

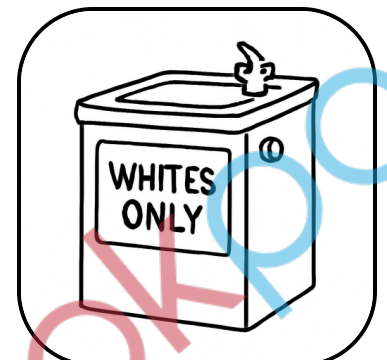
Name: _____

Standing Up for Fairness

Long ago in America, people were not always treated the same. This was called segregation. Segregation meant that people with different skin colors had to use different schools, parks, and even water fountains. Some places would not let children play together, just because they looked different.

Many people knew this was not right. They wanted to change the unfair rules. These people started the Civil Rights Movement. They spoke up, marched, and worked together to help others. Some people were scared, but they did not give up. They wanted everyone to have the same rights and to feel welcome in every place.

Today, we remember these brave people. Their hard work helped America become a better home for all.



Student Name: _____

Date: _____

Standing Up for Fairness

Long ago in America, people were not always (8)

treated the same. This was called segregation. (15)

Segregation meant that people with different skin (22)

colors had to use different schools, parks, and (30)

even water fountains. Some places would not let (38)

children play together, just because they looked (45)

different. (46)

Many people knew this was not right. They wanted (55)

to change the unfair rules. These people started (63)

the Civil Rights Movement. They spoke up, marched, (71)

and worked together to help others. Some people (79)

were scared, but they did not give up. They wanted (89)

everyone to have the same rights and to feel (98)

welcome in every place. (102)

Today, we remember these brave people. Their hard (110)

work helped America become a better home for all. (119)

Comprehension Questions:

Literal Question:

What was segregation?

Answer:

Keeping people apart because of their skin color.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why did people want to change unfair rules?

Answer:

They wanted everyone to be treated fairly.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'rights' mean in this passage?

Answer:

Things people should be allowed to have or do.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL K Grade Level: 2 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: Standing Up for Fairness

Passage Details

Grade Level: 2

Reading Level: F&P GRL K

Word Count: 119

High-Frequency Words

America, change, home, place, together

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 is it important to treat everyone kindly?"
"How can you help make your school fair for all?"

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!)