

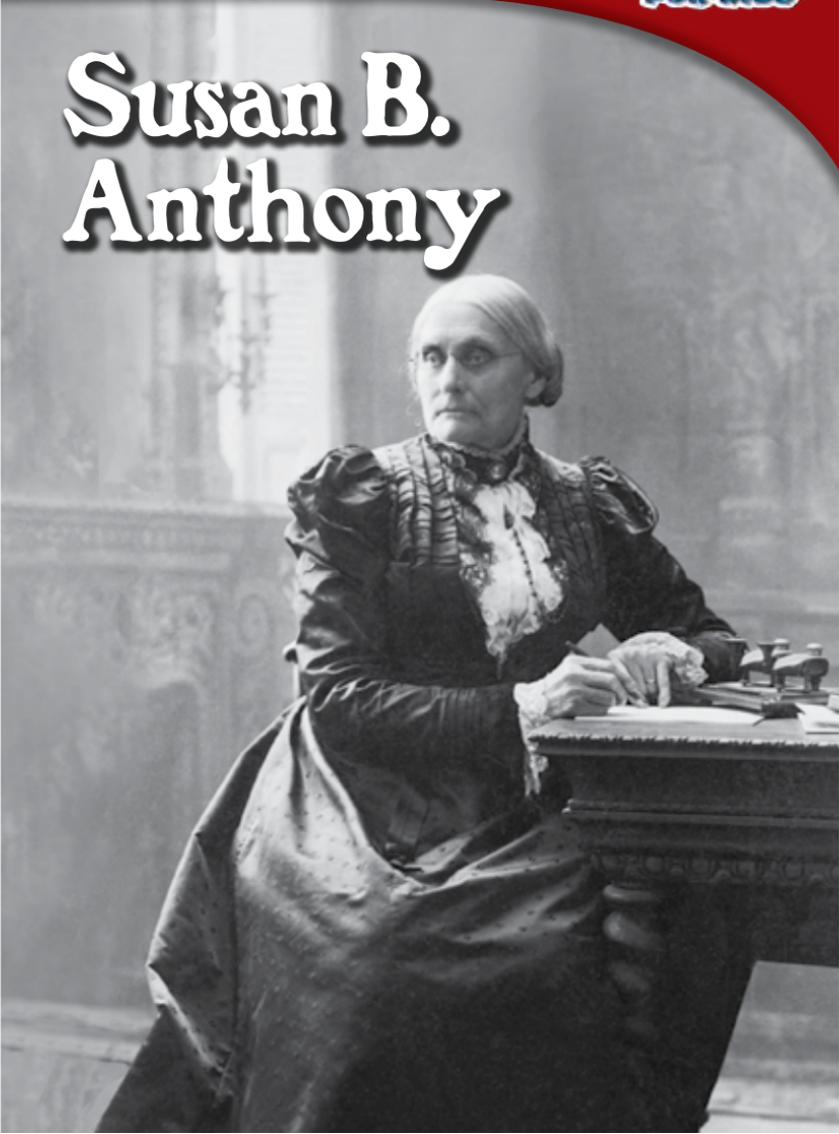
Susan B. Anthony



Dona Herweck

TIME
FOR KIDS

Susan B. Anthony



Dona Herweck

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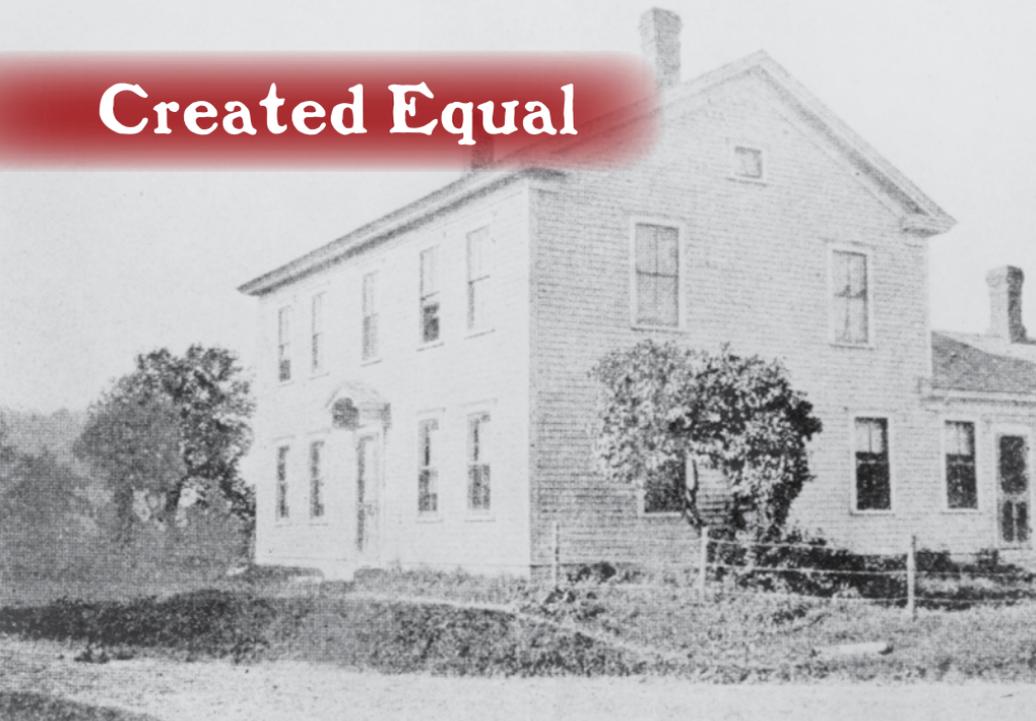
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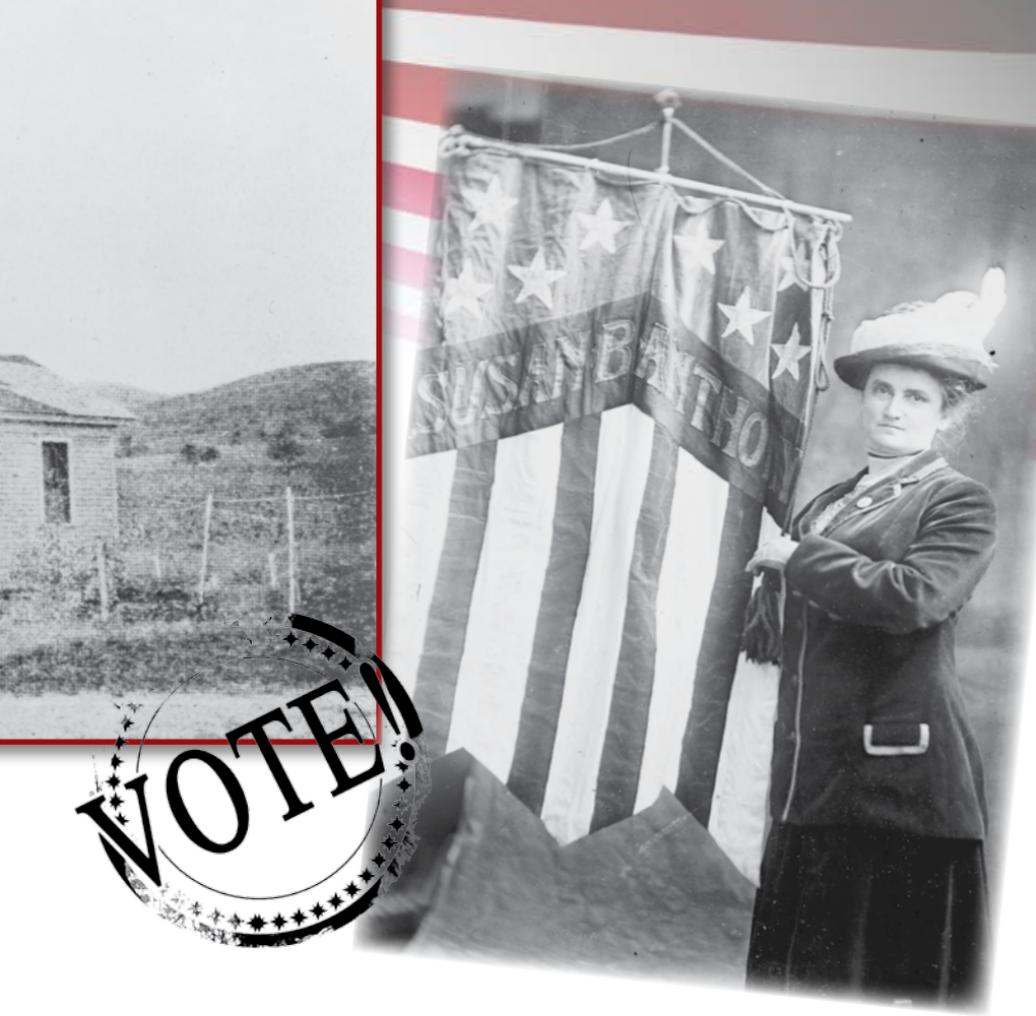


