

Name: _____

Why Learning to Read Matters

Long ago, in some parts of the country, it was against the law for black people who were enslaved to learn to read or write. Many people were afraid that if enslaved people could read, they would figure out ways to become free and make their lives better.

Learning to read is not just about words on a page. When people can read, they can learn about the world. They can ask questions, share their ideas, and stand up for themselves. Reading and writing help a person's voice to travel across time and space.

Education gives everyone the chance to reach for their best life. When people learn, they gain the power to make changes for themselves and others.



Student Name: _____

Date: _____

Why Learning to Read Matters

Long ago, in some parts of the country, it was (10)

against the law for black people who were enslaved (19)

to learn to read or write. Many people were afraid (29)

that if enslaved people could read, they would (37)

figure out ways to become free and make their (46)

lives better. (48)

Learning to read is not just about words on a (58)

page. When people can read, they can learn about (67)

the world. They can ask questions, share their (75)

ideas, and stand up for themselves. Reading and (83)

writing help a person's voice to travel across (91)

time and space. (94)

Education gives everyone the chance to reach for (102)

their best life. When people learn, they gain the (111)

power to make changes for themselves and others. (119)

Comprehension Questions:

Literal Question:

Why was it illegal for some people to learn to read?

Answer:

It was against the law for enslaved black people.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might reading help people change their lives?

Answer:

It helps them learn and stand up for themselves.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'education' mean in this passage?

Answer:

Learning to read and write.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL Q Grade Level: 4 Word Count: 119

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: Why Learning to Read Matters

Passage Details

Grade Level: 4

Reading Level: F&P GRL Q

Word Count: 119

High-Frequency Words

across, against, become, black, better

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:
"Why do you think reading is important for everyone?"
"Describe a time you learned something new and how it helped you."

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!)