

Name: _____

What Is Polio and How Do Leg Braces Help?

Polio is a disease that can make the muscles in your body weak. It spreads from one person to another, usually in areas where people live close together. In the past, polio was more common and could cause a person to have trouble moving their arms or legs.

Sometimes, polio made it hard for children to walk. Doctors used leg braces to help hold the legs straight and strong. A leg brace is a special device that fits around the leg and helps a person take each step.

Having a physical disability can make daily life more difficult. However, with support and hard work, many people become strong in their own way.



Student Name: _____

Date: _____

What Is Polio and How Do Leg Braces Help?

Polio is a disease that can make the muscles in (10)
your body weak. It spreads from one person to (19)
another, usually in areas where people live close (27)
together. In the past, polio was more common and (36)
could cause a person to have trouble moving their (45)
arms or legs. (48)

Sometimes, polio made it hard for children to (56)
walk. Doctors used leg braces to help hold the (65)
legs straight and strong. A leg brace is a special (75)
device that fits around the leg and helps a person (85)
take each step. (88)

Having a physical disability can make daily life (96)
more difficult. However, with support and hard (103)
work, many people become strong in their own way. (112)

Comprehension Questions:

Literal Question:

What does polio do to the body?

Answer:

It can make the muscles weak.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might using a leg brace be challenging?

Answer:

It could be hard to move or take each step.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'brace' mean in the text?

Answer:

A device that helps support a leg.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL Q Grade Level: 4 Word Count: 112

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: What Is Polio and How Do Leg Braces Help?

Passage Details

Grade Level: 4

Reading Level: F&P GRL Q

Word Count: 112

High-Frequency Words

area, become, body, hold, step

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 might you help someone who uses a brace?"
"Why is it important to learn about disabilities?"

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!)