Created Equal



Long ago, on a hillside in **Massachusetts** (mas-uh-CHOO-sits), light flickered from the windows of a cozy farmhouse. Inside the house, eight children gathered near the family fire. They were listening to their father and mother.

“Always remember,” their father said, “All people are created **equal**.”

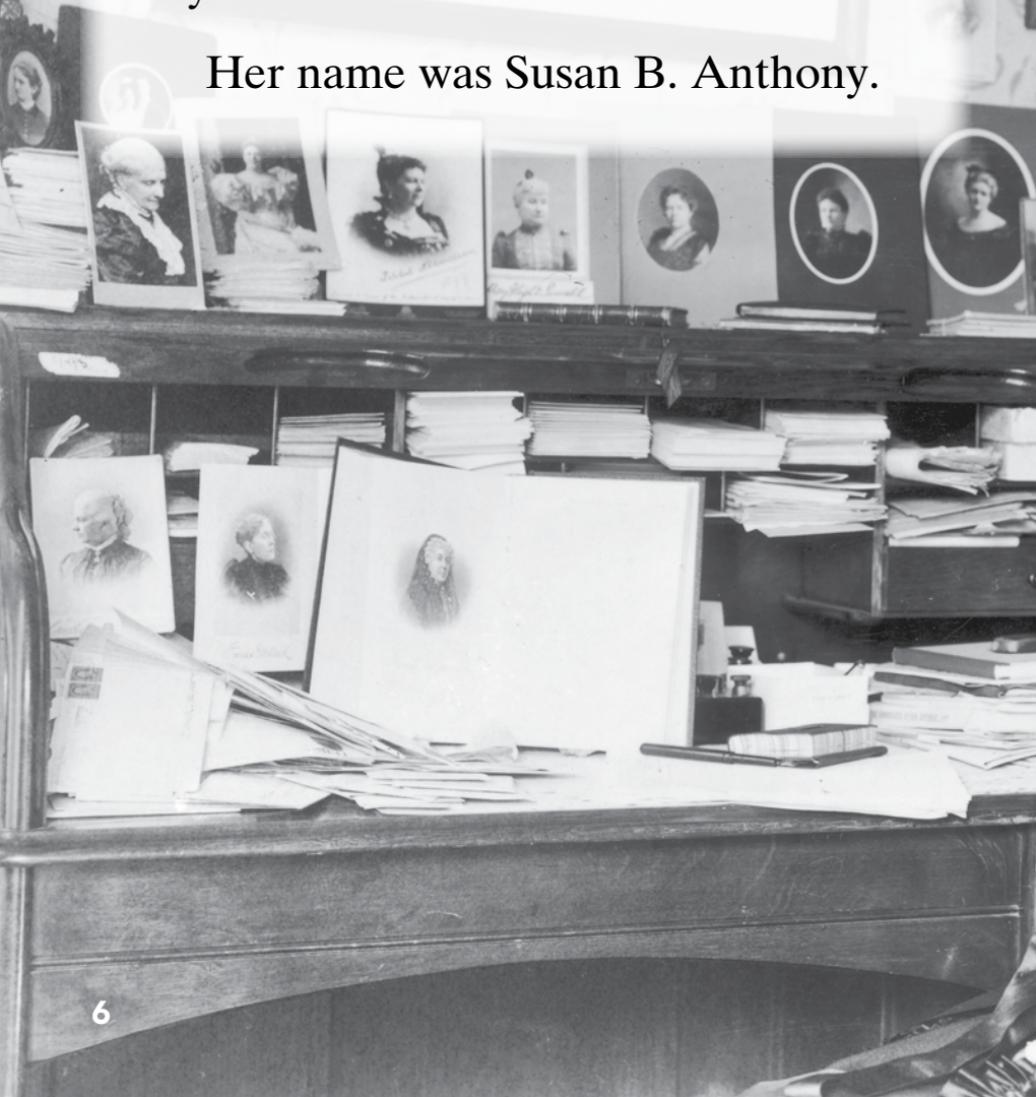


“Everyone deserves a chance to work, own a home, and earn a living,” their mother added.

“And every adult should be allowed to **vote**,” their father finally said.

One of the children sitting there took those words into her heart. As she grew, she decided to do everything she could so that all people were treated fairly.

