

Name: \_\_\_\_\_

## Standing Up Without Fighting

Nonviolent protest is a way to stand up for what is right without using force. People who use nonviolent protest walk together, talk about problems, and carry signs. They do not hurt others or break things. This way, both sides can share their ideas and try to make things better.

A leader from India named Mahatma Gandhi showed the world how to protest in a peaceful way. Gandhi believed that being calm and never using violence was important. Many years later, his ideas traveled far, all the way across the sea. Other leaders, like Martin Luther King, Jr., learned from Gandhi's example. They began to make changes by working together, without fighting.

Nonviolent protest is a strong way to bring freedom and peace to people and the country.



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Standing Up Without Fighting

Nonviolent protest is a way to stand up for what (10)  
is right without using force. People who use (18)  
nonviolent protest walk together, talk about (24)  
problems, and carry signs. They do not hurt others (33)  
or break things. This way, both sides can share (42)  
their ideas and try to make things better. (50)  
A leader from India named Mahatma Gandhi showed (58)  
the world how to protest in a peaceful way. Gandhi (68)  
believed that being calm and never using violence (76)  
was important. Many years later, his ideas (83)  
traveled far, all the way across the sea. Other (92)  
leaders, like Martin Luther King, Jr., learned (99)  
from Gandhi's example. They began to make (106)  
changes by working together, without fighting. (112)  
Nonviolent protest is a strong way to bring (120)  
freedom and peace to people and the country. (128)

### Comprehension Questions:

#### Literal Question:

What is nonviolent protest?

#### Answer:

Standing up for what is right without using force.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why might people choose not to use force when they want change?

#### Answer:

They believe peaceful ways can make a bigger difference.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does 'example' mean in this passage?

#### Answer:

A way to show how to do something.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 128

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: Standing Up Without Fighting

### Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 128

### High-Frequency Words

both, carry, country, example, light

### 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 worked with others to solve a problem."  
"Why do you think peaceful protest can help make change?"

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!)