

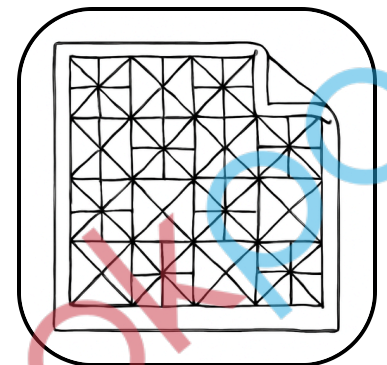
Name: _____

Quilts: Secret Messages in Fabric

Long ago, quilts were more than just blankets to keep people warm. Sometimes, families used quilts to send secret messages. They would hang these quilts outside their homes, almost like a special sign.

Different patterns or colors on a quilt could mean something important. For example, one pattern might tell people it was safe to stop at that house. Another pattern could mean they should keep going. This was very helpful for those who wanted to travel safely at night.

People worked together to make these quilts and add secret codes. These quilts helped guide those who needed help, even when it was hard or dangerous. Quilts were more than cloth—they were tools for hope and safety.



Student Name: _____

Date: _____

Quilts: Secret Messages in Fabric

Long ago, quilts were more than just blankets to (9)

keep people warm. Sometimes, families used quilts (16)

to send secret messages. They would hang these (24)

quilts outside their homes, almost like a special (32)

sign. (33)

Different patterns or colors on a quilt could mean (42)

something important. For example, one pattern (48)

might tell people it was safe to stop at that (58)

house. Another pattern could mean they should keep (66)

going. This was very helpful for those who wanted (75)

to travel safely at night. (80)

People worked together to make these quilts and (88)

add secret codes. These quilts helped guide those (96)

who needed help, even when it was hard or (105)

dangerous. Quilts were more than cloth—they were (112)

tools for hope and safety. (117)

Comprehension Questions:

Literal Question:

How did families use quilts to send messages?

Answer:

By hanging quilts with patterns as secret signs.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think using quilts was a good way to send messages?

Answer:

It was safe and did not look suspicious.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "pattern" mean in this passage?

Answer:

A design or shape on the quilt.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N 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: Quilts: Secret Messages in Fabric

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 117

High-Frequency Words

add, almost, important, night, 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:
"Describe a pattern you might put on a secret quilt."
"How can working together help people feel safe?"

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!)