

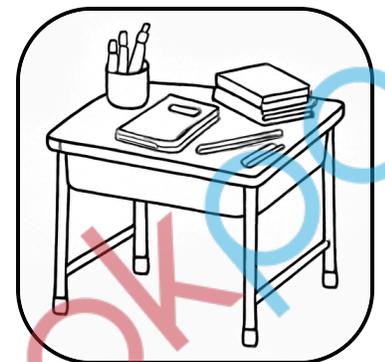
Name:

Learning Differences: Many Ways to Be Smart

People learn in many different ways. Some students find reading easy, while others may struggle, even if they try their best. Dyslexia is a learning difference that can make reading and writing challenging. It is not a sign that someone is less intelligent. In fact, people with dyslexia often have a strong mind and creative ideas.

Learning differences, like dyslexia, can affect schoolwork and how students feel about themselves. Sometimes, students may wish they could do anything to fit in. With the right support from a teacher and family members, students with dyslexia can learn and succeed. Believing in yourself is important, no matter what challenges you face.

Everyone's brain is unique. Understanding these differences helps us be kind to each other.



Student Name:

Date:

Learning Differences: Many Ways to Be Smart

People learn in many different ways. Some students (8)
 find reading easy, while others may struggle, even (16)
 if they try their best. Dyslexia is a learning (25)
 difference that can make reading and writing (32)
 challenging. It is not a sign that someone is less (42)
 intelligent. In fact, people with dyslexia often (49)
 have a strong mind and creative ideas. (56)
 Learning differences, like dyslexia, can affect (62)
 schoolwork and how students feel about themselves. (69)
 Sometimes, students may wish they could do (76)
 anything to fit in. With the right support from a (86)
 teacher and family members, students with dyslexia (93)
 can learn and succeed. Believing in yourself is (101)
 important, no matter what challenges you face. (108)
 Everyone's brain is unique. Understanding these (114)
 differences helps us be kind to each other. (122)

Comprehension Questions:

Literal Question:

What is dyslexia?

Answer:

A learning difference that makes reading and writing hard.

Student Answer:

_____ **Correct** _____ **Incorrect**

Inferential Question:

Why might some students with dyslexia feel left out at school?

Answer:

They may struggle and wish they could fit in.

Student Answer:

_____ **Correct** _____ **Incorrect**

Vocabulary Question:

What does 'members' mean in the passage?

Answer:

People who are part of a group or family.

Student Answer:

_____ **Correct** _____ **Incorrect**

Notes:

Scoring Guide

Text Level: F&P GRL X **Grade Level:** 6 **Word Count:** 122

Total Words Read: _____

Errors: _____

WCPM: (total words read — errors = WCPM) _____

WCPM: Below grade level At grade level Above grade level

Prosody: 1 2 3 4

Comprehension: _____ / 3 correct

How to Administer the Fluency Passage Assessment

Assess Oral Reading Fluency

- Give the student a copy of the passage. **Set a timer or stopwatch for 1 minute.**
- Ask the student to begin reading. As the student reads aloud, assess prosody and mark errors and self-corrections on the evaluation copy using the following guides.
- **Stop the student when one minute has passed.** Take note of the last word the student read.
- Score the passage on the evaluation copy according to the **Scoring Guide**. Use the following chart to compare grade level norms for words correctly read per minute.

Marking Conventions	
Attempted Word = Substitution Error	✓ = Accurate Word Reading
^ = Insertion Error	Attempted Word S/C = Self Correction
— = Omission Error	R = Repetition
— = Omission Error	R = Repetition
T = Intervention Error (telling student the word)	

Prosody Rubric	1	2	3	4
Expression and Volume	monotone or quiet	some expression	appropriate expression	varied, natural expression
Phrasing	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
Smoothness	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
Pace	too slow or too fast	uneven pace	generally appropriate pace	consistent, conversational pace

Grade Level Norms (WCPM) *							
Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
First	0 - 10	10 - 50	30 - 90	Fourth	70 - 120	80 - 130	90 - 140
Second	30 - 80	50 - 100	70 - 130	Fifth	80 - 130	90 - 140	100 - 150
Third	50 - 110	70 - 120	80 - 140	Sixth	90 - 140	100 - 150	110 - 160

* Rasinski Words Correct Per Minute Target Rates

Fluency Builder: Learning Differences: Many Ways to Be Smart

Passage Details

Grade Level: 6

Reading Level: F&P GRL X

Word Count: 122

High-Frequency Words

anything, believe, members, mind, teacher

Suggestions for Use

Increase Exposure to High-Frequency Words

- Before reading, introduce the list of high-frequency words in the passage.
- Find the words in the passage. Highlight or underline the words.

Illustrate and Label Extension Activity

- Have students draw and label items mentioned in the passage.

Link to Writing or Discussion

- Encourage knowledge transfer and personal connection by asking:
"Describe a time you learned in a different way."
"Why is it important to support classmates with learning differences?"

Use for Repeated Readings

Day 1: Teacher reads aloud, then echo read

Day 2: Partner reading

Day 3: One-minute fluency timing and WCPM tracking

Day 4: Performance reading (with expression!)