*

Lesson 29

5. Assign homework (5 minutes)

- Introduce the homework assignment on **workbook p. 99, Advice for Maleeka**. Students write a letter to Maleeka with advice about Char.



Homework

Advice for Maleeka

If you were Maleeka's friend, what advice would you give her? What can she do about Char?

Write a letter to Maleeka. Give her ideas about how to deal with Char.

Dear Maleeka,

Your Friend,

Lesson 29

p. 99

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END OF LESSON

Lesson Overview

Objectives

- ▶ Clarify the meaning of unknown words by using context clues.
- ▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character.

Common Core Literacy Standards

- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- ▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

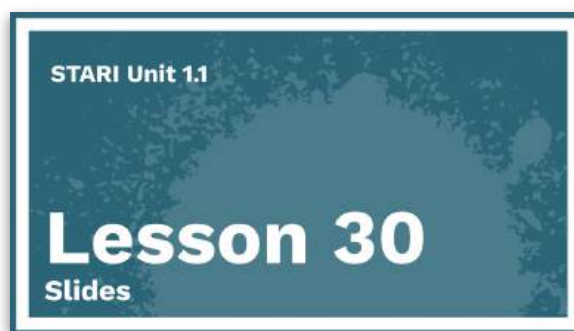
Materials

- Workbook pp. 101-103
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #30 (optional)
- Exit ticket #30 (optional)

Agenda

Lesson 30

<i>Do now #30 (optional)</i>	5 min
1. Review homework	5 min
2. Partner reading: <i>The Skin I'm In</i>, Ch. 14, pp. 71-75	15-20 min
3. Guided reading: <i>The Skin I'm In</i>, Ch. 15, pp. 76-80	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #30 (optional)</i>	5 min



Agenda and editable slides available for Lesson 30.

Activities

Do now #30 (optional)

1. Review homework (5 minutes)

- ☐ Use **workbook p. 99** to review the homework assignment, **Advice for Maleeka**. Ask for a few volunteers to share their letter or parts of their letter.

2. Partner reading (15-20 minutes)

Partner reading: *The Skin I'm In*, Chapter 14, pp. 71-75
Workbook pp. 101-102

Vocabulary Instruction	Add to Vocab Catcher: Students should record these words in their Vocab Catcher, and discuss them as a class. competitive (p. 74) – when people are all striving to beat each other in some kind of contest • <i>Football can be very competitive, because all teams are trying to win the most games and makes it to the championship. What is something else where people are competitive?</i> • <i>What is the base word in competitive?</i> Quick vocabulary preview: Briefly review the definitions. executives (p. 74) – people who have powerful jobs in business, jobs at the top of their companies
Set purpose for reading	→ <i>In Chapter 14, Maleeka learns more about Miss Saunders. And this time, they don't get into a conflict.</i>

**Preview
workbook
page(s)**

- ☐ Preview questions on **workbook pp. 101-102.**

Partners will clarify two challenging words or phrases together, record facts about Miss Saunders, and sketch Miss Saunders.

 **Partner reading**
The Skin I'm In - Chapter 14 (pp. 71-75)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

In this chapter, you will learn more about Miss Saunders.

 On the next page, you'll be drawing a portrait of Miss Saunders. You will also write about her. To help with this, find quotes in Chapter 14 that describe Miss Saunders.

page 72
quote: "got on gold hoop earrings with dolphins"

page _____
quote: _____

page _____
quote: _____

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Partner reading, continued

page _____
quote: _____

page _____
quote: _____

page _____
quote: _____

Miss Saunders



Lesson 30 p. 102
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**Students
read silently
and
complete
workbook
page(s)**

Chapter 14 using **workbook pp. 101-102**

- ☐ Circulate to offer help while partners read and work.

Optional extension: Language dive (5-10 minutes)

Students should turn to **workbook p. 168**, and work with a partner to answer the questions about the phrase “dressed to the nines.” Discuss as a class if time allows.



Lesson 30

3. Guided reading (15-20 minutes)

Guided reading: *The Skin I'm In*, Chapter 15, pp. 76-80

Recap partner reading

- ☐ Debrief partner work with Chapter 14. Ask students to turn to **workbook pp. 101-102**.

Who can share a word or phrase you chose to clarify? Who can share a different one?

Who can share a quote they found that gives information about Miss Saunders?

Does someone want to share their drawing of Miss Saunders?

 **Partner reading**
The Skin I'm In - Chapter 14 (pp. 71-75)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

In this chapter, you will learn more about Miss Saunders.

 On the next page, you'll be drawing a portrait of Miss Saunders. You will also write about her. To help with this, find quotes in Chapter 14 that describe Miss Saunders:

page 72
quote: "got on gold hoop earrings with dolphins"

page _____
quote: _____

page _____
quote: _____

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Partner reading, continued

page _____
quote: _____

page _____
quote: _____

page _____
quote: _____

Miss Saunders



Lesson 30 p. 102
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Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.

meditate (p. 79) – sit quietly, clear all thoughts from your mind, and relax. *How might a person look when they are meditating? Who can demonstrate?*

fess up (p. 80) – confess to something you did wrong. Fess is short for “confess.” *What is something a kid might fess up to?*

Set purpose for reading

→ *With her job in the office, Maleeka gets to learn more about how other teachers feel about Miss Saunders.*

Students read silently

to the last full paragraph of p. 77

Facilitate discussion	Select from these. Also ask for words to clarify. • <i>Why do some teachers and parents complain about Miss Saunders?</i> • <i>Can someone find and read out loud something that someone says about Miss Saunders?</i> • <i>How do you think Maleeka feels about Miss Saunders right now?</i>
Students read silently	to the end of the chapter, finishing on p. 80
Facilitate discussion	Select from these. Also ask for words to clarify. • <i>What do the adults in the school seem to think about Charlese?</i> • <i>Can someone read a line that shows how Miss Carol or Mr. Pajolli treats Charlese?</i> • <i>Why does Maleeka say that teachers “don’t do nothing but cause you grief” (p. 80)? Do you think she is right about her teachers?</i>
Sum-up	<i>While working in the office, Maleeka finds out that some teachers and parents don’t like Miss Saunders because she’s “too pushy.” Maleeka sees how Char and the adults interact/talk to each other. We learn a little bit more about Tai, the fun math teacher, who is Miss Saunders’ friend.</i>

Optional extension: Language dive (5-10 minutes)

Students should turn to **workbook p. 169**, and work with a partner to answer the questions about the phrase “cause you grief.” Discuss as a class if time allows.



4. Daily wrap-up (5 minutes)

- ☐ What do we know that’s new about Maleeka’s teacher, Miss Saunders? Can people look back on **workbook pp. 101-102** and find quotes about her?
- ☐ Look back at page 1 of *The Skin I’m In*. What are some other facts about Miss Saunders we can include in this piece of writing?
- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **p. 16**. Students should work in partners to answer the questions about **competitors**. Discuss as a class if time allows.

Lesson 30

5. Assign homework (5 minutes)

- ☐ Introduce the homework assignment on workbook p. 103, **Not Your Typical Teacher**.

Exit ticket #30 (optional)



Homework

Not your typical teacher

Miss Saunders is different from other teachers at Maleeka's school.

Write 4 or 5 sentences that describe Miss Saunders.

 _____

Lesson 30p. 103

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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Clarify the meaning of unknown words by using context clues.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 105-107
- *The Skin I'm In*
- Post-its
- Do now #31 (optional)
- Exit ticket #31 (optional)

Agenda

Lesson 31

<i>Do now #31 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Partner reading: <i>The Skin I'm In</i>, Ch. 16, pp. 81-85	15-20 min
5. Daily wrap-up	5 min
6. Assign homework	5 min
<i>Exit ticket #31 (optional)</i>	5 min



Agenda and editable slides available for Lesson 31.

Activities

Do now #31 (optional)

1. Review homework (5 minutes)

- ☐ Use **workbook p. 103** to review the homework assignment, **Not Your Typical Teacher**. Ask for a few volunteers to share their descriptions.

2. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day One activities with the eighth set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

8A: Colorism

8B: Peer Pressure

8C: The War on Poverty

8D: Graffiti: Vandalism or Art?

4. Partner reading (15-20 minutes)

Partner reading: *The Skin I'm In*, Chapter 16, pp. 81-85
Workbook p. 105

Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.

maracas (p. 83) – a percussion instrument that you shake like a baby rattle, often used in pairs

dreadlocks (p. 83) – a hairstyle where your hair is twisted or braided into lots of strands

Set purpose for reading

→ *In Chapter 16, we get our first look at Charlese's home life.*

**Preview
workbook
page(s)**

- ☐ Preview questions on **workbook p. 105.**

Partners will clarify two challenging words or phrases together, and think, talk, and write about some new information they learn about Char. Do they feel sorry for her now?



Partner reading
The Skin I'm In - Chapter 16 (pp. 81-85)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

 Talk it over with your partner.

After reading this chapter, do you feel sorry for Char?

☐ Yes ☐ No

→ Why? _____

→ What does your partner think? _____

Lesson 31 p. 105
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**Students
read silently
and
complete
workbook
page(s)**

Chapter 16 using **workbook p. 105**

- ☐ Circulate to offer help while partners read and work.

Optional extension: Language dive (5-10 minutes)

Students should turn to **workbook p. 170**, and work with a partner to answer the questions about the phrase “matter of factly.” Discuss as a class if time allows.



5. Daily wrap-up (5 minutes)

- ☐ *What did we learn about Char in this chapter? How does this affect the way you see Char's character?*

Lesson 31

6. Assign homework (5 minutes)

- ☐ Use **workbook p. 107** to introduce the homework assignment, **Maleeka's Diary**.

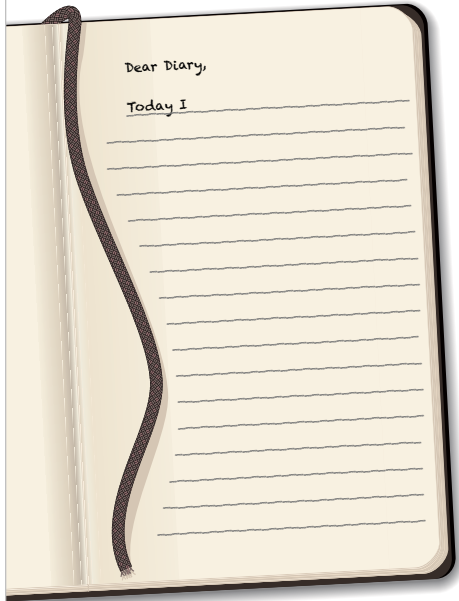
*What do you think Maleeka thought about her visit to Charlese's house? Look back at pp. 83-84 of *The Skin I'm In*. What are some details you could include in a diary entry about this visit? What did Maleeka see? What did she think? How did she feel?*

Exit ticket #31 (optional)

**Homework**
Maleeka's diary

Maleeka writes an imaginary diary for Akeelma. What could Maleeka write in her own diary about visiting Char's house?

Find this in *The Skin I'm In*, pages 83-85.



Lesson 31

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p. 107
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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Provide a summary of a text by using the 5 Ws.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials

- Fluency workbooks
- Timers
- Workbook p. 105
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #32 (optional)
- Exit ticket #32 (optional)

Agenda

Lesson 32

<i>Do now #32 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Guided reading: <i>The Skin I'm In</i>, Ch. 17, pp. 86-90	15-20 min
5. Daily wrap-up	5 min
<i>Exit ticket #32 (optional)</i>	5 min



Agenda and editable slides available for Lesson 32.

Activities

 Do now #32 (optional)

- 1. Review homework (5 minutes)**
 - ☐ Use **workbook p. 107** to review the homework assignment, **Maleeka’s Diary**. Ask for a few volunteers to share their diary entries.
- 2. Partner fluency work (10-15 minutes)**
 - ☐ Partners complete Day Two activities with the eighth set of fluency passages.
- 3. Fluency debrief (5 minutes)**
 - ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What’s one interesting thing someone said?*
- 4. Guided reading (15-20 minutes)**

Guided reading: *The Skin I’m In*, Chapter 17, pp. 86-90

Recap partner reading

- ☐ Debrief partner work with Chapter 16. Ask students to turn to **workbook p. 105**.

Who can share a word or phrase you chose to clarify? Who can share a different one?

What do you think about Charlese now that we know more about her life at home? Did you and your partner feel sorry for her? Why or why not?

 **Partner reading**
The Skin I’m In - Chapter 16 (pp. 81-85)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

 Talk it over with your partner.

After reading this chapter, do you feel sorry for Char?

