

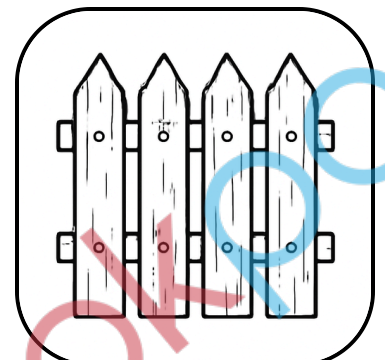
Name: \_\_\_\_\_

## A Fence Between Friends

Long ago in America, there were rules that kept people apart because of their skin color. These rules were called segregation. Black and white children could not go to the same schools or play in the same place. Sometimes, there were fences or lines that showed where each group could go.

Many people knew these rules were not kind or fair. They wanted things to change, so they worked together to make new laws. After many years, these unfair rules ended, but it was not easy. It took a lot of courage and hope.

Today, we know that everyone should be treated with respect. We can learn from the past and help make the world a better, kinder place for all.



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

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

### A Fence Between Friends

Long ago in America, there were rules that kept (9)  
people apart because of their skin color. These (17)  
rules were called segregation. Black and white (24)  
children could not go to the same schools or play (34)  
in the same place. Sometimes, there were fences or (43)  
lines that showed where each group could go. (51)  
Many people knew these rules were not kind or (60)  
fair. They wanted things to change, so they worked (69)  
together to make new laws. After many years, these (78)  
unfair rules ended, but it was not easy. It took a (89)  
lot of courage and hope. (94)  
Today, we know that everyone should be treated (102)  
with respect. We can learn from the past and help (112)  
make the world a better, kinder place for all. (121)

### Comprehension Questions:

#### Literal Question:

What did segregation rules do?

#### Answer:

They kept people apart by skin color.

#### Student Answer:

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

#### Inferential Question:

Why do you think people wanted to end segregation?

#### Answer:

Because the rules were not fair or kind.

#### Student Answer:

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

#### Vocabulary Question:

What does 'segregation' mean in the passage?

#### Answer:

Keeping people apart by skin color.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 121

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: A Fence Between Friends

### Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 121

### High-Frequency Words

after, America, change, kind, place

### 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 with respect?"  
"How can you help make your school a kinder place?"

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!)