

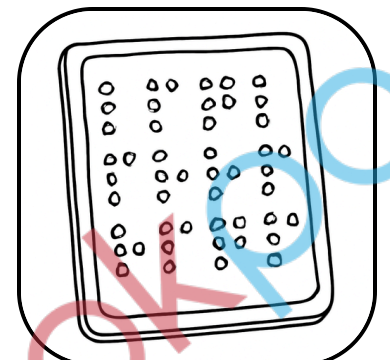
Name: _____

Understanding Blindness and Deafness

Blindness means a person cannot see. Deafness means a person cannot hear. Some people are born this way, while others become blind or deaf later in life. These differences may seem hard, but people who are blind or deaf are still able to do many things.

People use special ways to communicate. Braille is a system of raised dots that can be read by touch, allowing those who are blind to read books and notes. Sign language uses hand shapes and movement, so those who are deaf can talk with others. Both systems bring people together and help them feel included.

Understanding blindness and deafness helps us respect and support everyone, no matter their abilities.



Student Name: _____

Date: _____

Understanding Blindness and Deafness

Blindness means a person cannot see. Deafness (7)

means a person cannot hear. Some people are born (16)

this way, while others become blind or deaf later (25)

in life. These differences may seem hard, but (33)

people who are blind or deaf are still able to do (44)

many things. (46)

People use special ways to communicate. Braille is (54)

a system of raised dots that can be read by touch, (65)

allowing those who are blind to read books and (74)

notes. Sign language uses hand shapes and (81)

movement, so those who are deaf can talk with (90)

others. Both systems bring people together and (97)

help them feel included. (101)

Understanding blindness and deafness helps us (107)

respect and support everyone, no matter their (114)

abilities. (115)

Comprehension Questions:

Literary Question:

What is Braille used for?

Answer:

For reading by touch

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might it be important to include everyone?

Answer:

So people feel respected and supported

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "system" mean in this passage?

Answer:

A special way of doing something

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL T Grade Level: 5 Word Count: 115

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: Understanding Blindness and Deafness

Passage Details

Grade Level: 5

Reading Level: F&P GRL T

Word Count: 115

High-Frequency Words

able, became, cannot, note, system

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 how you might help someone who is blind or deaf."
"Why do you think sign language is important?"

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!)