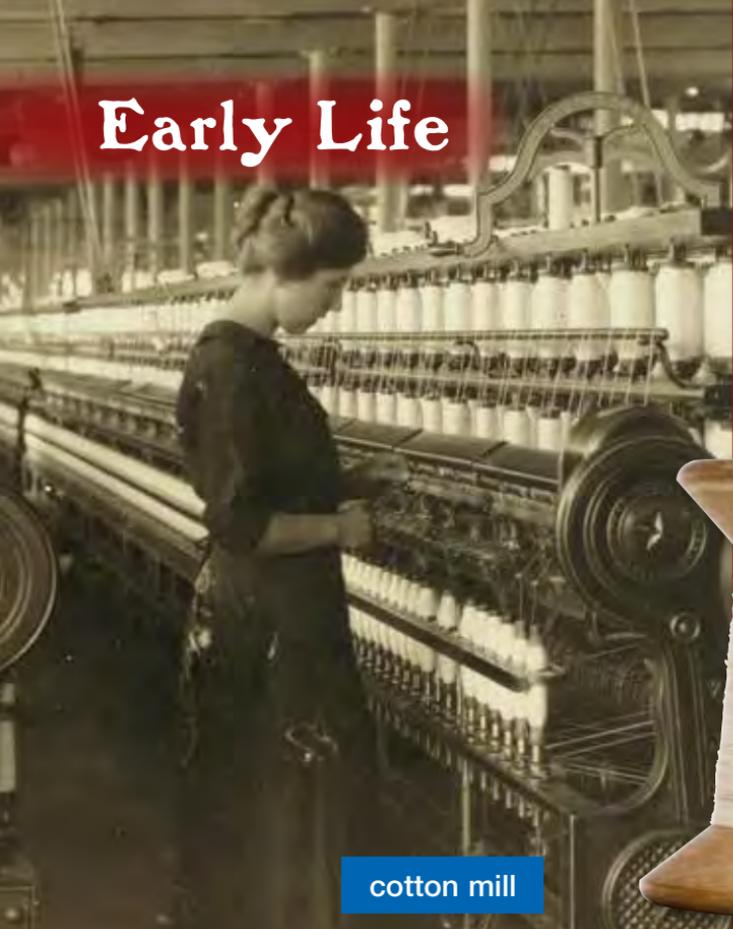
Her name was Susan B. Anthony.





THE HISTORY OF THE WOMAN SUFFRAGE VOL. I

Early Life



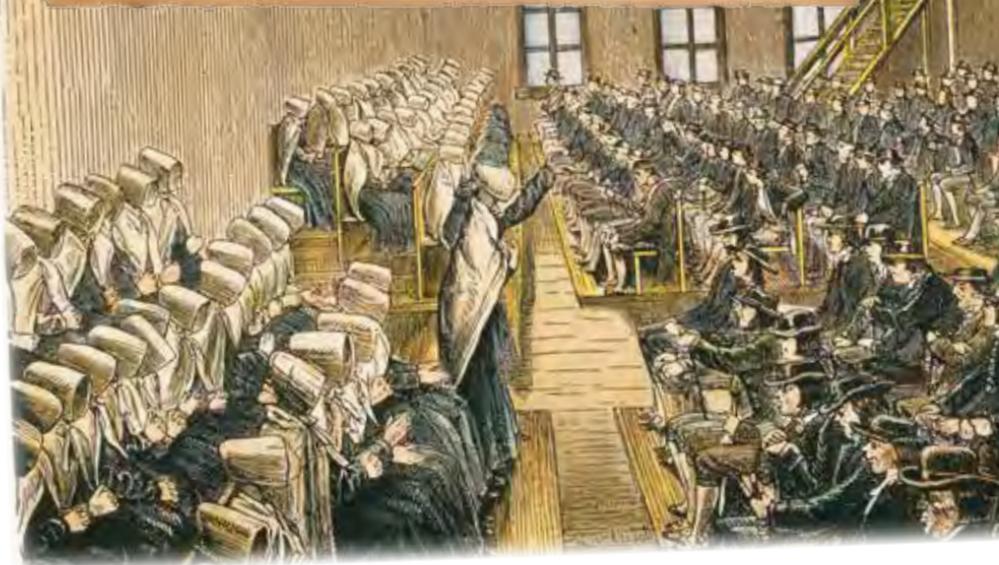
cotton mill



Susan Brownwell Anthony was born on February 15, 1820, in the town of Adams, Massachusetts. Her father, Daniel, owned a cotton mill. Her mother, Lucy, cooked, cleaned, and did laundry for the family business.

Quakers

A Quaker is a member of a religion called the Religious Society of Friends. Quakers, or Friends, believe that all people are equal and that God talks to the heart of each person. Quakers got their name because they would sometimes quake, or shiver and shake, with the feeling of God inside them.



The Anthonys were **Quakers**.

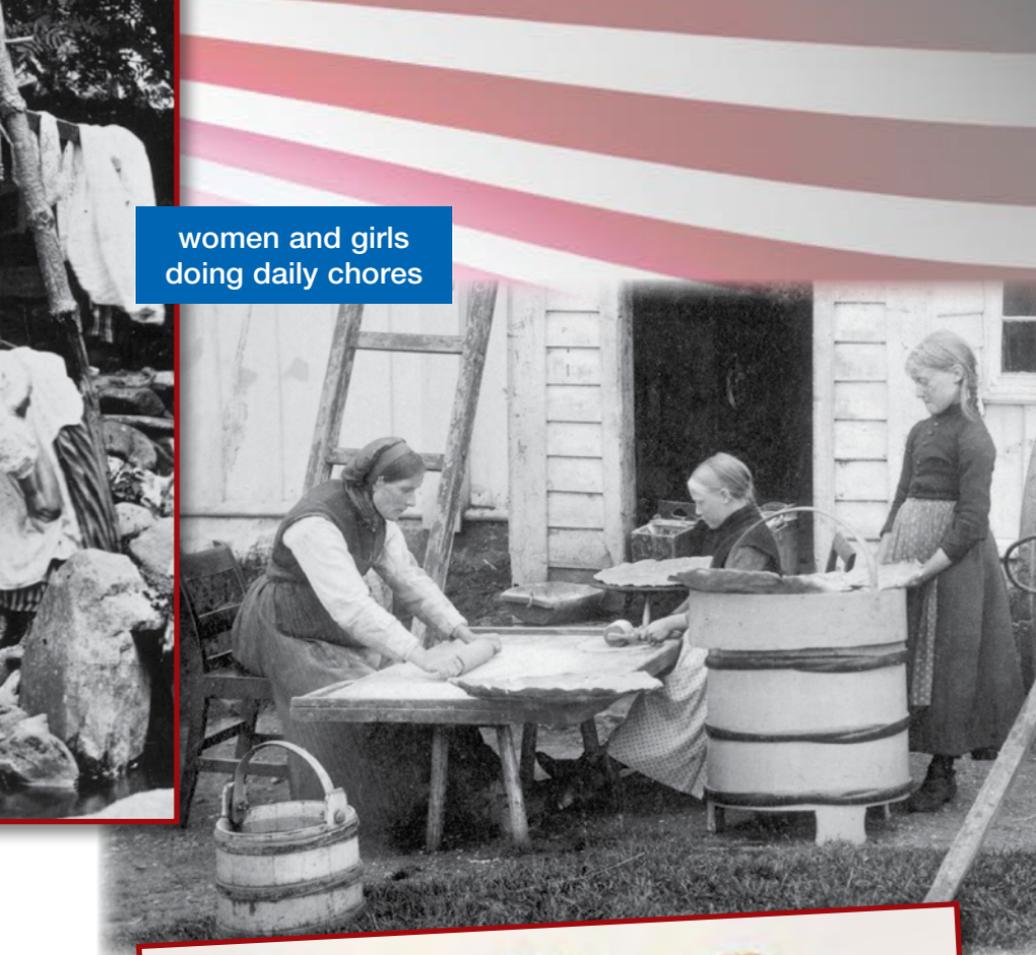
They led a very simple life. Their home had no decorations, games, or musical instruments. They did not want anything to keep them from thinking about God and what God wanted them to do.