☐ Yes ☐ No

→ Why? _____

→ What does your partner think? _____

Lesson 31 p. 105

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Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.

mangy (p. 88) – used to describe a dog or cat with scabs on its skin and losing pieces of fur. The animal has a skin disease called mange—long “a” sound, soft “g” sound. Mangy can also mean run-down or shabby, in poor condition. *Where might you see a bunch of dogs with mange?*

jack you up (p. 88) – a slang expression that means to beat up really badly

Set purpose for reading	→ <i>Maleeka gets into serious trouble walking home from Charlese's house. As you read, think about what <u>you</u> would do in her situation.</i>
Students read silently	to the end of the chapter on p. 90
Facilitate discussion	Select from these. Also ask for words to clarify. <i>What happened to Maleeka on her way home from Charlese's house? Let's summarize. What is important? What is new? What should we remember? Write 5 W's on the board.</i> Who: Maleeka Did What: was assaulted by two boys Where: on a deserted street When: walking home after visiting Charlese Why: encourage multiple opinions with supporting details <i>Can someone find and read out loud a line that shows how Maleeka was feeling during the attack? After the attack?</i> <i>How did Maleeka get away?</i> <i>What would you have done if you were in Maleeka's shoes?</i>
Sum-up	<i>Maleeka leaves Char's home and is attacked by two boys on a lonely street. She runs away and gets home safely but doesn't tell her mother what happened. She's scared and cries herself to sleep.</i>

5. Daily wrap-up (5 minutes)

- ☐ *How do you predict this incident will affect Maleeka?*
- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to p. 7. Students should work in partners to answer the questions about the new use of the word **fool** on p. 89 in this chapter. Discuss as a class if time allows.

Exit ticket #32 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Clarify the meaning of unknown words by using context clues.
- ▶ Provide a summary of a text by using the 5 Ws.
- ▶ Explain how an author develops a character's point of view by inferring what Maleeka and Miss Saunders are thinking.

Common Core Literacy Standards

- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text.

Materials

- Workbook pp. 109-111
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #33 (optional)
- Exit ticket #33 (optional)

Agenda

Lesson 33

<i>Do now #33 (optional)</i>	5 min
1. Partner reading: <i>The Skin I'm In</i>, Ch. 18, pp. 91-98	15-20 min
2. Guided reading: <i>The Skin I'm In</i>, Ch. 19, pp. 99-105	15-20 min
3. Daily wrap-up	5 min
4. Assign homework	5 min
<i>Exit ticket #33 (optional)</i>	5 min



Agenda and editable slides available for Lesson 33.

Activities

Do now #33 (optional)

1. Partner reading (15-20 minutes)

Partner reading: *The Skin I'm In*, Chapter 18, pp. 91-98

Workbook pp. 109-110

Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.

smallpox (p. 91) – a dangerous disease that used to be more common—in Akeelma's imaginary diary, people on the slave ship are coming down with smallpox.

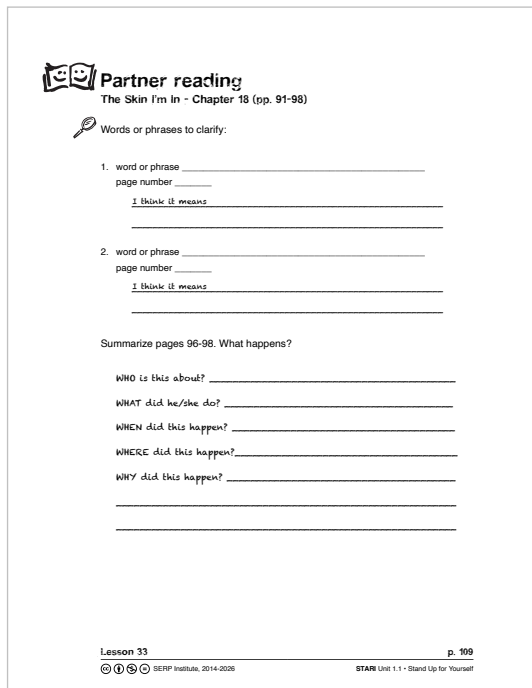
Set purpose for reading

→ *In Chapter 18, we learn about Maleeka and Charlese getting into some trouble. Are they friends still? Do they trust each other? See what you think.*

Preview workbook page(s)

☐ Preview questions on **workbook pp. 109-110**.

Partners will clarify two challenging words or phrases, summarize an incident where Miss Saunders catches Maleeka and Char smoking in the bathroom, and write Maleeka's and Miss Saunders' thoughts.



Partner reading
The Skin I'm In - Chapter 18 (pp. 91-98)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

Summarize pages 96-98. What happens?

WHO is this about? _____

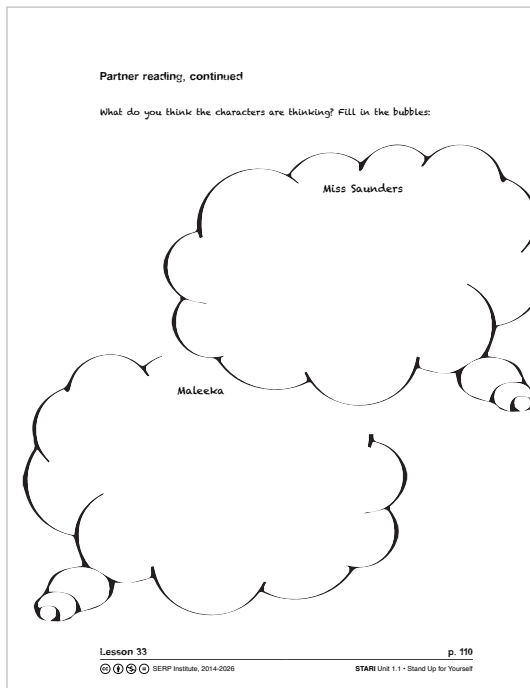
WHAT did he/she do? _____

WHEN did this happen? _____

WHERE did this happen? _____

WHY did this happen? _____

Lesson 33 p. 109
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Partner reading, continued

What do you think the characters are thinking? Fill in the bubbles:

Miss Saunders

Maleeka

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Students read silently and complete workbook page(s)

Chapter 18 using **workbook pp. 109-110**

☐ Circulate to offer help while partners read and work.

2. Guided reading (15-20 minutes)

Guided reading: *The Skin I'm In*, Chapter 19, pp. 99-105Recap
partner
reading

- ☐ Debrief partner work with Chapter 18.

Have students turn to **workbook p. 109**. What's the **who** and the **did what** in your summary of what happened in chapter 18? How about the **when** and the **where**? What did people write for **why**?

On **workbook p. 110**, what did people write in the thought bubble for Miss Saunders? What was she thinking about Maleeka in particular? What did people write in the thought bubble for Maleeka? What was she thinking?

Partner reading
The Skin I'm In - Chapter 18 (pp. 91-98)

Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

Summarize pages 96-98. What happens?

WHO is this about? _____
WHAT did he/she do? _____
WHEN did this happen? _____
WHERE did this happen? _____
WHY did this happen? _____

Lesson 33 p. 109
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Partner reading, continued

What do you think the characters are thinking? Fill in the bubbles:

Miss Saunders

Maleeka

Lesson 33 p. 110
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Vocabulary
Instruction

Quick vocabulary preview: Briefly review the definitions.

take a stand (p. 102) – take action in support of something you think is right and important or against something you think is very wrong. *When have you seen someone take a stand? What did they do? What was the issue or concern?*

persistent (p. 103) – when someone doesn't give up. *The base word is persist: that means to keep on doing something. Is someone who won't take no for an answer persistent? How about someone who quits after a while?*

Set purpose
for reading

→ *In this chapter, Caleb and Maleeka are in detention together. Caleb says he's sorry for abandoning Maleeka on the bus to Washington, DC, when everyone was teasing her. Do you think she should forgive Caleb?*

Students
read silently

to the middle of p. 103

Lesson 33

Facilitate discussion	Select from these. Also ask for words to clarify. <i>Caleb tells Maleeka, “You have to take a stand when things aren’t right” (p. 102). What did he do to take a stand in his school? Do you think he did the right thing, or do you agree with Maleeka that he shouldn’t have bothered?</i> <i>Why can’t Maleeka forget what Caleb did to her?</i>
Students read silently	to the end of the chapter on p. 105
Facilitate discussion	Select from these. Also ask for words to clarify. <i>According to Caleb, why did he leave Maleeka alone on the bus that day?</i> <i>Do you think she should forgive him? Why or why not?</i> <i>Maleeka uses a simile, one of those comparisons that use the words like or as. “Maleeka, forgive and forget. That’s easier than dragging around anger like sacks of stone” (p. 104). Could someone draw this simile on the board? How is staying angry like dragging around sacks of stone?</i>
Sum-up	<i>Caleb and Maleeka are in detention together. Caleb apologizes to Maleeka for leaving her on the bus to Washington, D.C. He tells Maleeka he still likes her. Maleeka’s not sure if she should forgive Caleb, even though she still likes him. Do you think she’ll forgive him and that they will be friends again?</i>

3. Daily wrap-up (5 minutes)

- ☐ In Chapters 18 and 19, we get to see the influence that both Char and Caleb have over Maleeka.
 - *How does Char influence Maleeka?*
 - *How does Caleb influence Maleeka?*
 - *Which direction do you think Maleeka is going to go? Which direction do you think she SHOULD go?*
- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **p. 4**. Students should work in partners to answer the questions about the word **ruin**. Discuss as a class if time allows.

4. Assign homework (5 minutes)

- ☐ Use **workbook p. 111** to introduce the homework assignment, **Violence and Maleeka**. You may want to brainstorm some emotion words that students can include in their writing.



Exit ticket #33 (optional)



Homework

Violence and Maleeka

In Chapter 17, Maleeka got jumped. Now she can't stop thinking about it.

Why can't she forget being attacked? What are her memories? Why does she want to be alone in her room?

Write for 15 minutes about what Maleeka is thinking and feeling right now. Write as though you were Maleeka. Use "I" statements. Try to include descriptive adjectives and emotion words.

 I feel so scared.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Lesson 33

p. 111

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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Clarify the meaning of unknown words by using context clues.
- ▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Materials

- Fluency workbooks
- Timers
- Workbook p. 113
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #34 (optional)
- Exit ticket #34 (optional)

Agenda

Lesson 34

<i>Do now #34 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Partner reading: <i>The Skin I'm In</i>, Ch. 20, pp. 106-110	15-20 min
5. Daily wrap-up	5 min
<i>Exit ticket #34 (optional)</i>	5 min



Agenda and editable slides available for Lesson 34.

Activities

Do now #34 (optional)

1. Review homework (5 minutes)

- ☐ Use **workbook p. 111** to review the homework assignment, **Violence and Maleeka**. Ask for a few volunteers to share their free writes.

2. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day One activities with the ninth set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

9A: Girl Wars

9B: Tattling or Reporting?

9C: Peer Pressure: Pushing Back

9D: Snitching for Money

4. Partner reading (15-20 minutes)

Partner reading: *The Skin I'm In*, Chapter 20, pp. 106-110
Workbook p. 113

Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.

Xeroxing (p. 106) – making copies on the copy machine. A company called Xerox was the first one to make a machine to automatically make paper copies.

insights (p. 108) – understandings or ideas about something. Miss Saunders says her students have great insights into the books they read for English.

Set purpose for reading

→ *What makes some people try to be perfect? In Chapter 20, the teacher called Tai gives Miss Saunders some advice. As you read, think about her advice and whether Miss Saunders needs to hear this.*

**Preview
workbook
page(s)**

- ☐ Preview questions on **workbook p. 113.**

Partners will clarify two challenging words or phrases. They will also write some quotes from a conversation between Miss Saunders and Tai telling what Miss Saunders' students say about her, what she thinks about grades, and why she wants to be perfect.

 **Partner reading**
The Skin I'm In - Chapter 20 (pp. 106-110)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

Miss Saunders and Tai are old friends. They talk about several important topics in this chapter.

 With your partner:

→ Find a quote that goes with each of the topics listed in the chart below.
→ Discuss with your partner what you think the quote tells you about Miss Saunders.
→ Write your explanation.

Topic Miss Saunders talks about	Quote	Page	What I learned about Miss Saunders
What she thinks about the teachers at McClenon	"nobody here does what they say they will, when they say they will."	107	Ms. Saunders thinks like other teachers may not work hard enough
What the students say about her			
What she thinks about grades			
Why she wants to be perfect			

Lesson 34 p. 113
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**Students
read silently
and
complete
workbook
page(s)**

Chapter 20 using **workbook p. 113**

- ☐ Circulate to offer help while partners read and work.

5. Daily wrap-up (5 minutes)

- ☐ *What did we learn about Miss Saunders in this chapter?* Prompt students to cite evidence from the text to support their new learning about this character.
- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **p. 5**. Students should work in partners to answer the questions about the word **ruin**. Discuss as a class if time allows.

Exit ticket #34 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Describe how a story's plot unfolds by using a narrative arc.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 80, 113-115
- *The Skin I'm In*
- Post-its
- Do now #35 (optional)
- Exit ticket #35 (optional)

Agenda

Lesson 35

<i>Do now #35 (optional)</i>	5 min
1. Partner fluency work	10-15 min
2. Fluency debrief	5 min
3. Guided reading: <i>The Skin I'm In</i>, Ch. 21, pp. 111-114	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #35 (optional)</i>	5 min



Agenda and editable slides available for Lesson 35.



