

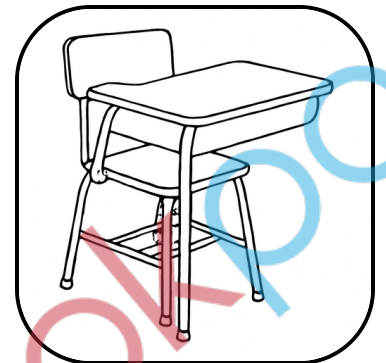
Name: _____

Why People Fought for Fairness

Segregation was when laws kept Black and white people apart. In many parts of the country, children could not go to the same school just because of the color of their skin. This was not fair, and it made life hard for many families.

The Civil Rights Movement began when people joined together to change these unfair rules. They marched, talked, and worked along with others who wanted equal rights. People wanted everyone to be treated the same, no matter what they looked like.

Because of the Civil Rights Movement, laws started to change. Now, children of all colors can go to school together. This shows how working together can help make the world better for everyone.



Student Name: _____

Date: _____

Why People Fought for Fairness

Segregation was when laws kept Black and white (8)
people apart. In many parts of the country, (16)
children could not go to the same school just (25)
because of the color of their skin. This was not (35)
fair, and it made life hard for many families. (44)
The Civil Rights Movement began when people joined (52)
together to change these unfair rules. They (59)
marched, talked, and worked along with others who (67)
wanted equal rights. People wanted everyone to be (75)
treated the same, no matter what they looked like. (84)
Because of the Civil Rights Movement, laws started (92)
to change. Now, children of all colors can go to (102)
school together. This shows how working together (109)
can help make the world better for everyone. (117)

Comprehension Questions:

Literal Question:

What did segregation do in schools?

Answer:

It kept Black and white children apart.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think people worked together for change?

Answer:

They wanted fairness for everyone.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'began' mean in the passage?

Answer:

It means to start or to begin.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 117

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: Why People Fought for Fairness

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 117

High-Frequency Words

along, began, children, country, 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:
"How would you feel if you could not go to the same school as friends?"
"Why is it important for people to work together for fairness?"

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!)