Quakers believe in hard work. Susan and the other children had many chores to do. They worked at home as soon as they were old enough to walk and follow directions.

Just one of Susan's chores was making 21 loaves of bread each day!

women and girls
doing daily chores



Education was important to the Anthonys, too. When Susan was four, she and two of her sisters visited their grandfather for six weeks. In that time, their grandfather taught them to read.

Susan's young eyes had a hard time reading for those long hours. The strain seemed to hurt her left eye, and she had problems with it all her life.

McGuffey Readers

Most American children in the mid and late 1800s learned to read with McGuffey Readers. These reading books also taught lessons about right and wrong.

McGUFFEY'S FIRST READER.



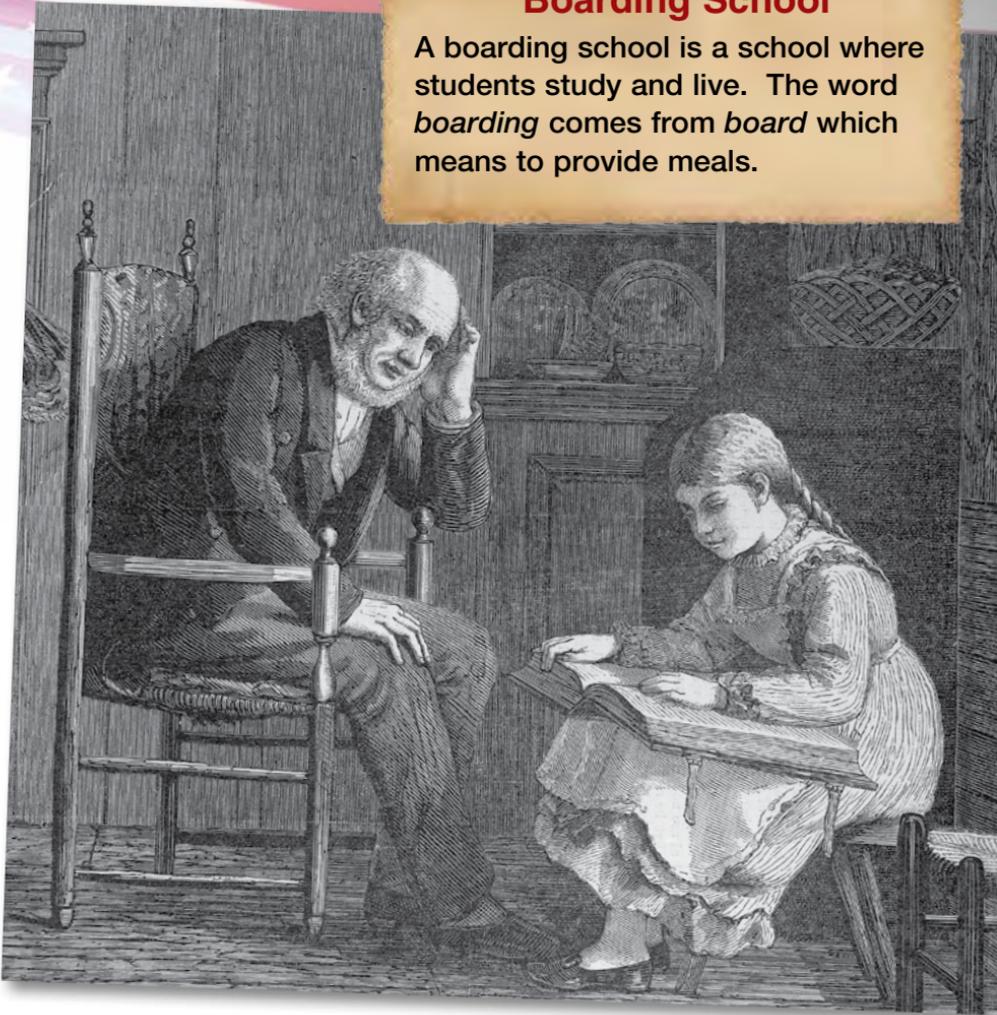
LESSON I.

can	has	the	read	John	name
her	two	that	keep	book	there
see	you	with	Jane	hand	clean
boy	how	girls	they	must	learn

Do you see that boy?
There are two girls with him.
The name of the boy is John.
Jane has a book in her hand.
They can all read from the book.
They must keep the book clean.
They must see how fast they can learn.

Boarding School

A boarding school is a school where students study and live. The word *boarding* comes from *board* which means to provide meals.



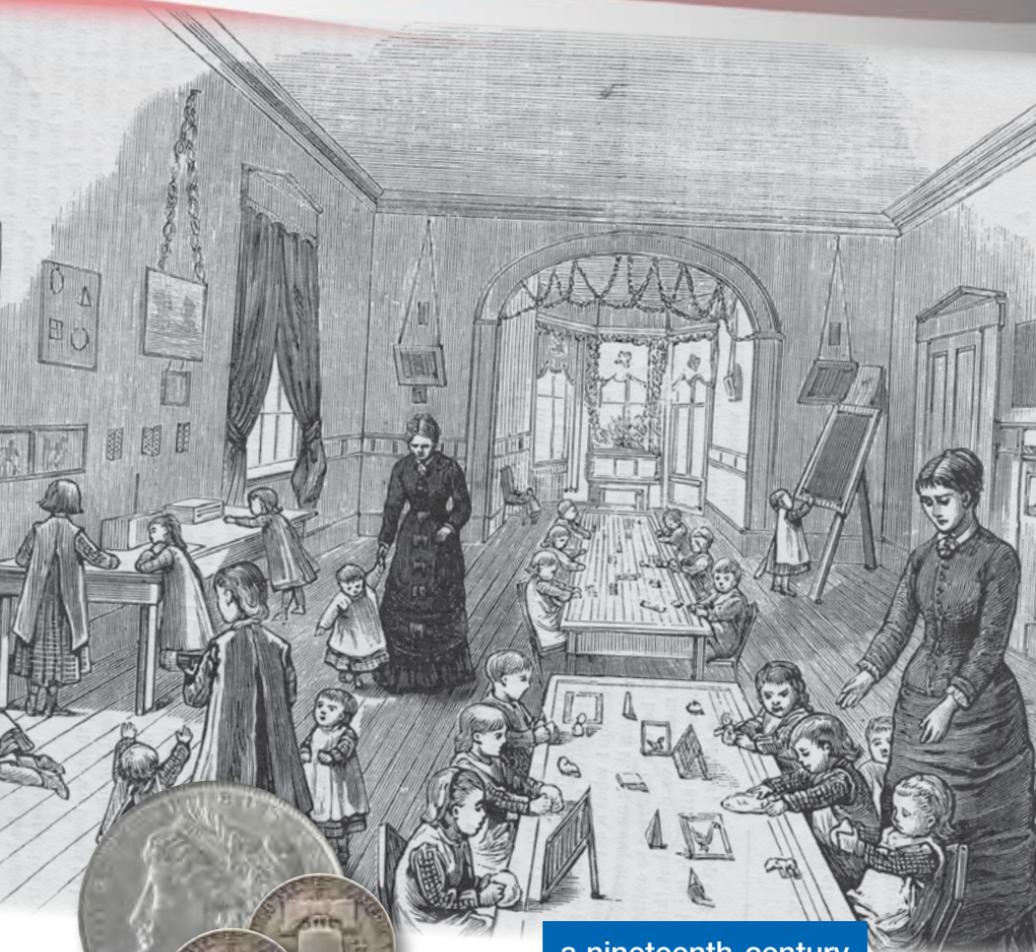
Later, Susan went to a Quaker boarding school in Philadelphia (fill-uh-DEL-fee-uh) to finish her education.