Related assessment opportunity:

*This is a good lesson to conduct an end of unit assessment of **partner discussion during fluency**. Listen in or record as many partnerships as you can (finish in Lesson 39 if necessary). See Assessment Guide: Discussion, Lesson 35.*

Activities

Do now #35 (optional)

1. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day Two activities with the ninth set of fluency passages.

 **Related assessment opportunity:** This is a good lesson to conduct an end of unit assessment of **partner discussion**. Listen in or record as many partnerships as you can (finish in Lesson 39 if necessary). See *Assessment Guide: Discussion, Lesson 35*.

2. Fluency debrief (5 minutes)

- ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What's one interesting thing someone said?*

3. Guided reading (15-20 minutes)

Guided reading: *The Skin I'm In*, Chapter 21, pp. 111-114

Recap partner reading

- ☐ Debrief partner work with Chapter 20.

Have students turn to **workbook p. 113**.

What are some words you found to clarify? Does anyone need help from the group in figuring these words out?

*On **workbook p. 113**, what quotes did you find? What did you learn about Miss Saunders?*



Partner reading

The Skin I'm In - Chapter 20 (pp. 106-110)



Words or phrases to clarify:

1. word or phrase _____
page number _____

I think it means _____

2. word or phrase _____
page number _____

I think it means _____

Miss Saunders and Tai are old friends. They talk about several important topics in this chapter.



With your partner:

-> Find a quote that goes with each of the topics listed in the chart below.

-> Discuss with your partner what you think the quote tells you about Miss Saunders.

-> Write your explanation.

Topic Miss Saunders talks about	Quote	Page	What I learned about Miss Saunders
What she thinks about the teachers at McClellan	"nobody here does what they say they will, when they say they will."	107	Ms. Saunders thinks like other teachers may not work hard enough.
What the students say about her			
What she thinks about grades			
Why she wants to be perfect			

Lesson 34

p. 113

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Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. fidgiting (p. 111) – jiggling or twitching, often nervously. <i>Can someone demonstrate fidgiting for us? Who do you think might be nervous in this chapter?</i> incident (p. 111) – an important happening. <i>If someone said there was an incident on the school bus the other day, what might have happened?</i> undermine her credibility (p. 113) – undermine means to weaken or hurt; credibility means reputation, so undermining someone’s reputation means to make someone look bad, make people doubt whether someone is capable. <i>Whose credibility do you think might be on the line?</i>
Set purpose for reading	→ <i>In Chapter 21, Maleeka talks to Miss Saunders about the writing that she’s been doing about Akeelma, the slave girl. Maleeka also takes a big risk and tells Miss Saunders something important.</i>
Students read silently	to the middle of p. 112, where Miss Saunders tells Maleeka to sit down. <i>When you get to the words, “I sit down and hope she’s gonna make it quick,” look up.</i>
Facilitate discussion	Select from these. Also ask for words to clarify. <i>In Chapter 20 that you read with your partner, Maleeka heard the teacher Tai tell Miss Saunders some hard truths. Tai basically said that Miss Saunders would not make it as a teacher if she kept on trying to be perfect. Find something that Maleeka says to Tai and Miss Saunders on p. 111. Can someone read what Maleeka says to the teachers? (“I tell her I won’t repeat nothing I heard.”)</i> <i>Do you believe Maleeka? What do you think she will do? Char is failing English and keeps being caught in the bathroom by Miss Saunders. Will Maleeka tell Char what she heard?</i>
Students read silently	to the end of the chapter on p. 114
Facilitate discussion	Select from these. Also ask for words to clarify. <i>At the bottom of p. 113, Maleeka notices something about Miss Saunders’ desk. Can someone read those sentences for us? (The section starts, “Some teachers got . . .”)</i> <i>What could Maleeka be thinking about Miss Saunders right now?</i> <i>Can someone read Maleeka’s comment on p. 114: “Some of us is the wrong color. Some is the wrong size or got the wrong face. But that don’t make us wrong people, now does it?”?</i> <i>Look back at p. 8 where Maleeka and Charlese first meet Miss Saunders. Can someone read from the sentence that starts, “Miss Saunders puts down her briefcase . . .” through “. . . I want to give something back . . .”?</i> <i>Can someone read the last sentence on p. 114 for us (“I’m glad you’ve got . . .”)? How did Maleeka feel when she first met Miss Saunders? What is Maleeka feeling now? How have Maleeka’s feelings about Miss Saunders changed?</i>

Lesson 35

Sum-up

Maleeka and Miss Saunders have a talk after school. Miss Saunders is worried that Maleeka will tell someone about her conversation with Tai. Maleeka promises not to tell anyone. She also gives Miss Saunders some advice: She tells Miss Saunders that you may not look “right” but that doesn’t mean you’re a bad person. Do you think Miss Saunders’ and Maleeka’s relationship is changing? Is Maleeka changing?

4. Daily wrap-up (5 minutes)

- ☐ Explain the relationship between conflict and a story’s climax. *Often, the buildup to a story’s exciting high point or climax is driven by conflict between important characters. We call the buildup the rising action, and we call the high point the climax.*
- ☐ Direct students to look back at *The Skin I’m In*, p. 95, and read from “Char says the only reason...” until “After that, you’re history, girl.”
- ☐ Ask for suggestions about notes to make on **workbook p. 115**. *How should we describe this scene, this part of our story’s rising action?*
- ☐ Ask students to brainstorm about other story happenings that relate to conflict between the main characters. (For example, Miss Saunders catches the girls smoking, Charlese makes fun of Maleeka, and Maleeka talks with Miss Saunders.)
- ☐ Explain that rising action events are happenings or developments that move the story along to an exciting high point. Brainstorm possibilities briefly, using the example: *Maleeka fights Daphne and gets grounded. Where might that take the story next?*

5. Assign homework (5 minutes)

- ☐ For homework, ask students to make at least one additional note about rising action on **workbook p. 115**. When you debrief the homework, have students copy their notes to the narrative arc chart on **workbook p. 80**.



Homework

Following the narrative arc

How is the story building up? Where is the plot headed? Make at least one new note below. Explain what's been happening that could lead to an exciting high point.

Narrative arc

Maleeka fights Daphne and gets grounded.

Rising Action

Lesson 35

p. 115

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Homework

Following the narrative arc

How is the story building up? Where is the plot headed? Make at least one new note below. Explain what's been happening that could lead to an exciting high point.

Narrative arc

Maleeka fights Daphne and gets grounded.

Rising Action

Lesson 21

p. 80

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 Exit ticket #35 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Describe how a story's plot unfolds by using a narrative arc.
- ▶ Clarify the meaning of unknown words by using context clues.
- ▶ Describe how characters respond to events by analyzing Juju's influence on Char.

Common Core Literacy Standards

- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials

- Workbook pp. 80, 117-120
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #36 (optional)
- Exit ticket #36 (optional)

Planning Note

Take a few moments to plan an original descriptive poem to model for today's homework.

Agenda

Lesson 36

<i>Do now #36 (optional)</i>	5 min
1. Review homework	5 min
2. Partner reading: <i>The Skin I'm In</i>, Ch. 22-23, pp. 115-123	25-30 min
3. Daily wrap-up	5 min
4. Assign homework	5 min
<i>Exit ticket #36 (optional)</i>	5 min



Agenda and editable slides available for Lesson 36.

Activities

Do now #36 (optional)

1. Review homework (5 minutes)

- ☐ Review the homework assignment, **workbook p. 115, Following the narrative arc**. Ask for a few volunteers to share their notes on happenings involving the main story characters in *The Skin I'm In*. *Where do we think all this conflict is heading? What might happen next?*
- ☐ Model copying one of the happenings from the homework to the narrative arc under rising action. Students record a happening from their homework under rising action on **workbook p. 80, Narrative arc**.

2. Partner reading (25-30 minutes)

Partner reading: *The Skin I'm In*, Chapters 22-23, pp. 115-123
Workbook p. 117

Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.

fragile (p. 117) – delicate, breakable. You say fragile with a so “g” which sounds like “j”

gavel (p. 121) – a wooden hammer for calling people to attention. Judges use gavels, for example

Set purpose for reading

→ *This time, you will read two chapters with your partner in partner reading.*

In Chapter 22, Maleeka’s mother helps her feel more connected to the memory of her father. As you read, think about what’s new that Maleeka learns about her father.

In Chapter 23, Char’s sister JuJu comes up to the school office. Think about ways that JuJu and Charlese are alike as you read.

Preview workbook page(s)	☐ Preview questions on workbook p. 117. Partners will clarify two challenging words or phrases, write some ways that Charlese is like her sister Juju, and describe how living with Juju makes Charlese the kind of person she is.	 Partner reading The Skin I'm In - Chapters 22 and 23 (pp. 115-123)  Words or phrases to clarify: 1. word or phrase _____ page number _____ I think it means _____ _____ 2. word or phrase _____ page number _____ I think it means _____ _____ Think about the ways that Charlese is just like her sister Juju. Charlese and Juju both: 1. _____ 2. _____ 3. _____ What's your opinion? How does living with Juju instead of her parents make Charlese the kind of person she is? <u>Living with Juju, Charlese</u> _____ _____ _____ _____ Lesson 36 p. 117  SERP Institute, 2014-2026 STAIR Unit 1.1 - Stand Up for Yourself
Students read silently and complete workbook page(s)	Chapters 22-23 using workbook p. 117 ☐ Circulate to offer help while partners read and work.	

3. Daily wrap-up (5 minutes)

- ☐ What did Maleeka learn about her father in Chapter 22? What might be important about what she learned?
- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **p. 11**. Students should work in partners to answer the questions about the word **poetry**. Discuss as a class if time allows.

Lesson 36

4. Assign homework (5 minutes)

- Introduce the homework assignment, **workbook pp. 119-120, Descriptive poem**. Students take a close look at the poem Maleeka’s father wrote for her, and then plan and write their own descriptive poem. Take a moment to model writing a poem of your own.

**Homework**
Descriptive poem

 Maleeka’s father wrote a poem about her (it’s on p. 118).
Notice the format:

adjective
adjective
adjective
my my [person’s name]
is
adjective
adjective
adjective
mine

Notice how the adjectives all start with the B sound.
Use this model to write your own poem. It could be about a person close to you, a pet, or a favorite place.
If you can, try to include adjectives that repeat a beginning sound (this is not so important). Maleeka’s father includes the color adjective “brown” and you may want to use a color, too.

Planning space

Who or what to write about:

Adjectives:

Lesson 36p. 119
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Homework | Descriptive poem, continued

My poem

Lesson 36p. 120
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 Exit ticket #36 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Describe how a story's plot unfolds by making predictions about the climax.
- ▶ Describe how characters respond to events by analyzing conflicts among characters.

Common Core Literacy Standards

- ▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials

- Workbook pp. 80, 121-123
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #37 (optional)
- Exit ticket #37 (optional)

Agenda

Lesson 37

<i>Do now #37 (optional)</i>	5 min
1. Review homework	5 min
2. Partner reading: <i>The Skin I'm In</i>, Ch. 24, pp. 124-130	15-20 min
3. Guided reading: <i>The Skin I'm In</i>, Ch. 25, pp. 131-136	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #37 (optional)</i>	5 min



Agenda and editable slides available for Lesson 37.



Related assessment opportunity:

*This is a good lesson to conduct an end of unit assessment of **partner discussion**. Listen in or record as many partnerships as you can (finish in Lesson 38 if necessary). See Assessment Guide: Discussion, Lesson 37.*

Activities

 Do now #37 (optional)

1. Review homework (5 minutes)

- ☐ Use **workbook pp. 119-120** to review the homework assignment, **Descriptive poem**. Ask for a few volunteers to share their poems or their planning page.

2. Partner reading (15-20 minutes)

 **Related assessment opportunity:** *This is a good lesson to conduct an end of unit assessment of **partner discussion**. Listen in or record as many partnerships as you can (finish in Lesson 38 if necessary). See Assessment Guide: Discussion, Lesson 37.*

Partner reading: <i>The Skin I'm In</i> , Chapter 24, pp. 124-130 Workbook p. 121	
Vocabulary Instruction	Add to Vocab Catcher: Students should record these words in their Vocab Catcher, and discuss them as a class. squeal (p. 125) – literally, this word means to make a long shrill cry - What would this sound like? Can someone squeal for us? As a slang word, squeal means to snitch, or to tell on someone who did something wrong. - What is a situation where someone might squeal? Is squealing a good thing or a bad thing? Why do you say that? Quick vocabulary preview: Briefly review the definitions. majesty (p. 127) – dignity and pride—Maleeka remembers a poem that talks about the majesty of darkness at midnight. dashiki (p. 128) – a colorful shirt, originating from West Africa. whacked (p. 129) – a slang word for crazy—Caleb tells Maleeka that Charlese is whacked
Set purpose for reading	→ <i>The conflict between Charlese and Miss Saunders has been getting more intense. Charlese is in seventh grade for the third time. Miss Saunders isn't passing her along like some other teachers.</i> <i>In Chapter 24, Charlese cooks up a plan. As you read silently, think about Maleeka's choices and what <u>she</u> will do. Does Charlese control Maleeka?</i>

**Preview
workbook
page(s)**

- ☐ Preview questions on **workbook p. 121**.

