

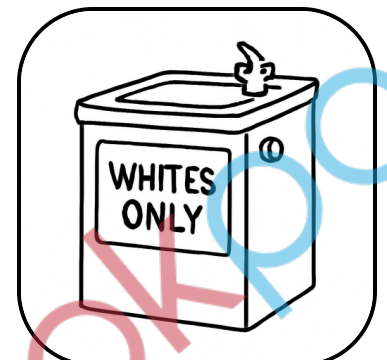
Name: _____

Life Under Jim Crow Laws

In the 1950s, a system called Jim Crow laws forced Black people and white people to stay apart in many areas of life. These rules were common in the southern United States. Black people could not sit in the front of a bus, eat at the same lunch counter, or use the same school as white people.

Everyday life was filled with unfair rules. Black families had to check carefully which places they could use, even to buy bread or ride a bus. If someone broke these laws, the government might arrest them, or worse. Even though these laws were powerful, thousands of people decided it was time for change.

Understanding Jim Crow laws helps us see why standing up against them was such a brave and strong action.



Student Name: _____

Date: _____

Life Under Jim Crow Laws

In the 1950s, a system called Jim Crow laws forced (10)

Black people and white people to stay apart in (19)

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in the front of a bus, eat at the same lunch (48)

counter, or use the same school as white people. (57)

Everyday life was filled with unfair rules. Black (65)

families had to check carefully which places they (73)

could use, even to buy bread or ride a bus. If (84)

someone broke these laws, the government might (91)

arrest them, or worse. Even though these laws were (100)

powerful, thousands of people decided it was time (108)

for change. (110)

Understanding Jim Crow laws helps us see why (118)

standing up against them was such a brave and (127)

strong action. (129)

Comprehension Questions:

Literal Question:

What did Jim Crow laws force people to do?

Answer:

To stay apart by race in many public places.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think people wanted to change these laws?

Answer:

They wanted fairness and equal treatment.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'carefully' mean in the passage?

Answer:

With close attention or caution.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL T

Grade Level: 5

Word Count: 129

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: Life Under Jim Crow Laws

Passage Details

Grade Level: 5

Reading Level: F&P GRL T

Word Count: 129

High-Frequency Words

bread, carefully, check, common, government

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 do unfair laws affect people's lives?"
"Why is it important to stand up to unfair rules?"

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!)