Going to Work



teacher reading
to students

As soon as Susan finished school, she went right to work. She became a teacher in New York in 1839. In those days, very few women worked outside their homes.



a nineteenth-century kindergarten class

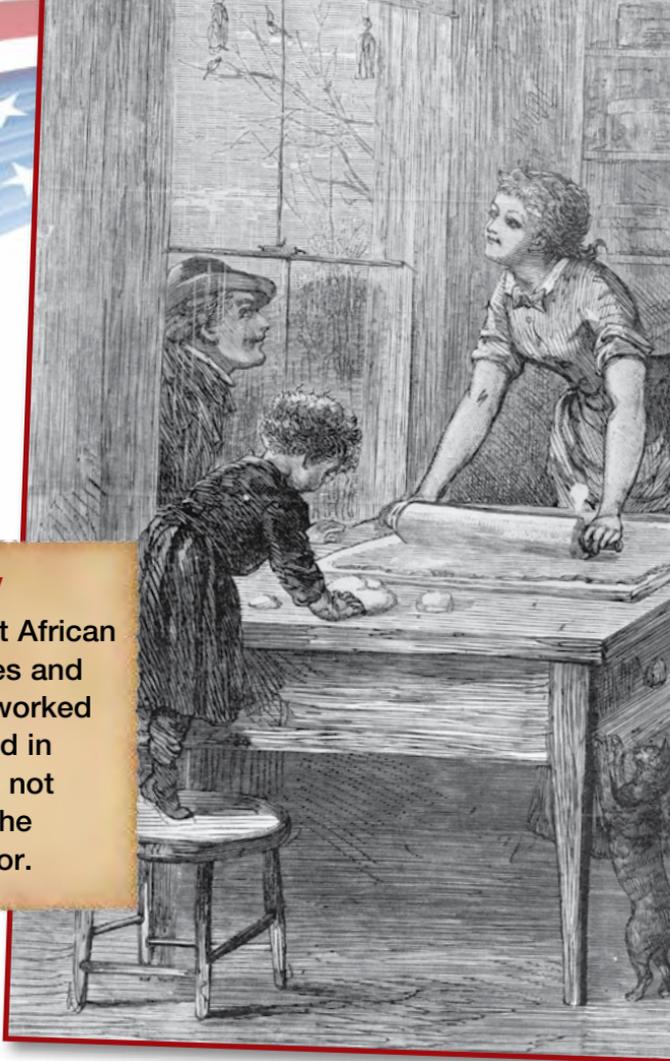


While Susan was there, she earned just one-fifth of the pay a man made in the same job. She knew this was not fair, and she said so.



Inequality

During this time, most African Americans were slaves and had no rights. They worked in people's homes and in the fields. They were not considered equal to the people they worked for.



Susan also had friends who were African Americans. At that time, many people thought it was wrong for people of different races to be friends.



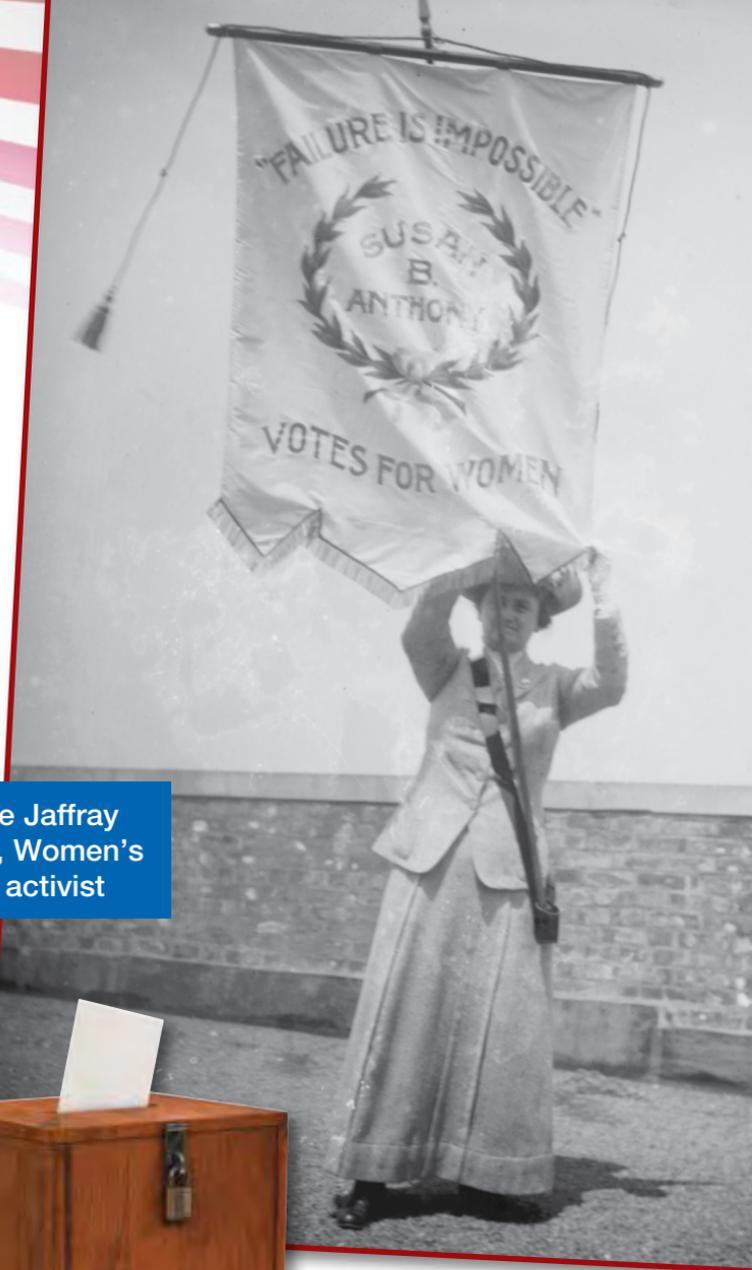
Because Susan complained about her pay and had African American friends, she lost her job.