Partners read about Char's plan to vandalize Miss Saunders' classroom. They will **stop after the first two pages** to write a prediction. You may want to distribute Post-its for students to place at the bottom of p. 125 to help them remember to stop. Then, they finish the chapter and respond to three prompts about Maleeka's predicament.



Partner reading

The Skin I'm In - Chapter 24 (pp. 124-130)

Read the first two pages of Chapter 24 with your partner. What do you predict will happen next?

We predict that

Why? Why is this going to happen?

Finish reading Chapter 24 silently.

Maleeka is afraid of Charlese and what she plans to do, but on page 130 she says, "I got to go along, anyhow."

Do you think Maleeka is right that she has no choice?

Give Maleeka some advice. Try to convince her.

Do you think Maleeka will follow your advice? Why or why not?

Lesson 37

p. 121

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**Students
read silently
and
complete
workbook
page(s)**

Chapter 24 using **workbook p. 121**

- ☐ Circulate to offer help while partners read and work.

Lesson 37

3. Guided reading (15-20 minutes)

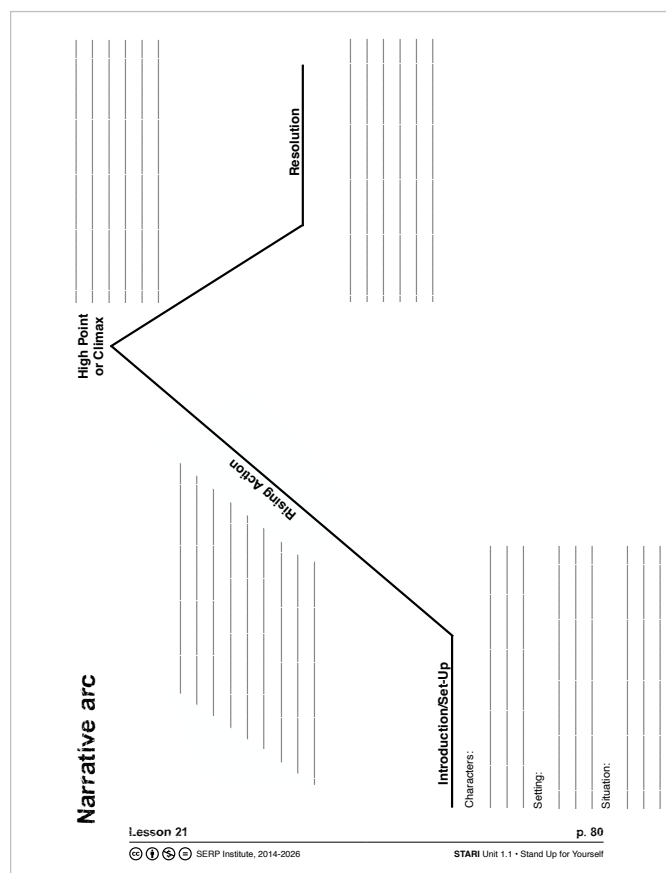
Guided reading: *The Skin I'm In*, Chapter 24, pp. 131-136

Recap partner reading	Debrief partner work with Chapter 24. Open The Skin I'm In to pp. 124-125. Turn to workbook p. 121. Who can read the prediction you made after reading the first two pages of Chapter 24? On workbook p. 121, what advice did you give to Maleeka? Do you think she will listen to your advice? Why or why not? Partner reading The Skin I'm In - Chapter 24 (pp. 124-130) Read the first two pages of Chapter 24 with your partner. What do you predict will happen next? We predict that Why? Why is this going to happen? Finish reading Chapter 24 silently. Maleeka is afraid of Charlese and what she plans to do, but on page 130 she says, "I got to go along, anyhow." Do you think Maleeka is right that she has no choice? Give Maleeka some advice. Try to convince her. Do you think Maleeka will follow your advice? Why or why not? Lesson 37 © 2014 SERP Institute, 2014-2026 p. 121 STARI Unit 1.1 - Stand Up for Yourself
Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. foreign (p. 134) – from another country. Would a school store accept foreign money? hussy (p. 135) – an insult meaning a girl or woman who is rude or snobbish creek (p. 135) – running water, like a stream, but smaller than a river
Set purpose for reading	→ Events in the story have been building up to a high point or climax. In Chapter 25, Charlese, Maleeka, and the twins sneak out very early, before school starts. What do you think is going to happen?
Students read silently	to the middle of p. 133. Look up when you get to the line, “She’s gonna kill us for messing it up.”
Facilitate discussion	Select from these. Also ask for words to clarify. How do we know that Maleeka doesn’t feel good about going along with Charlese’s plan? Who can read a line or two that shows how Maleeka is feeling?
Students read silently	to the middle of p. 135, stopping when they reach the words, “like flat black skipping rocks you find at the bottom of the creek.”

Facilitate discussion	Select from these. Also ask for words to clarify. • <i>What is one thing that Charlese does to make Maleeka use the lighter?</i> • <i>What is another thing that Charlese does to Maleeka?</i> • <i>Can someone read a description of what Charlese does to Maleeka?</i>
Students read silently	to the end of the chapter on p. 136
Facilitate discussion	Select from these. Also ask for words to clarify. • <i>Do you think Maleeka is responsible for the fire in the classroom? Why or why not?</i> • <i>Why does Maleeka leave the school, crying her eyes out?</i>
Sum-up	<i>Char, Maleeka, and the twins vandalize Miss Saunders' classroom. Char threatens Maleeka until she lights some foreign money on fire. Then the curtains catch fire and the girls run away. Maleeka is spotted by the janitor as they leave.</i>

4. Daily wrap-up (5 minutes)

- ☐ Let's look again at our Narrative Arc chart. Stories like *The Skin I'm In* build up to an exciting high point, or climax.
- Are we at the high point?* Ask students to make a few notes about the climax on our narrative arc on **workbook p. 80**.
- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **pp. 7, 18**. Students should work in partners to answer the questions about the words **fool** and **squealer**. Discuss as a class if time allows.



Lesson 37

5. Assign homework (5 minutes)

- Introduce the homework assignment, **Conflict in *The Skin I'm In***, on **workbook p. 123**. Students consider three conflicts (Charlese versus Miss Saunders, Maleeka versus Charlese, and Maleeka versus herself) that have built to the novel's high point. They write what each character in the conflict wants, and make a prediction.



Some STARI teachers ask students to focus on one of the three conflicts.

Exit ticket #37 (optional)



Homework

Conflict in *The Skin I'm In*

We are seeing many conflicts in this book. Figure out what each conflict is about. Then predict what will happen.

→ Charlese versus Miss Saunders ←

Charlese wants

but Miss Saunders wants

I predict what will happen is

→ Maleeka versus Charlese ←

Charlese wants

but Maleeka wants

I predict what will happen is

→ Maleeka versus Maleeka ←

Maleeka wants

but Maleeka also wants

I predict what will happen is

Lesson 37

p. 123

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END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Clarify the meaning of unknown words by using context clues.
- ▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Materials

- Fluency workbooks
- Timers
- Workbook p. 125
- *The Skin I'm In*
- Post-its
- Do now #38 (optional)
- Exit ticket #38 (optional)

Agenda

Lesson 38

<i>Do now #38 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Partner reading: <i>The Skin I'm In</i>, Ch. 26, pp. 137-139	15-20 min
5. Daily wrap-up	5 min
<i>Exit ticket #38 (optional)</i>	5 min



Agenda and editable slides available for Lesson 38.

Activities

Do now #38 (optional)

1. Review homework (5 minutes)

- ☐ Use **workbook p. 123** to review the homework assignment, **Conflict in *The Skin I'm In***. Ask for a few volunteers to share their responses.

2. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day One activities with the tenth set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

10A: Who are the Vandals?

10B: Teasing: Friendly or Mean?

10C: No Snitchin'!

10D: Snitching and Reporting

4. Partner reading (15-20 minutes)

Partner reading: *The Skin I'm In*, Chapter 26, pp. 137-139
Workbook p. 125

Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.
racket (p. 139) – loud noise that won't stop

Set purpose for reading

→ *You'll learn more about how Maleeka is feeling once she gets home.*

**Preview
workbook
page(s)**

☐ Preview questions on **workbook p. 125**.

Partners will clarify two challenging words or phrases together and select quotes that show Maleeka's guilty feelings.

Partner reading

The Skin I'm In - Chapter 26 (pp. 137-139)

Words or phrases to clarify:

1. word or phrase _____
page number _____

I think it means _____

2. word or phrase _____
page number _____

I think it means _____

Guilty!

Sharon Flake gives lots of details in this chapter that show how guilty Maleeka is feeling.

With your partner, try to find as many details as you can. Write down quotes and page numbers from the chapter that show how Maleeka is feeling.

page 137 "My hands are shaking" _____

page _____

page _____

page _____

page _____

page _____

page _____

Lesson 38

p. 125

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**Students
read silently
and
complete
workbook
page(s)**

Chapter 26 using **workbook p. 125**

☐ Circulate to offer help while partners read and work.

5. Daily wrap-up (5 minutes)

- ☐ How is Maleeka feeling about what happened in Miss Saunders' classroom? How do we know?

Exit ticket #38 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine.
- ▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character.

Common Core Literacy Standards

- ▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 125-127
- *The Skin I'm In*
- Post-its
- Vocab Catcher
- Do now #39 (optional)
- Exit ticket #39 (optional)

Agenda

Lesson 39

<i>Do now #39 (optional)</i>	5 min
1. Partner fluency work	10-15 min
2. Fluency debrief	5 min
3. Guided reading: <i>The Skin I'm In</i>, Ch. 27, pp. 140-144	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #39 (optional)</i>	5 min



Agenda and editable slides available for Lesson 39.

Activities

Do now #39 (optional)

1. Partner fluency work (10-15 minutes)

- ☐ Partners complete Day Two activities with the tenth set of fluency passages.

2. Fluency debrief (5 minutes)

- ☐ Ask students to share a bit about their fluency partner discussion. *What was the question? What's one interesting thing someone said?*

3. Guided reading (15-20 minutes)

Guided reading: *The Skin I'm In*, Chapter 27, pp. 140-144

Recap partner reading

- ☐ Debrief partner work with Chapter 26.

Open *The Skin I'm In* to pp. 137 and 138. Turn to **workbook p. 125**.

Who can read a detail you found that shows how Maleeka is feeling?

We know the janitor saw Maleeka as she was leaving the school. Can someone read that part on p. 136?

Partner reading The Skin I'm In - Chapter 26 (pp. 137-139)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

Guilty!

Sharon Flake gives lots of details in this chapter that show how guilty Maleeka is feeling.

 With your partner, try to find as many details as you can. Write down quotes and page numbers from the chapter that show how Maleeka is feeling.

page 137 "My hands are shaking" _____
page _____ _____
page _____ _____
page _____ _____
page _____ _____
page _____ _____
page _____ _____

Lesson 38 _____ p. 125
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Set purpose for reading

→ *Maleeka says over and over again that she's not a "squealer." In this chapter she has to choose between telling on Charlese or taking all the blame for what happened herself. What do you think she will do? What do you think she should do?*

Students read silently

to the middle of p. 142.

When you get to the words, "She knows I can't get money like that," look up.

Facilitate discussion	Select from these. Also ask for words to clarify. • <i>How did Maleeka’s mother find out about what happened?</i> • <i>What punishments happened at home and at school?</i> • <i>Can someone read what Maleeka’s mother says near the bottom of p. 141? It starts, “You gotta think . . .” (“You gotta think that you worth saving, baby. Gotta realize that who you are is all you got”)</i> • <i>What does Maleeka’s mother mean when she says this?</i>
Students read silently	to the end of the chapter on p. 144
Facilitate discussion	Select from these. Also ask for words to clarify. • <i>What will happen to Charlese if Maleeka tells on her? (p. 142)</i> • <i>Maleeka says, “Ain’t no need for all of us to get in trouble. Bad enough I got caught.” (p. 143). Do you think she is right?</i>
Sum-up	<i>Maleeka’s mother finds out what she has done. She is very upset and won’t help Maleeka pay the school \$2,000 for the damage. Char calls Maleeka and asks her not to tell that she and the twins were involved. Maleeka promises so long as Char can help her get the \$2,000. Char promises Maleeka the money. Will Maleeka keep her promise? Will Char?</i>

4. Daily wrap-up (5 minutes)

- ☐ What do you think Maleeka wants to say to her mother? What feelings would she want to express?
- ☐ Revisit key vocabulary. Ask students to open their **Vocab Catcher** to **pp. 14, 19**. Students should work in partners to answer the question about the words **restriction** and **squeal**. Discuss as a class if time allows.

