

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

## Understanding Craniofacial Differences

Some people are born with craniofacial differences. These are changes in the shape or size of a person's head or face. Craniofacial differences can be common, and they happen for many reasons. Sometimes, they are caused by changes in genes long ago, before the person was born.

A person with a craniofacial difference may look unique, but they are still able to learn, play, and have friends. People might feel curious when they see someone who looks different. It is important to use kind words and remember that everyone is special, no matter how they look.

We can bring respect and understanding to everyone. Treating others with care helps our class become strong and full of kindness.



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

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

### Understanding Craniofacial Differences

Some people are born with craniofacial (6)  
differences. These are changes in the shape or (14)  
size of a person's head or face. Craniofacial (22)  
differences can be common, and they happen for (30)  
many reasons. Sometimes, they are caused by (37)  
changes in genes long ago, before the person was (46)  
born. (47)

A person with a craniofacial difference may look (55)  
unique, but they are still able to learn, play, (64)  
and have friends. People might feel curious when (72)  
they see someone who looks different. It is (80)  
important to use kind words and remember that (88)  
everyone is special, no matter how they look. (96)  
We can bring respect and understanding to (103)  
everyone. Treating others with care helps our (110)  
class become strong and full of kindness. (117)

### Comprehension Questions:

#### Literal Question:

What are craniofacial differences?

#### Answer:

Changes in the head or face shape or size.

#### Student Answer:

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

#### Inferential Question:

Why is it important to use kind words with everyone?

#### Answer:

It shows respect and helps people feel valued.

#### Student Answer:

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

#### Vocabulary Question:

What does "unique" mean in this passage?

#### Answer:

Looking different from others.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL U Grade Level: 5 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
<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: Understanding Craniofacial Differences

### Passage Details

Grade Level: 5

Reading Level: F&P GRL U

Word Count: 117

### High-Frequency Words

able, bring, class, common, special

### 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 time you showed kindness to someone different."  
"Why should we respect people who look different from us?"

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!)