Later, Susan got a better job at another school in New York. People there thought she was a good teacher.

Most women of Susan's age were getting married and raising families. Susan said that she would never marry unless she was given all the rights of any **citizen**. She wanted fair treatment. She wanted the same pay that men got for the same job. And she wanted to vote.



women washing clothes



Florence Jaffray
Harriman, Women's
Rights activist



Temperance



After ten years, Susan stopped teaching. She wanted to do something about the problem of alcohol. She remembered women working at her father's mill who talked about alcohol in their homes. Their husbands would drink and then hurt them and their children. So, Susan decided to work for **temperance**.



temperance
propaganda poster

A Good Friend

In 1851, Susan went to a temperance **convention**. There she met Amelia Bloomer. Amelia was known for shortening her dresses and wearing long, wide pants underneath them. Susan wanted to be comfortable and move around easily. She decided to wear Amelia's style, too.



Amelia Bloomer

Bloomers

In those days, women wore only long, heavy dresses to cover themselves completely. Anything else was thought to be improper. Amelia started to change all that. The style of clothes that Amelia wore came to be called *bloomers*.



Elizabeth Cady Stanton
and Susan B. Anthony

Susan also met Elizabeth Cady Stanton. They became very good friends. One day their friendship would change women's lives forever.



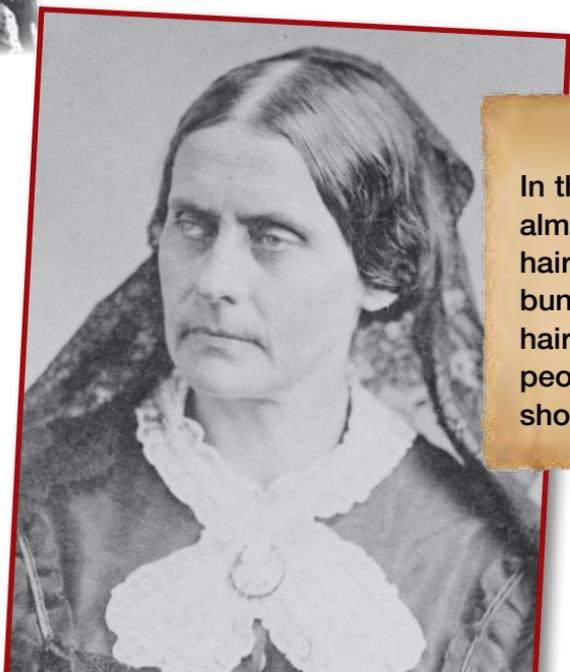
Seneca Falls Convention

The Seneca Falls Convention took place in 1848 in Seneca Falls, New York. It is considered the first women's rights convention in American history. The purpose of the meeting was to protest the inequality of men and women.

In 1852, Susan went to another convention. When she rose to speak, she was told that women could only listen. She was very angry! She decided from that point on to work for **women's rights**.

Susan and Elizabeth worked together. Susan gave speeches around the country that Elizabeth helped to write. She started a paper called *The Revolution* and wrote about women's rights and **suffrage**.

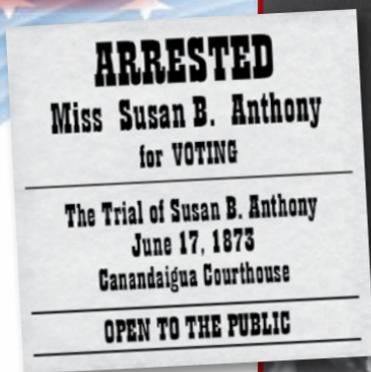
Susan became famous, but the more famous she got, the more some people made fun of her. They laughed at her and called her names. They worked hard to keep her quiet.



Hair Bob

In those days, women almost always grew their hair long and wore it in a bun. Instead, Susan cut her hair in a short bob. Many people made fun of her short hair and bloomers.

Success!



Susan would not be quiet. In 1872, although it was illegal for women to vote, she voted anyway. She was arrested and went to court. In court, she was not allowed to say anything. She was found guilty and charged a fine, but she would not pay it. The court finally gave up.

When Susan died on March 13, 1906, women in four states had the right to vote. Fourteen years later, the Nineteenth **Amendment** gave all women that right!

Susan B. Anthony Time Line

1820	born in Massachusetts on February 15	
1837	went to a Quaker boarding school	
1839	worked as a New York teacher	
1848	Seneca Falls Convention	
1849	quit teaching and became secretary for the <i>Daughters of Temperance</i>	
1851	introduced to Elizabeth Cady Stanton by Amelia Bloomer	
1852	first public speech at the National Women's Rights Convention	
1856	tries to unify the women's rights and African American rights movements	
1868	publishes <i>The Revolution</i> , a women's rights weekly journal with Elizabeth Cady Stanton	
1872	arrested for voting illegally in the 1872 Presidential election	
1906	dies in Rochester, New York on March 13	
1920	Congress passes the 19th Amendment, giving women the right to vote	
1979	United States honors Susan B. Anthony by issuing a dollar coin with her profile on it	

Glossary

amendment—a change in wording or meaning especially in a law, bill, or motion

citizen—a person who lives in a state or country and has all the rights and protection that place allows

convention—a large meeting of people to discuss and learn about a topic

education—learning in school

equal—the same

Massachusetts—a state in the eastern United States

Quakers—the members of the Religious Society of Friends

suffrage—the right to vote

temperance—lowering the use of something to a very small amount

vote—a person's choice for or against something

women's rights—the freedom by law for women to have and do the same things as men are allowed



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“
**Thank you for helping us
create a world in which
children love to learn!**
”



Susan B. Anthony

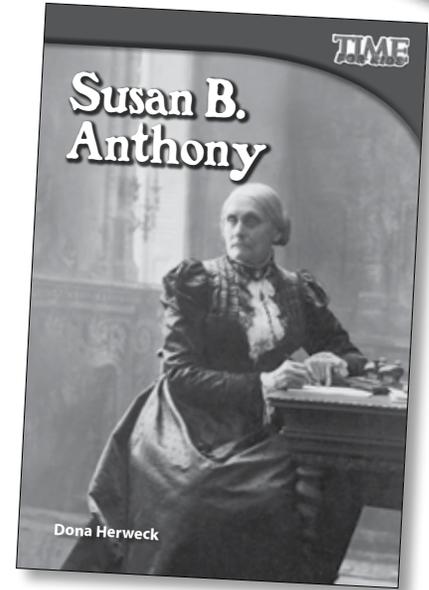
Focus Objectives

Students will be able to:

- understand the main idea and supporting details of simple expository information.
- use prior knowledge and experience to relate to new information.

TESOL Objective

Students will use appropriate learning strategies to construct and apply academic knowledge.