Lesson 39

5. Assign homework (5 minutes)

- ☐ Use **workbook p. 127** to introduce the homework assignment, **Letter from Maleeka to her mother**.



Homework

Letter from Maleeka to her mother

Write a letter from Maleeka to her mother. What do you think she wants to say to her mother?

Dear Momma,

Your daughter,

Maleeka

Lesson 39

p. 127

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END OF LESSON

Lesson Overview

Objectives

- ▶ Clarify the meaning of unknown words by using context clues.
- ▶ Explain how an author develops a character's point of view by inferring what Maleeka, John-John, and Miss Saunders are thinking.

Common Core Literacy Standards

- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text.

Materials

- Workbook pp. 129-131
- *The Skin I'm In*
- Post-its
- Do now #40 (optional)
- Exit ticket #40 (optional)

Agenda

Lesson 40

<i>Do now #40 (optional)</i>	5 min
1. Review homework	5 min
2. Partner reading: <i>The Skin I'm In</i>, Ch. 28, pp. 145-150	15-20 min
3. Guided reading: <i>The Skin I'm In</i>, Ch. 29, pp. 151-153	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #40 (optional)</i>	5 min



Agenda and editable slides available for Lesson 40.

Activities

Do now #40 (optional)

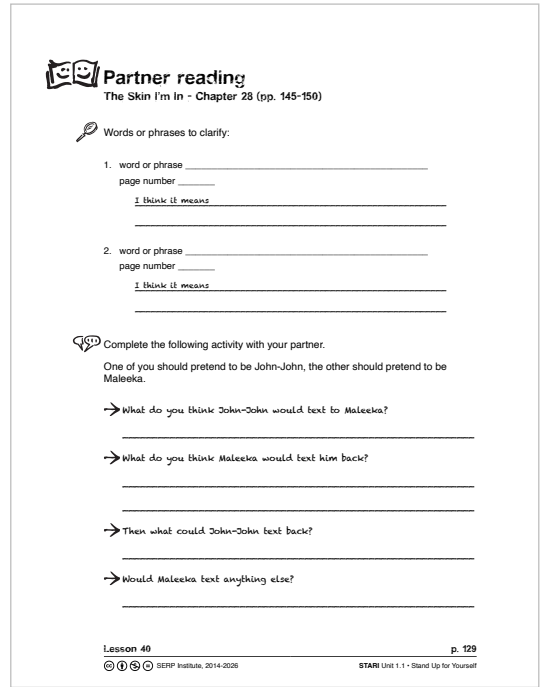
1. Review homework (5 minutes)

- ☐ Use **workbook p. 127** to review the homework assignment, **Letter from Maleeka to her mother**. Ask for a few volunteers to share their letters.

2. Partner reading (15-20 minutes)

Partner reading: *The Skin I'm In*, Chapter 28, pp. 145-150

Workbook p. 129

Set purpose for reading	→ <i>In Chapter 28, we'll find out how other kids react to the news about what Maleeka and Charlese did.</i>
Preview workbook page(s)	☐ Preview questions on workbook p. 129. Partners will clarify two challenging words or phrases, and then write some texts. Students write texts for Maleeka OR John-John and leave blanks for the other character. 
Students read silently and complete workbook page(s)	Chapter 28 using workbook p. 129 ☐ Circulate to offer help while partners read and work.

3. Guided reading (15-20 minutes)

Guided reading: *The Skin I'm In*, Chapter 29, pp. 151-153Recap
partner
reading

- ☐ Debrief partner work with Chapter 28.

Open The Skin I'm In to page 146. What does John-John say about Maleeka possibly squealing?

How do you think Maleeka felt after she stood up to the kids who were beating up John-John?

Can anyone share what they wrote on workbook p. 129 for text messages between John-John and Maleeka?

 Partner reading
The Skin I'm In - Chapter 28 (pp. 145-150)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

 Complete the following activity with your partner.

One of you should pretend to be John-John, the other should pretend to be Maleeka.

→ What do you think John-John would text to Maleeka?

→ What do you think Maleeka would text him back?

→ Then what could John-John text back?

→ Would Maleeka text anything else?

Lesson 40 p. 129
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Vocabulary
Instruction

Quick vocabulary preview: Briefly review the definitions.

firebug (p. 153) – someone who likes to set fires. *Are there firebugs in real life? What sort of word is this? [compound word] Who can draw a line dividing the two base words? [fire/bug]*



On p. 153, Maleeka is called a thief. Consider reviewing the pronunciation of this word before reading.

Set purpose
for reading

→ *In Chapter 29, Charlese threatens Maleeka. What do you think of Charlese's threats? Decide what you think Maleeka should do.*

Students
read silently

to the end of the chapter on p. 153

Facilitate
discussion

Select from these. Also ask for words to clarify.

- *What will happen if Maleeka tells on Charlese?*
- *What will happen if Maleeka doesn't tell on Charlese?*
- *What advice would you give to Maleeka right now? Why would you say this to her?*
- *Does everyone in the group feel the same way about this?*

Lesson 40

Sum-up

Maleeka is terrified about what Char might do if she tells on her. Char calls Maleeka and tells her that she and the twins can only come up with \$100. Maleeka tells Char she's going to tell on her. Char threatens Maleeka and tells that she put Miss Saunders' watch in Maleeka's locker. This is more evidence against Maleeka. What will Maleeka do now?

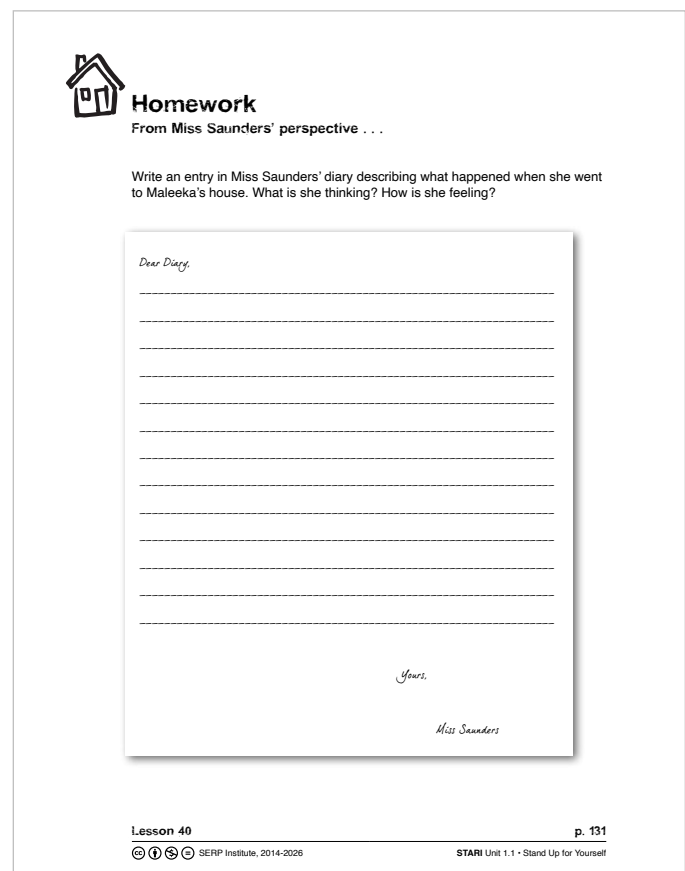
4. Daily wrap-up (5 minutes)

- ☐ How do you think Miss Saunders reacted when she saw what happened to her room? Remember all the special decorations she had made? What feelings would she want to express?

Think about the stolen watch we learned about at the end of Chapter 29. What might Miss Saunders be thinking?

5. Assign homework (5 minutes)

- ☐ Use **workbook p. 131** to introduce the homework assignment, **From Miss Saunders' perspective**. Students write a diary entry sharing Miss Saunders' feelings when she saw the room.



END OF LESSON

Lesson Overview

Objectives

- ▶ Clarify the meaning of unknown words by using context clues.
- ▶ Describe how a story's plot unfolds by adding the resolution to the narrative arc.

Common Core Literacy Standards

- ▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials

- Workbook pp. 79-80, 133-135
- *The Skin I'm In*
- Post-its
- Do now #41 (optional)
- Exit ticket #41 (optional)

Planning Note

The whole class will finish the novel together by reading Chapters 31 and 32 in a guided reading lesson. If you have been running two groups, you will need to create a filler activity for Group 1 to work on while Group 2 partner reads Chapter 30. This will allow Group 2 to catch up so the groups can finish the novel together.

Agenda

Lesson 41

<i>Do now #41 (optional)</i>	5 min
1. Review homework	5 min
2. Partner reading: <i>The Skin I'm In</i>, Ch. 30, pp. 154-156	15-20 min
3. Guided reading: <i>The Skin I'm In</i>, Ch. 31-32, pp. 157-163	15-20 min
4. Daily wrap-up	5 min
5. Assign homework	5 min
<i>Exit ticket #41 (optional)</i>	5 min



Agenda and editable slides available for Lesson 41.



Related assessment opportunity:

*This is a good lesson to conduct an end-of-unit assessment of **discussion** during guided reading. Take live notes or consider recording today's guided reading discussion. See Assessment Guide: Discussion, Lesson 41.*

Activities

Do now #41 (optional)

1. Review homework (5 minutes)

- ☐ Use **workbook p. 131** review the homework assignment, **From Miss Saunders' perspective**. Ask for a few volunteers to share their diary entries.

2. Partner reading (15-20 minutes)

Partner reading: *The Skin I'm In*, Chapter 30, pp. 154-156

Workbook p. 133

Vocabulary Instruction

Quick vocabulary preview: Briefly review the definitions.

firsthand (p. 155) – when someone hears information directly from the person who knows about it. Secondhand information is the “he says she says” situation.

Set purpose for reading

→ *In Chapter 30, Miss Saunders comes to Maleeka's house. "I'm here to get the truth from you . . ." Miss Saunders says. (p. 155)*

What's your prediction? Will Maleeka tell that other girls helped trash Miss Saunders' room? Will she tell that Charlese stole the watch? Or will Maleeka keep taking the blame herself?

Preview workbook page(s)

- ☐ Preview questions on **workbook p. 133**.

Partners will clarify two challenging words or phrases, and then respond to Maleeka's refusal to tell Miss Saunders the truth.

 **Partner reading**
The Skin I'm In - Chapter 30 (pp. 154-156)

 Words or phrases to clarify:

1. word or phrase _____
page number _____
I think it means _____

2. word or phrase _____
page number _____
I think it means _____

On pages 155-156, Miss Saunders says, "Maleeka, once you told me you could be trusted to keep a secret. My secret. And you did. I know you did. Now I'm asking you to trust me."

→ Why do you think Maleeka doesn't tell Miss Saunders the truth? Do you think she doesn't trust Miss Saunders? Could there be another reason?

 Turn and talk to your partner.

→ What does your partner think?

Do you agree or disagree? Check one:

☐ We agree
☐ We disagree

Lesson 41 p. 133
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Students
read silently
and
complete
workbook
page(s)

Chapter 30 using **workbook p. 133**

- ☐ Circulate to offer help while partners read and work.

3. Guided reading (15-20 minutes)

 **Related assessment opportunity:** This is a good lesson to conduct an end-of-unit assessment of **discussion** during guided reading. Take live notes or consider recording today's guided reading discussion. See *Assessment Guide: Discussion, Lesson 41*.

Guided reading: *The Skin I'm In*, Chapters 31-32, pp. 157-163

Recap
partner
reading

- ☐ Debrief partner work with Chapter 30.

Which words did students choose to clarify? What did they think the word(s) meant?

Why do you think Maleeka didn't tell Miss Saunders who started the fire?

Set purpose
for reading

- Introduce the final two chapters:

What is the biggest, most important conflict in the book? (not a “right answer” question—there are legitimate reasons to support any of these)

Write these on the board:

Charlese vs. Miss Saunders

Maleeka vs. Charlese

Maleeka vs. herself

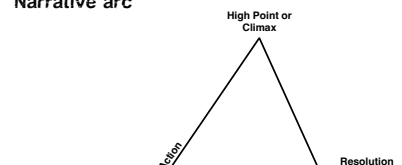
Use **workbook p. 79** to reintroduce the concept of a narrative arc. Explain—we're *past the high point* for *The Skin I'm In*, and reading about the story's **resolution**.

Check in with students about the possible ways the story might be **resolved**—possible happy endings, mixed endings, unhappy endings.

Which of the conflicts MOST needs to get resolved for the book to have a happy ending?

In this next to the last chapter, Maleeka gets a chance to talk to both Miss Saunders and Char, together!

Narrative arc



The narrative arc helps us track the plot, or what happens in the story.

The narrative arc includes:

→ **Introduction/Set-Up:** The beginning of the story. We usually find out about the following

Characters: The main people in the story.

