

Name: _____

Every Voice Matters: Understanding Physical Disabilities

Some people have physical disabilities that make it hard for them to move their body or speak. One kind of disability is called cerebral palsy. It happens when a person's brain has trouble sending messages to their muscles. This can make walking, holding things, or even talking difficult or impossible.

Even if someone cannot speak with their voice, their mind is still strong and smart. People use different tools to help them better share their ideas. Some use a special board to point to words or pictures. Others use a speech-generating device, which can say words for them.

It is important to listen and show kindness to everyone. When we work together, we help make the world a better place for all our friends.



Student Name: _____

Date: _____

Every Voice Matters: Understanding Physical Disabilities

Some people have physical disabilities that make (7)
it hard for them to move their body or speak. One (18)
kind of disability is called cerebral palsy. It (26)
happens when a person's brain has trouble (33)
sending messages to their muscles. This can make (41)
walking, holding things, or even talking difficult (48)
or impossible. (50)

Even if someone cannot speak with their voice, (58)
their mind is still strong and smart. People use (67)
different tools to help them better share their (75)
ideas. Some use a special board to point to words (85)
or pictures. Others use a speech-generating (91)
device, which can say words for them. (98)

It is important to listen and show kindness to (107)
everyone. When we work together, we help make the (116)
world a better place for all our friends. (124)

Comprehension Questions:

Literal Question:

What is one tool that helps people communicate?

Answer:

A speech-generating device.

Student Answer:

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

Inferential Question:

Why is it important to listen to people who use communication tools?

Answer:

It shows respect and helps everyone feel included.

Student Answer:

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

Vocabulary Question:

What does "disabilities" mean in this passage?

Answer:

Conditions that make some things harder to do.

Student Answer:

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

Notes:

Scoring Guide

Text Level: F&P GRL S **Grade Level:** 4 **Word Count:** 124

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: Every Voice Matters: Understanding Physical Disabilities

Passage Details

Grade Level: 4

Reading Level: F&P GRL 5

Word Count: 124

High-Frequency Words

better, body, hold, voice

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:
"How can you help someone who uses a communication device?"
"Why is it important to include everyone at school?"

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!)