In September, 2007, New York City _____ a new program to try to encourage students to do well in school. The mayor decided to carry out a unique plan for raising student achievement. Instead of _____ to the usual ways of motivating students, he offered students money as an _____ in order to encourage them to try hard. Some fourth and seventh graders were paid as much as $500 per year as _____ for doing well on the city's math and reading tests.

Many people were excited about the mayor's idea. Those who agreed with the mayor thought his plan would make school seem more like the real world, where people earn money for showing _____ and working hard without being told. They argued that students might do better if they got immediate rewards. They though it could be hard for some students if the only _____ was to wait for the future reward of getting into college or finding a good job. Students might study harder if they knew they would be paid for high scores, and therefore would learn more.

However, other people had more _____ ideas about the kinds of rewards students should receive for good work. They liked the way things had been done all along and didn't think paying students was fair. People who opposed the mayor's plan worried about the students who tried their best and worked with _____ but, no matter how hard they tried, didn't score well enough on the test to earn the money. They worried that some students might become _____ and stop trying in the future. Also, many people believe that education should be its own reward. A good education can help students become better critical thinkers and to be more creative. It helps people to deal with challenges they _____, or come across. The people who opposed paying students for grades thought that if students worked hard just to earn money, they might not discover that learning can be fun.

Do you think a program like the one in New York City helps students _____ academically and get good grades in school? Should students be paid for high test scores?