Setting: The place and time the story happened.

Situation: What's going on at the beginning of the story.

→ **Rising Action:** Characters face problems or conflict. These build up to the high point or climax.

→ **High Point/Climax:** The most exciting part of the story. Things change for the main characters at the high point.

→ **Resolution:** The ending of the story. Changes are worked through.

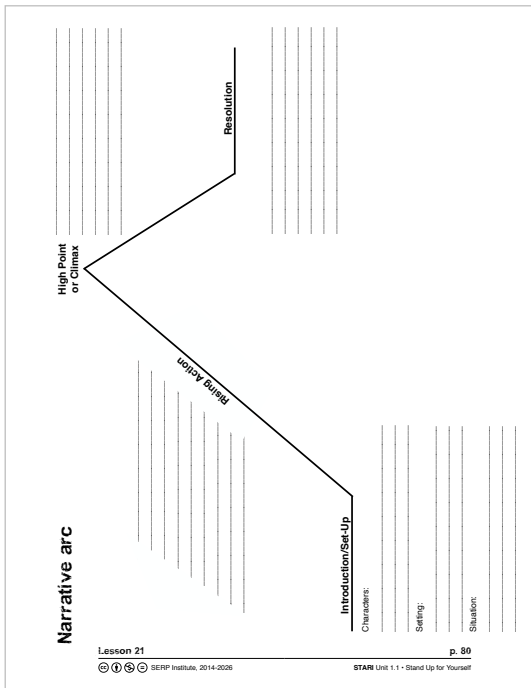
Lesson 21

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Lesson 41

Students read silently	until partway down p. 158. <i>When you get to the words, “I start thinking about Akeelma too,” look up.</i>
Facilitate discussion	Select from these. Also ask for words to clarify. <i>What do you think Maleeka will do now?</i> <i>What are some good reasons to tell?</i> <i>What are some good reasons to keep quiet?</i> <i>Does anyone want to make a prediction now?</i>
Students read silently	to the end of the Chapter 32, page 163
Facilitate discussion	Select from these. Also ask for words to clarify. <i>What do you think finally makes Maleeka stand up to Charlese?</i> <i>Why does Maleeka tell Charlese, “black is the skin I’m in”? (p. 159)</i> <i>Does Miss Saunders help Maleeka stand up to Charlese? Or does Maleeka do that by herself?</i>
Sum-up	<i>You have just finished the whole book!</i> Have students jot notes about the resolution on the narrative arc on workbook p. 80. <i>Who can sum up the whole book?</i> 

4. Daily wrap-up (5 minutes)

- ☐ *What did we learn from reading this book? What do you think Sharon Flake would want us to remember?*

5. Assign homework (5 minutes)

- ☐ Use **workbook p. 135** to introduce the homework assignment, **Did Maleeka do the right thing?**

Exit ticket #41 (optional)



Homework

Did Maleeka do the right thing?

“Squealing on your friends ain’t even cool.” (p. 146)

These are John-John’s words to Maleeka. Maleeka doesn’t want to tell.

Some people believe it is always wrong to snitch, no matter what the circumstances.

Other people believe that telling is not “snitching.” It’s taking a stand for yourself, your friends, or your community.

And some people decide how they feel on a case-by-case basis.

What do you think? Was Maleeka right to tell?



Lesson 41

p. 135

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END OF LESSON

Debate Guide

Why do we hold a debate?

Debates help students think deeply about texts by engaging with multiple perspectives and interpretations of grade-level text. Through debate, students learn to construct and evaluate arguments, use textual evidence, and respond thoughtfully to others, all key practices of critical readers.

Debate setup and structure

In a STARI debate, students:

- ▶ work collaboratively
- ▶ construct arguments grounded in the text and sound reasoning
- ▶ cite evidence to support their claims
- ▶ engage in structured exchanges where teams present and respond to arguments
- ▶ reflect on both their thinking and the discussion process.

STARI teachers have successfully implemented debates in a variety of ways. Some teachers assign students to teams, positions and roles. Others allow students to choose a position. Each STARI unit suggests a debate structure, but teachers are encouraged to adapt format, roles and pacing to best support their students.

Debate Question

In *The Skin I'm In*, who has the power, Maleeka or Charlese?

Debate Schedule	
<i>Prepare for Lesson 42: Review debate plans</i> Lesson 42: Introduce debate question and scaffold evidence collection 1. Mini-lesson: What is debate? 2. Introduce debate question 3. Collect evidence from the hamburger scene: Whole class work 4. Collect evidence from the scene at Char's house: Partner work	<i>Prepare for Lesson 43: Plan team assignments</i> Lesson 43: Collect evidence 1. Mini-lesson: What does it mean to have power? 2. Assign teams 3. Collect evidence from Chapters 25-32: Partner work within teams
<i>Prepare for Lesson 44: Plan role assignments, print role badges (available via the STARI Download Center)</i> Lesson 44: Build arguments 1. Mini-lesson: Persuasive phrases 2. Assign roles 3. Explain roles 4. Teams build arguments	Lesson 45: Debate 1. Teams rehearse 2. Debate preview 3. Debate 4. Debrief

Considerations for multilingual learners



STARI debates provide rich opportunities for multilingual learners to practice academic language, reasoning, and oral communication. Debates also serve as opportunities to notice how students use language to reason, agree, disagree, and cite evidence. Briefly naming or modeling these language moves supports both comprehension and language growth for all students.

Language supports should amplify access to complex ideas, not simplify them. All students are provided structured preparation time and clear roles. The goal is not perfect language, but meaningful participation in text-based reasoning.

To further support MLs in your classroom, consider this decision tree. Use scaffolds strategically and fade them as students gain independence.

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Generating ideas or getting started	Long pauses; students say “I don’t know”; limited notes or evidence gathered	• Pausing for partner or small-group rehearsal • Revisiting the debate question together to clarify the task • Valuing developing responses (Treat partial or emerging language as part of learning while pressing for clarity, evidence, and reasoning.) • Leveraging home language (Some students may benefit from drafting ideas in their home language or using bilingual resources before sharing in English.)
Participating equitably in discussion	Same students speak repeatedly; some students speak very softly or not at all	• Using Turn and Talk or small group discussion before whole-class sharing • Using Goal 2 talk moves (“Who can rephrase or repeat...?”) to make sure all voices are heard and encourage students who are hesitant to share their own ideas • Assigning roles strategically (Match roles to students’ strengths while maintaining high expectations for participation over time.) • Arranging students so they can see and respond to one another (e.g., circles or grouped desks; this reinforces that debate is about building ideas together.)
Using evidence from the text	Opinions without citations; vague references (“it says somewhere...”)	• Redirecting students to the text • Prompting students to quote or point to specific lines • Providing evidence sentence stems

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Expressing ideas in academic language	Hesitation, word-searching, reliance on informal or home language patterns	• Offering sentence stems • Allowing rehearsal with a partner • Encouraging drafting ideas in a home language before sharing
Sustaining productive debate norms	Side conversations; disengagement; arguments drift off topic	• Briefly restating norms and roles • Refocusing students on the question and evidence

Lesson Overview

Objectives

- ▶ Cite textual evidence to support analysis of a text by gathering evidence about who has the power in Chapters 11 and 16.
- ▶ Come to discussions prepared by gathering evidence to use in the debate.

Common Core Literacy Standards

- ▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Materials

- Workbook pp. 137-138
- *The Skin I'm In*
- Post-its
- Do now #42 (optional)
- Exit ticket #42 (optional)

Planning Note

Tonight you'll assign your students to teams, and to partners within teams. Consider polling them to find out their personal position during today's class and (if numbers are even) assigning teams accordingly. If students must argue against their personal feelings, point out that skilled debaters can argue both sides of a question. It's not about being right; it's about skillfully marshaling evidence and building a convincing argument.

Agenda

Lesson 42

<i>Do now #42 (optional)</i>	5 min
1. Review homework	5 min
2. Mini-lesson: What is debate?	10-15 min
3. Introduce debate question and format	5 min
4. Who has the power in the hamburger scene? Whole class work	10-15 min
5. Who has the power in the scene at Char's house? Partner work	10-15 min
6. Daily wrap-up	5 min
<i>Exit ticket #42 (optional)</i>	5 min



Agenda and editable slides available for Lesson 42.

Activities

 Do now #42 (optional)

1. Review homework (5 minutes)

- ☐ Use **workbook p. 135** to review the homework assignment, **Did Maleeka do the right thing?** Ask for a few volunteers to share their writing.

2. Mini-lesson: What is debate? (10-15 minutes)

Students will generate ideas about what debate is and is not while the teacher transcribes. Students will take notes on important ideas about debate.

- ☐ Explain that really good readers can discuss and debate the ideas they find in a book. *We'll talk about what it means to have a debate.*
- ☐ Project or write on the board: **Debate**
- ☐ Ask students about prior experiences with debate. *What was it like? Were there teams? Who spoke? What kinds of things did people say?*
- ☐ Put a T chart on the board: Remind students to pay close attention to this conversation—they'll take notes afterward about the most important ideas.



If students are silent, generate the ideas yourself and ask for help choosing the proper column.

What is debate?	What is it not?

- ☐ Have students brainstorm ideas about what debate is and is not. See the chart below for some possible answers.

What is debate?	What is it not?
- A structured conversation - Evidence based - Well prepared - Teams sit together - There is an audience or judge panel - There is a question we debate different answers for - People look at the speaker - Everyone listens	- Not the kind of argument that's like a fight! - Loud - Lots of people talking at once - People don't know what to say - Has a clear "right" side to be on or argument to make

- ☐ Have students write the ideas they judge to be most important for a good debate on **workbook p. 137**.

3. Introduce debate question and format (5 minutes)

Students will learn the debate question and the debate format: Each team will try to convincingly argue that Char or Maleeka really has the power.

- ☐ Introduce the debate question and write or project it on the board:

*In The Skin I'm In, who has the power?
Maleeka or Charlese?*

- ☐ Introduce the debate format. *We'll have two teams.*

- *Team 1 will argue that Maleeka has the power.*
- *Team 2 will argue that Charlese has the power.*

- ☐ Each team will look back in the novel and find evidence that their side is right.

Team 1 will say, look at this scene where Maleeka stands up to Char. Maleeka really has the power!

Team 2 will say, look at this scene where Char bosses Maleeka around. Char really has the power!

The audience (the teams that aren't presenting) will evaluate the arguments.

4. Who has the power in the hamburger scene? Whole class work (10-15 minutes)

Students will collect evidence by analyzing a scene in a scaffolded, whole-class activity.

- ☐ Explain the evidence-gathering process. Students will revisit and analyze scenes from *The Skin I'm In*. They'll think deeply about what's really going on, and who has more power.
- ☐ Have students mark the beginning and end of the hamburger scene with Post-its: the bottom of p. 55 ("Char's yelling, 'Hurry up, Maleeka.'") and the middle of p. 56 ("...with this big grin on my face").
- ☐ Frame the episode.

Charlese finds something disgusting on her hamburger and orders Maleeka to go back through the lunch line to trade it for a new hamburger. The lunch worker, Miss Brown, is about to exchange the hamburger bun, but Maleeka quietly says, "Leave it."

- ☐ Ask for volunteers to read the scene aloud.



About debate

List below three things you know or learned about debate from today's discussion:

Debate is . . .	Debate is not . . .
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____

Lesson 42
p. 137

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Reasons for thinking Charlese has more power:

- orders Maleeka to get a new burger
- sends Maleeka away

Reasons for thinking Maleeka has more power:

- brings back the yucky bun
- grins as she leaves

Lesson 42

- ☐ Discuss the question at the top of **workbook p. 138** as a class. *Who has the power here?*
- ☐ Ask for verbal responses. If students are off track, help them out (see previous Tip).
- ☐ Students write responses.
- ☐ Debrief.

5. Who has the power in the scene at Char's house? Partner work (10-15 minutes)

Partners will analyze the scene at Char's house. They will think and talk about what's really going on, decide who has more power, and write a response.

- ☐ Break into partners.
- ☐ Have students mark the beginning and end of the scene at Char's house with Post-its: the middle of p. 84 ("I shake my head...") and the end of the chapter on p. 85.

- ☐ Frame the episode.

Maleeka goes over to Char's house and her big sister, Juju, is having a party that started the night before. Things are messy and chaotic. Char is being paid by JuJu to clean up.

- ☐ Ask for volunteers to read the scene aloud.
- ☐ Partners talk about who has more power and write responses on **workbook p. 138**.
- ☐ Circulate to offer help.
- ☐ Debrief. Aim to bring out good reasons for thinking that Charlese has more power, and good reasons for thinking that Maleeka has more power (see Tip).

6. Daily wrap-up (5 minutes)

- ☐ Tomorrow, we'll assign teams. One team (or two teams) will argue that, overall, Maleeka has more power. The other team(s) will argue that, overall, Charlese has more power. With your team you'll collect evidence that supports your position.

