

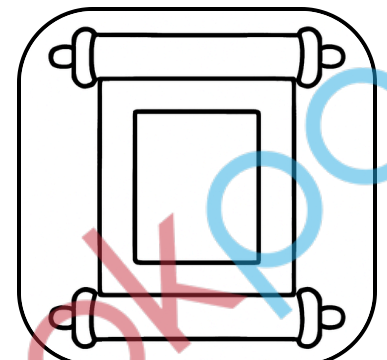
Name: _____

Girls and Boys: Roles in Old China

Long ago in China, families had rules about what girls and boys should do. Boys were often sent to school. They learned to read, write, and sometimes went on to become important leaders. Girls, on the other hand, were expected to help at home. They learned to cook, sew, and take care of younger children.

These jobs were important, but girls almost never got to go to school. Most families thought a girl's main job was to get ready for marriage. Boys got to dream about many kinds of jobs, but girls did not always have that chance.

Life has changed in many places since then. Now, both girls and boys can go to school and begin to choose their own paths.



Student Name: _____

Date: _____

Girls and Boys: Roles in Old China

Long ago in China, families had rules about what (9)
girls and boys should do. Boys were often sent to (19)
school. They learned to read, write, and sometimes (27)
went on to become important leaders. Girls, on the (36)
other hand, were expected to help at home. They (45)
learned to cook, sew, and take care of younger (54)
children. (55)

These jobs were important, but girls almost never (63)
got to go to school. Most families thought a (72)
girl's main job was to get ready for marriage. (81)

Boys got to dream about many kinds of jobs, but (91)
girls did not always have that chance. (98)

Life has changed in many places since then. Now, (107)
both girls and boys can go to school and begin to (118)
choose their own paths. (122)

Comprehension Questions:

Literal Question:

What were boys in old China often sent to do?

Answer:

They were often sent to school.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might it have been hard for girls to follow their dreams?

Answer:

They were not given the same chances as boys.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'almost' mean in the passage?

Answer:

It means very few girls got to go to school.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 122

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: Girls and Boys: Roles in Old China

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 122

High-Frequency Words

almost, begin, both, children, life

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 are your school choices different from long ago in China?"
"Why is it important for both girls and boys to choose their path?"

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!)