Word Work

- **High-Frequency Words:** *eight, own, always, keep, read*
- **Word Study:** Possessive nouns

Academic Vocabulary

- *citizen*
- *equal*
- *Massachusetts*
- *Quaker*
- *suffrage*
- *temperance*
- *women's rights*
- *Word Match-Up* activity sheet

Comprehension Skills

- Understanding Main Idea and Details
- Using Prior Knowledge
- *Letter for Women's Rights* activity sheet

Writing

Use high-frequency and vocabulary words to write words, sentences, or paragraphs.

Cross-curricular Connections

- **Social Science:** Students know that a good rule or law solves a specific problem, is fair, and "does not go too far."
- **Theatre:** Students identify people, events, time, and place in classroom dramatizations.

Building Fluency

- **Reading the book:** repeated and choral readings
- **Reading the poem:** poetry folder; repeated readings; performance
- "Vote!" poem

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Word Work

- 1. High-Frequency Words**—Write the words *eight*, *own*, *always*, *keep*, and *read* on the board. Read each word aloud.
 - Write four sets of each word on index cards or small pieces of paper so you have a total of 20 cards. Place the cards facedown in five rows with 4 cards in each row. Play Memory with the words. One student flips over and reads the words on 2 cards. If the cards match, he or she keeps the cards. If they do not match, then the cards are turned facedown again and the next student has a chance to go.
 - If you have a classroom word wall, have students add the high-frequency words to it. If time permits, read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write *Possessive Nouns* on a sheet of chart paper, using a red marker.
 - Explain that a possessive noun is used to show belonging and is expressed with 's or s'. Write sentences on the chart modeling the use of possessive nouns. For example, you might write *Susan B. Anthony fought for women's rights*, and *Students' books contained information about Susan B. Anthony*.
 - Invite students to write sentences using possessive nouns.

Tip: If students find the memory game too easy, make it more challenging by including other high-frequency words they have learned and only making two cards for each word.

Academic Vocabulary

1. Scramble magnetic, tile, or paper letters for the following words: *equal*, *suffrage*, *citizen*, *women*, and *rights*. Tell students that the class will play a guessing game. They need to guess the word before you finish sounding it out. Tell them these words have to do with equal rights for women and the right to vote, or suffrage.
 - Say, "E—," then "Equ—." Can anyone guess the word? *Equal!* *Equal* means *the same*. Men and women are equal and should be treated the same."
 - Create a chart similar to the chart on the right.
2. Instruct students to add these words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a picture.
3. For additional practice with the vocabulary words in this lesson, have students complete the *Word Match-Up* activity sheet.

Equal Rights
citizen —a member of a country
equal —the same
suffrage — the right to vote
women —more than one woman
rights —freedoms given to people by law

Comprehension

Before Reading

- 1. Understanding Main Idea and Details**—Display the cover of the book. Set a purpose for reading by introducing the main idea of the book. For example, you might say, “Today we are going to read a nonfiction book about Susan B. Anthony. We will learn that there was once a time when women in the United States were not allowed to vote and did not have the same rights as men.” Have students discuss what it might be like if women were not allowed to vote or talk about their beliefs and opinions. How would they feel?
- 2. Using Prior Knowledge**—Read the title of the book to students. Remind students that Susan B. Anthony fought for equal rights for women.
 - Ask students if they can think of other groups of people who have not always had equal rights (African Americans, immigrants).
 - Take a picture walk through the text. Pause to discuss the photographs (students might observe that the fight for women’s rights happened long ago).

English Language Support

Build background knowledge and vocabulary by allowing all students to vote on something (extra recess vs. extra snack). Then allow only the boys to vote. Discuss why this way of voting is unfair. Provide students with sentence frames, such as *I think that _____ is unfair because _____, or I think that _____ is fair because _____.*

During Reading

- 1. Understanding Main Idea and Details**—Tell students that as you read the book, you would like for them to think about why women’s rights are important and how Susan B. Anthony helped women win the right to vote.
 - Stop on page 15. Ask students to turn and talk with a partner about reasons Susan B. Anthony did not think it was fair for women to earn less than men.
 - Continue reading, pausing from time to time to discuss Susan B. Anthony and her belief in equal rights for women.
- 2. Using Prior Knowledge**—Read each page of the text out loud. Stop from time to time to discuss the photographs. What can students infer about Susan B. Anthony’s life based on the photographs and what they already know about life in the past? For example, students might notice that there wasn’t any running water or electricity in Quaker homes. They know that completing chores without water and electricity would be difficult. Therefore, they can infer that Quakers were probably hard workers. Have students reread the book with a partner, taking turns sharing what they can infer about Susan B. Anthony and women’s rights. Then have students read the book independently.



Assessment Opportunity—Monitor students as they read to ensure that they read the high-frequency words accurately.

Susan B. Anthony (cont.)

Comprehension (cont.)

After Reading

- 1. Using Prior Knowledge**—Ask students how the book added to the information they already knew about the fight for women’s rights. You may prompt students by saying, “I knew that women didn’t always have the right to vote, but I didn’t know that women like Susan B. Anthony had to fight so hard for equal rights.”
 - Have partners take turns sharing what they already knew about women’s rights and what they learned.
 - For additional practice with comprehension, have students complete the *Letter for Women’s Rights* activity sheet.
- 2. Building Oral Language**—Refer to the time line on page 27. Model asking questions about the time line, such as *When was Susan B. Anthony born? Where was her first public speech? When did Congress pass the 19th amendment?*
 - Have students ask one another questions about the time line.
 - End with broader questions. For example, you might ask students *who* the book was about, *when* the book took place, and so forth.
 - Ask students to explain in as few words as possible why equal rights for women is important.

English Language Support

Write the sentences from pages 14–15 of the book on sentence strips. Read each sentence together with students. Place the sentence strips out of order in a pocket chart. Have students place them in the correct sequence and justify the order using time and sequence words.

Writing

Have students describe Susan B. Anthony, using the vocabulary words from the lesson.

- Give below-grade-level students a word bank to use when writing words or sentences.
- Have on-grade-level students write sentences or a paragraph with descriptive words.
- Encourage above-grade-level students to write a paragraph that includes details about Susan B. Anthony, such as her childhood, her family, and what she believed in.