Who has the power?

Maleeka or Charlese?

Maleeka and Charlese say they are friends, but they have many conflicts in their relationship.

Read the following passages in *The Skin I'm In* and decide who has more power — is it Maleeka or Charlese? Why do you think so?

📖 Read from the last sentence on page 55, Chapter 11, "Char's yelling, 'Hurry up, Maleeka,'" to page 56 where it says, "I pick up my lunch bag and head for another table with this big grin on my face."

Who has more power in this episode? Maleeka or Charlese? Why do you think so?

_____ has more power because _____

📖 Read from the middle of page 84, Chapter 16, to the end of page 85.

Who has more power in this episode? Maleeka or Charlese? Why do you think so?

_____ has more power because _____

Lesson 42

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Reasons for thinking Charlese has more power: earns money from her sister's parties, bosses Maleeka around.

Reasons for thinking Maleeka has more power: Char doesn't have anyone but Juju, Juju bosses Char around and embarrasses her, Maleeka can leave Char's crazy house but Char has to stay.



Consider taking a poll on students' opinions and using this info to help you plan teams.

Exit ticket #42 (optional)

END OF LESSON

Lesson Overview

Objectives

- ▶ Cite textual evidence to support analysis of a text by gathering evidence about who has the power in Chapters 25-32.
- ▶ Come to discussions prepared by gathering evidence to use in the debate.

Common Core Literacy Standards

- ▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Materials

- Workbook pp. 139-143
- *The Skin I'm In*
- Post-its
- Do now #43 (optional)
- Exit ticket #43 (optional)

Planning Note

Today you'll assign your students to teams, and to partners within teams. Having two or four teams works well. Tomorrow, you'll assign students roles that will help them work together to build an argument.

Agenda

Lesson 43

<i>Do now #43 (optional)</i>	5 min
1. Mini-lesson: What does it mean to have power?	10-15 min
2. Assign teams	5 min
3. Collect evidence: Partner work within teams	15-20 min
4. Daily wrap-up	5 min
<i>Exit ticket #43 (optional)</i>	5 min



Agenda and editable slides available for Lesson 43.

Activities

Do now #43 (optional)

1. Mini-lesson: What does it mean to have power? (10-15 minutes)

Students will deepen their understanding of power. Partners will discuss synonyms for power and the kind of power held by different people (politicians, ministers, parents, etc.).

- ☐ Briefly discuss power. *What do you think of when you think about power? Who has it? How can you tell?*
- ☐ Review **workbook pp. 139-140**.
- ☐ Partners complete **workbook pp. 139-140**.
- ☐ Share out answers and debrief. *What did we learn about power? How will this help us think about the power that Charlese and Maleeka have?*

What does it mean to have power?

 With your partner, complete the activities below.

What other words are like powerful or power?

For each type of person below, describe the power they have:

Politician		_____
Minister		_____
Parent		_____
Soldier		_____
Athlete		_____
Rock star		_____
College student		_____
Judge		_____
Teacher		_____

Lesson 43 p. 139

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What does it mean to have power?, continued

Think of someone you know who is powerful (your grandmother, your minister, the president, etc.). Who is it?

_____ is powerful.

How are they powerful?

 Share your responses with your partner.

 **STOP and Jot**

What was one thing you learned about power today?

Lesson 43 p. 140

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2. Assign teams (5 minutes)

The teacher will assign teams. Team 1 will argue that Maleeka has the power. Team 2 will argue that Charlese has the power. Teams will move to sit together.

- ☐ Assign teams.
- ☐ Have students move to sit with their teams, and with partners within teams.

- Students fill out **workbook p. 141** with their team’s position and the names of their fellow team members.

3. **Collect evidence: Partner work within teams (15-20 minutes)**

Partners will look for evidence of Maleeka (Team 1) or Charlese (Team 2) showing power in chapters 25-32 and record the incident (“What happened?”, the page numbers, and an analysis (“What’s really going on? Who has the power?”)).

- Students write “Maleeka” (Team 1) or “Charlese” (Team 2) at the top of **workbook p. 142** to show their team’s position.
- Explain the activity. Team 1 will look for places where Maleeka looks powerful. Team 2 will look for places where Charlese looks powerful. They’ll write, cite, and explain what happened using the table on **workbook pp. 142-143**.

What will you do when you read a scene that shows your character NOT having power?

Debate team

My team's position:

_____ has the power.



Team member	Role

Lesson 43

p. 141

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Collect evidence

In Chapters 25–32, collect evidence that supports your team’s position:

_____ has the power.

Page number ↓	What happened? ↓	What’s really going on? Who has the power? ↓
131	Maleeka can’t think of an excuse so she joins Char at the school.	Maleeka can’t stand up to Char. Char has the power.

Lesson 43

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Collect evidence, continued!

Page number ↓	What happened? ↓	What’s really going on? Who has the power? ↓

Lesson 43

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Lesson 43

- ☐ Model the process. Use **workbook p. 142** to talk through the sample piece of evidence (of Charlese having power) and locate and record one more (of Maleeka having power) for Team 1 to record.
- ☐ Partners work together to locate and record evidence that supports their team's position in Chapters 25-32.
- ☐ Circulate to offer help, particularly with the third column: "What's really going on? Who has the power?"

4. Daily wrap-up (5 minutes)

- ☐ Tomorrow, teams will come together, pool evidence, and build an argument.



Students on Team 1 should cross out the sample piece of evidence (it shows Charlese having power).



Each partner pair only needs two or three pieces of evidence. If this activity starts to drag, consider wrapping it up and moving on—the persuasive phrases mini-lesson can be taught today.

Exit ticket #43 (optional)

END OF LESSON

Lesson Overview

Objectives

- Present claims and findings by building arguments about who has the power, using persuasive phrases and textual evidence.

Common Core Literacy Standards

- ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- ELA Standard SL 4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Materials

- Workbook pp. 141-152
- *The Skin I'm In*
- Post-its
- Debate role badges (available via the STARI Download Center)
- Chart paper and markers (optional, see Tip)
- Do now #44 (optional)
- Exit ticket #44 (optional)

Planning Note

Today, you'll assign roles. Every student needs at least one role. Each team should have: at least one facilitator; at least one recorder; at least two reporters; a timekeeper.

Agenda

Lesson 44

<i>Do now #44 (optional)</i>	5 min
1. Mini-lesson: Persuasive phrases	10-15 min
2. Assign roles	5 min
3. Explain roles	15-20 min
4. Teams build arguments	15-20 min
5. Daily wrap-up	5 min
<i>Exit ticket #44 (optional)</i>	5 min



Agenda and editable slides available for Lesson 44.

Activities

Do now #44 (optional)

1. Mini-lesson: Persuasive phrases (10-15 minutes)

Students will learn how persuasive phrases can be used to turn pieces of evidence into a persuasive argument.

- ☐ Introduce persuasive phrases.

In debates, persuasive phrases help us make clear, forceful arguments.

- ☐ Introduce phrases that show your opinion with **workbook p. 144**.

- a) In my opinion,
- b) I think that...
- c) My position is that...

These help us state our position or opinion.

Who can use one of these phrases to state their team's position in the debate?

- ☐ Introduce phrases that show you are backing up your opinion with a fact (phrases that introduce evidence) with **workbook p. 144**.

- a) My reason is that...
- b) One fact is that...
- c) In addition,

*These help us introduce evidence. Who can use one of these with a piece of evidence they found yesterday? For example you might say, "**One fact is that** Charlese gets Maleeka to do her homework."*

- ☐ Introduce phrases that show you are winding down (concluding) your argument with **workbook p. 144**.

- a) Finally,
- b) In conclusion,
- c) To conclude,

*For example, you can say, "**To conclude**, we have shown that Charlese controls Maleeka by giving her clothes and friendship, but only when Maleeka does what Charlese wants."*

Be convincing!
Use persuasive phrases to make your arguments

Persuasive phrases

Some phrases show your opinion:

In my opinion,
I think that
My position is that

Other phrases show that you are backing up your opinion with a fact:

My reason is that
One fact is that
In addition,

And other phrases show that you are winding down your argument:

Finally,
In conclusion,
To conclude,

Lesson 44
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STARI Unit 1.1 - Stand Up for Yourself

2. Assign roles (5 minutes)

The teacher will assign roles and distribute role badges. Students will fill in the "role" column for all team members.

- ☐ Assign roles and distribute badges. Within each team should be:
 - at least one facilitator
 - at least one recorder
 - at least two reporters
 - a timekeeper
- ☐ Students write their role and other team members' roles on **workbook p. 141**.

Debate team

My team's position:

_____ has the power.



Team member	Role

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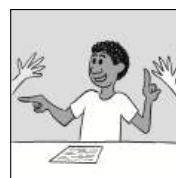
3. Explain roles (15-20 minutes)

Students will learn about the facilitator, recorder, timekeeper, and reporter roles.

- ☐ Introduce the four roles using **workbook p. 145**.
- ☐ Explain roles. Have students read silently about each role on **workbook p. 145**, one by one. Discuss each role.

Debate roles

You will work in teams. Each team will have the following roles:



The **facilitator** makes sure that everyone in the group helps prepare. The facilitator uses the facilitator checklist.



The **recorder** will keep notes using the recorder notes.



The **timekeeper** will keep time. The timekeeper has a stopwatch.



The **reporter** will present to the class. At least one other student should also plan to speak for your group.

Everyone in the group should help prepare the talking points. Remember that talking points support your position. You should state your evidence and why the evidence supports your position.

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Lesson 44

- a) Facilitators make sure everyone contributes using the **Facilitator checklist** on **workbook p. 147**.

Facilitator checklist

The facilitator makes sure that each student on the team gives evidence for the team's position.

Write the names of the students on your team here

↓

	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No



Did they give evidence?
Circle one

Lesson 44

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- b) Recorders write the group's talking points (their best evidence), on **workbook p. 149**, **Recorder notes**.
- c) Timekeepers use a fluency timer to keep the activity moving.

Recorder notes

Write down your team's position:

Write down your team's talking points:

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

Remember that talking points support your position.
You should state your position and *why* the evidence supports your position.



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- d) Reporters will present the team's argument in the debate, speaking loudly and clearly so that the team's good ideas come through. Today, they'll write up the argument they will present on the **Debate speech** template on **workbook pp. 151-152**.

Lesson 44



Debate speech

Who is more powerful?

Introduction

Our team believes that _____
 is more powerful. She is _____

 _____.

Describe your character briefly and in general. Example: strong, truthful, knows how to get what she wants.

Evidence

The first reason we believe that _____
 is more powerful is because _____

 _____.

Find evidence and quotes from the text. Example: Maleeka chose to defend John-John when boys were beating him up.

_____. This example shows that _____ is more powerful because _____

 _____.

Explain WHY this evidence shows your character is powerful. Example: When Maleeka defended John-John, she was brave because she could be hurt defending him.

In addition, _____ is more powerful because _____

 _____.

This shows that _____ is more powerful because _____

 _____.

Find evidence and quotes from the text.

Describe WHY this evidence shows your character is powerful.

Lesson 44 p. 151

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Debate speech | Who is more powerful?, continued

Conclusion

In conclusion, our team believes that _____
 _____ has more power because _____

 _____.

Summarize and generalize your evidence to try to persuade the others to agree with your team. Example: In the long run, we believe that our character will be more successful in her life because of her independence and strength.

→ **Extra challenge:**

Explain how your character is more powerful than the other.

Lesson 44 p. 152

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Lesson 44

- ☐ Explain the jobs that EVERYONE will do.
- a)

All team members contribute evidence (from **workbook pp. 142-143** or new ideas).
- b)

All team members discuss the evidence and help select the strongest pieces as talking points.

Collect evidence

In Chapters 25–32, collect evidence that supports your team’s position:
_____ has the power.

Page number ↓	What happened? ↓	What’s really going on? Who has the power? ↓
131	Maleeka cant think of an excuse so she joins Char at the school.	Maleeka cant stand up to Char. Char has the power.

Collect evidence, continued

Page number ↓	What happened? ↓	What’s really going on? Who has the power? ↓

4. Teams build arguments (15-20 minutes)

Teams will work together to pool and evaluate evidence and build their argument.

☐ Outline steps.

- a) Team pools evidence.
 - i) Facilitator confirms that each member contributes evidence on the **Facilitator checklist** (workbook p. 147).
 - ii) Timekeeper sets timer.
- b) Team selects talking points (best evidence).
 - i) Recorder writes best evidence (talking points) on **Recorder notes page** (workbook p. 149).
 - ii) Timekeeper sets timer.



At the end of today's class, each team should have an argument comprised of at least three talking points (the team's three best pieces of evidence) and persuasive phrases that shape the argument.



Some teachers give students chart paper and markers to plan their argument. This could be used instead of or in addition to the Debate speech template.

Facilitator checklist

The facilitator makes sure that each student on the team gives evidence for the team's position.



Write the names of the students on your team here



Did they give evidence?
Circle one

	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No
	Yes	No

Lesson 44

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Recorder notes

Write down your team's position:



Write down your team's talking points:

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

▶ _____

Remember that talking points support your position.
You should state your position and *why* the evidence supports your position.

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Lesson 44

- c) Team plans argument using persuasive phrases.
 - i) Reporter(s) shape talking points into an argument using the **Debate speech** template on **workbook pp. 151-152**.
 - ii) Timekeeper sets timer.

- ☐ Teams work.
- ☐ Circulate to offer help and redirect as needed



Debate speech

Who is more powerful?

Introduction

Our team believes that _____
 is more powerful. She is _____

 _____.

Evidence

The first reason we believe that _____
 is more powerful is because _____

 _____. This
 example shows that _____ is more
 powerful because _____

 _____.

In addition, _____ is more powerful
 because _____

 _____. This shows that _____ is more powerful
 because _____

 _____.

Describe your character briefly and in general. Example: strong, truthful, knows how to get what she wants.

Find evidence and quotes from the text. Example: Maleeka chose to defend John-John when boys were beating him up.

Explain WHY this evidence shows your character is powerful. Example: When Maleeka defended John-John, she was brave because she could be hurt defending him.

Find evidence and quotes from the text.

Describe WHY this evidence shows your character is powerful.

Lesson 44 p. 151

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Debate speech | Who is more powerful?, continued

Conclusion

In conclusion, our team believes that _____
 _____ has more power because _____

 _____.

Summarize and generalize your evidence to try to persuade the others to agree with your team. Example: In the long run, we believe that our character will be more successful in her life because of her independence and strength.

→ **Extra challenge:**

Explain how your character is more powerful than the other.

Lesson 44 p. 152

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5. Daily wrap-up (5 minutes)

- ☐ Come together as a class to evaluate progress. Tomorrow, teams rehearse arguments (reporters will practice, other team members will listen and offer advice). Then, we'll hold our debate.

Exit ticket #44 (optional)

END OF LESSON

Lesson Overview

Objectives

- Present claims supported by textual evidence by participating in a debate.

Common Core Literacy Standards

- ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- ELA Standard SL 4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Materials

- Workbook pp. 153-155
- *The Skin I'm In*
- Chart paper
- Post-its
- Do now #45 (optional)
- Exit ticket #45 (optional)

Planning Note

If you have more than two teams, you'll need extra copies of the debate reaction sheet on **workbook p. 153**.

Agenda

Lesson 45

<i>Do now #45 (optional)</i>	5 min
1. Teams rehearse	10-15 min
2. Debate	15-20 min
3. Daily wrap-up	5 min
4. Assign homework	5 min
<i>Exit ticket #45 (optional)</i>	5 min



Agenda and editable slides available for Lesson 45.



Related assessment opportunity:

Today's activity may be used to assess students' mastery of **debate**. See *Assessment Guide: Discussion, Lesson 45*.

Activities

Do now #45 (optional)

1. Teams rehearse (10-15 minutes)

Teams will practice presenting their arguments.

- ☐ Remind students about debate procedure and time limits.
- ☐ Remind students about discussion norms.
- ☐ Review the debate reaction sheet on **workbook p. 153**. Teams can keep this evaluation tool in mind as they make their final preparations.
- ☐ Teams work together to plan and practice their presentations.
 - a) Team decides which reporter gives which part of the argument.
 - b) Reporters practice presenting using the Debate speech template or chart paper.
 - c) Timekeepers keep the team on task.
 - d) All team members listen and offer advice.

2. Debate (15-20 minutes)

Teams will present and fill out debate reaction sheets for the other team(s).

- ☐ Give final reminders about procedure, time limits, and discussion norms.
- ☐ Teams present! Non-presenting teams fill out Debate reaction sheets.
- ☐ Collect debate reaction sheets.

 **Related assessment opportunity:** *Today's activity may be used to assess students' mastery of **debate**. See Assessment Guide: Discussion, Lesson 45.*

3. Daily wrap-up (5 minutes)

- ☐ Debrief: *What went well? What should we work on for the next debate?*
- ☐ Quickly look for insightful comments on the debate reaction sheets to share with the class.



Debate reaction sheet

Fill out one of these pages for each team in the debate!

What was their position in the debate?

Maleeka has the power
 Charlese has the power

Was their position clear to you?

☐ Yes
☐ No

Did two or more people present?

☐ Yes
☐ No

Did the team present evidence to back up their position?

☐ Yes
☐ No

Was their evidence convincing to you?

☐ Yes
☐ No
☐ Partly

Circle your rating for this team's presentation:

One star ★ 2 stars ★★ 3 stars ★★★

Add your comments:

I liked how this team

Lesson 45 p. 153
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Debate procedure could look like this:

- Team 1 reporters present
- Team 1 takes questions
- Team 2 fills out debate reaction sheet (2 min)
- Team 2 reporters present
- Team 2 takes questions
- Team 1 fills out debate reaction sheet (2 min)

4. Assign homework (5 minutes)

- ☐ Introduce the final homework for the unit on **workbook p. 155**. Students state a personal opinion about who had the power in *The Skin I'm In* and reflect on the debate.

Exit ticket #45 (optional)



Final Homework

Debate reaction: Did you change your mind about who has the power?

As you think about the choice Maleeka made and the debate in class, have you changed your mind?

☐ Yes, I have changed my mind. Now I think that _____

☐ No, I have not changed my mind. I still think that _____

Debate reflection: Were you prepared?

Did your team feel prepared?

☐ Yes

☐ No

Did you have all the facts you needed?

☐ Yes

☐ No

What was fun about the debate?

What was hard?

Lesson 45

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STARI Unit 1.1 • Stand Up for Yourself

END OF LESSON

Lesson Overview

Objectives

- ▶ Engage effectively in collaborative discussions by reflecting on Unit 1.1.

Common Core Literacy Standards

- ▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 6, 20, 157
- Do now #46 (optional)
- Exit ticket #46 (optional)

Planning Note

You may want to take some time before the final class to think about how best to wrap up and debrief the unit.

Agenda Lesson 46

<i>Do now #46 (optional)</i>	5 min
1. Review homework	5 min
2. Debrief the unit	10-15 min
3. Celebrate!	5+ min
<i>Exit ticket #46 (optional)</i>	5 min



Agenda and editable slides available for Lesson 46.



Related assessment opportunity:

Consider how you will assess your students' mastery of the **decoding**, **comprehension**, and **fluency** skills taught in this unit. See Assessment Guide: Decoding, Lesson 46; Comprehension, Lesson 46; Fluency, Lesson 46.

Activities

 Do now #46 (optional)

1. Review homework (5 minutes)

- ☐ Review the final homework on **workbook p. 155**. Focus on students whose opinions changed. Why? What facts or arguments did people find compelling? Also focus on students' reflections about preparation, and the debate experience. *What will we do differently next time?*

2. Debrief the unit: Whole class work (10-15 minutes)

Students will reflect on the material they have covered and the things they have learned. The teacher will steer the discussion and record students' comments.

- ☐ Reflect on materials. Ask students to recall texts they've read (*Middle School Confidential*, "Blackmail," *The Skin I'm In*, passages from the workbook, and fluency passages).
- ☐ Reflect on decoding and comprehension. Ask students to recall lessons and strategies. Invite them to flip through the workbook. Reflect on fluency. Have students look at their fluency cover sheet. Refer back to **workbook p. 6**, **What is fluent reading?** Ask them to think about which elements of fluency they've improved at most.

What is fluent reading?

Reading fluently includes reading out loud

- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

 Listen to the readings and then rate the readers.

Who reads at a **good speed**?

 Follow along as three readers read this text out loud:

Erica started at a new school. During her first week, a group of girls began teasing her. They told her she was fat and ugly. Then more kids joined in. Now she gets called names every day. People push her in the hallways. They steal her backpack. Erica needs help, but she is afraid to tell adults. She doesn't think they will do anything about the bullies.

 Now check whether each reader reads at a **good speed**.

	Reads at a good speed	Does not read at a good speed
Reader 1:	☐	☐
Reader 2:	☐	☐
Reader 3:	☐	☐

Lesson 2

p. 6

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- ☐ Reflect on partner work. Have students turn to their partner commitments on **workbook p. 20**. Use this to do the self-evaluation on **workbook p. 157**. Partners switch and evaluate each other. Did they live up to their commitments? If not, how will they improve in the next STARI unit?

What makes a good partner?

 With your partner, list two more things a good partner does and two more things a not good (bad) partner does.

A good partner . . .	A not good (bad) partner . . .
Ex. <u>listens attentively</u>	Ex. <u>gets off task</u>
_____	_____
_____	_____

 Listen to other people's ideas.

What is one more thing a good partner does? _____

What is one more thing a not good (bad) partner does? _____

Partner commitment

This year, I will be a good partner by trying hard to:

Ex. follow all directions

- _____
- _____
- _____

If I am not a good partner, I will try to fix this by:

Ex. asking the teacher to remind me of the directions so I don't get off task

- _____
- _____

Lesson 4 p. 20

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Partner commitments

Unit 1.1: Stand Up for Yourself

At the beginning of the year, I made partner commitments.

This is how I think I've done:

Commitment 1: <u>Circle one</u>	Excellent	OK	I messed up on this one
Commitment 2: <u>Circle one</u>	Excellent	OK	I messed up on this one
Commitment 3: <u>Circle one</u>	Excellent	OK	I messed up on this one

This is how my partner thinks I've done:

Commitment 1: <u>Circle one</u>	Excellent	OK	I messed up on this one
Commitment 2: <u>Circle one</u>	Excellent	OK	I messed up on this one
Commitment 3: <u>Circle one</u>	Excellent	OK	I messed up on this one

My partner and I think I need to:

☐ Continue with the same commitments

☐ Add this commitment: _____

☐ Fix the "mess ups" by _____

☐ Other: _____

Lesson 46 p. 157

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- ☐ Reflect on the STARI reading process.

What was it like to do guided and partner reading? Which did students prefer? What was fun about each one? What was challenging?

3. Celebrate (5+ minutes)

- ☐ Congratulate your students and yourself on the completion of a challenging unit!

Exit ticket #46 (optional)

END OF LESSON

Scope and Sequence

STARI Series 1

	UNIT 1.1 Stand Up For Yourself	UNIT 1.2 What Makes A Family?	UNIT 1.3 Disaster Strikes!
Texts	Novel: <i>The Skin I'm In</i> (Sharon Flake) Nonfiction: <i>Middle School Confidential: Be Confident in Who You Are</i> (Annie Fox) Short story collection: <i>Local News</i> (Gary Soto)	Novel told in verse: <i>Locomotion</i> (Jacqueline Woodson) Poetry anthology: <i>How to Eat a Poem</i> (The American Poetry & Literacy Project and The Academy of American Poets, eds.) Nonfiction: <i>Foster Families</i> (H.W. Poole) Short story collection: <i>Local News</i> (Gary Soto)	Novel: <i>Ninth Ward</i> (Jewell Parker Rhodes) Nonfiction: <i>Hurricane Katrina</i> (Peter Benoit)
Decoding	Identifying base words and chunking compound words Pronouncing consonant blends	Identifying spelling patterns for long and short vowel sounds Pronouncing vowel teams VC CV syllable division rule	Using syllable division patterns such as V CV and VC V to chunk and decode multi-syllable words Time and negation prefixes Adjective suffixes
Reading Comprehension	Summarizing and clarifying as components of Reciprocal Teaching Using 5Ws (who, did what, when, etc.) as a scaffold for summarizing Previewing nonfiction using table of contents, index, and illustrations	Predicting and confirming/disconfirming predictions as a component of Reciprocal Teaching Previewing nonfiction using the table of contents and illustrations Skimming and scanning as nonfiction reading strategies	Questioning as a component of Reciprocal Teaching Question-answer relationships (QAR): contrasts between "right there," "think and search," "on my own," and "author and me" questions Note-taking from informational texts
Literary Analysis	Narrative arc in fiction Characterization Using and citing evidence from a text	Genres of poetry, e.g., sonnet and haiku, rhyme scheme, line breaks Characterization	Interrelation of character, plot, setting Narrative arc in fiction Symbolism
Debate	In <i>The Skin I'm In</i>, who has the power —Maleeka or Charlese?	Teens working: A good idea or bad idea? In <i>Locomotion</i>, how are the different characters "family" to Lonnie?	Who was responsible for the Katrina disaster: the mayor, the federal government, or the citizens of New Orleans? Choose a debate on the novel <i>Ninth Ward</i>: Which symbol best represents Lanesha? OR What gives Lanesha strength?
English language development	Summarizing most important aspects of information (orally and in writing) Interpreting figures of speech in context to make inferences about character	Offering alternatives to extend or deepen awareness of factors that contribute to particular outcomes Interpreting figurative language in context to make inferences about character	Generating questions about different perspectives Demonstrating command of sentence structure



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