Cross-curricular Connections



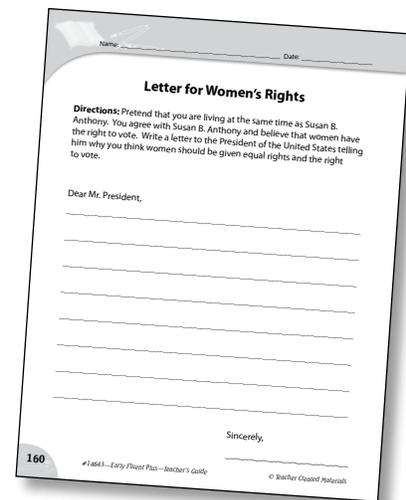
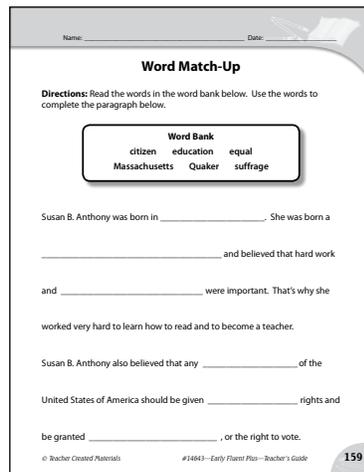
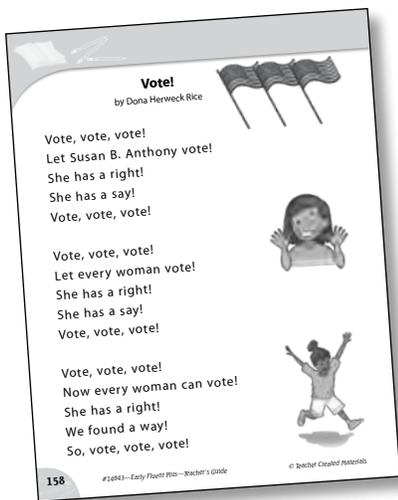
Social Science—Learn more about Amelia Bloomer and Elizabeth Cady Stanton and why they were important to Susan B. Anthony. Explain to children that they all fought against unfair rules and laws. As a class, discuss the school rules and why they are good to follow.



Theatre—Discuss the friendship between Anthony and Stanton. Put students in groups and have each group create a reenactment of a special event that may have occurred during their own friendships, inspired by the friendship between these two ladies.

Building Fluency

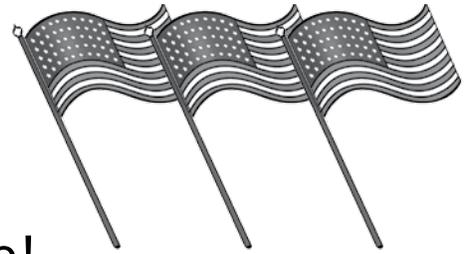
- 1. Reading the Book**—Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - Discuss the “Vote!” poem. Compare and contrast the book and the poem by asking students questions.
 - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems during free-choice time and independent- or paired-reading time.
 - Write the poem on a sheet of chart paper. Encourage students to create actions, gestures, or a tune to go along with the poem. Have students rehearse and perform the poem for an audience as an alternative way for students to build fluency and enjoy language.





Vote!

by Dona Herweck Rice



Vote, vote, vote!
Let Susan B. Anthony vote!
She has a right!
She has a say!
Vote, vote, vote!



Vote, vote, vote!
Let every woman vote!
She has a right!
She has a say!
Vote, vote, vote!

Vote, vote, vote!
Now every woman can vote!
She has a right!
We found a way!
So, vote, vote, vote!





Word Match-Up

Directions: Read the words in the word bank below. Use the words to complete the paragraph below.

Word Bank

citizen education equal
Massachusetts Quaker suffrage

Susan B. Anthony was born in _____. She was born a
_____ and believed that hard work
and _____ were important. That's why she
worked very hard to learn how to read and to become a teacher.

Susan B. Anthony also believed that any _____ of the
United States of America should be given _____ rights and
be granted _____, or the right to vote.



Name: _____

Date: _____

Letter for Women's Rights

Directions: Pretend that you are living at the same time as Susan B. Anthony. You agree with Susan B. Anthony and believe that women have the right to vote. Write a letter to the President of the United States telling him why you think women should be given equal rights and the right to vote.

Dear Mr. President,

Sincerely,

Susan B. Anthony

Multiple-Choice Test

Name: _____ Date: _____

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

- 1** Susan B. Anthony believed that _____.
- (A) people of different races should *not* be friends
 - (B) women and men should get the same pay for the same work
 - (C) women should *not* have the right to vote
 - (D) everyone should get married

- 4** Why was Susan B. Anthony arrested?
- (A) She voted even though it was illegal for women to vote.
 - (B) She had friends who were African Americans.
 - (C) She went to a convention.
 - (D) She believed women and men should have equal pay.

- 2** Which word means the right to vote?
- (A) citizen
 - (B) convention
 - (C) temperance
 - (D) suffrage

- 5** Susan B. Anthony mostly worked for _____.
- (A) children's rights
 - (B) rights for poor people
 - (C) rights for African Americans
 - (D) women's rights

- 3** Which job did Susan B. Anthony have?
- (A) school teacher
 - (B) lawyer
 - (C) doctor
 - (D) shopkeeper

- 6** Which word best describes Susan B. Anthony?
- (A) shy
 - (B) hard working
 - (C) lazy
 - (D) selfish



Answer Key

Susan B. Anthony

Word Match-Up, p. 7

Massachusetts, Quaker, education, citizen,
equal, suffrage

Letter for Women's Rights, p. 8

Answers will vary.

1. B
2. D
3. A
4. A
5. D
6. B

How to Use the Oral Reading Record

Using an Oral Reading Record

When taking an oral reading record, it may be useful to employ some or all of the following tips:

- Position yourself next to the student in such a way that you can hear the student easily, see the text clearly, and watch the student's eye and finger movements while he or she is reading.
- As the student reads, mark the oral reading record form with the conventions on the included coding chart on the following page.
- Errors to be marked include substitutions, omissions, insertions, and having to be told a word by the teacher.
- Self-corrections occur when a student realizes an error on his or her own and corrects it.
- Note where the errors and self-corrections are made via meaning, structure, or visual cues (defined below).
- If the student begins to read too quickly for you to follow, simply ask him or her to pause for a moment while you catch up with the record.
- Interrupt and intervene as frequently as possible in order to create the truest record.
- Wait several seconds when a student gets stuck before reading a word aloud for the student.
- If a student misreads a word, be sure to write the word he or she said above the correct word on the record form.
- Time the student to test for fluency. The Reading First standard for first grade is 60 words per minute. (It is 90 to 100 words read correctly by the end of second grade and 114 by the end of third grade.)

Meaning, Structure, and Visual Cues

Meaning. When the reader uses background knowledge and the context to identify words, he or she is using meaning (or semantic cues). On the oral reading record, mark these cues with an *M*.

Structure. When the reader applies knowledge of language structure in order to identify words, he or she is using structure (or syntax) cues. On the oral reading record, mark these cues with an *S*.

Visual. When the reader applies knowledge of letter and sound correspondence, including the look of the letter, letters, and the word itself, he or she is using visual (or graphophonic) cues. On the oral reading record, mark these cues with a *V*.

How to Use the Oral Reading Record

Marking Conventions Chart

Behavior	Marking Convention	Example
Accurate reading	(checkmark) above each word read	✓ ✓ ✓ This is big.
Substitution	Word read above actual word	✓ ✓ -bag This is big.
Omission	— (long dash)	✓ — ✓ This is big.
Insertion	^ and the inserted word	very This is ^ big.
Repetition of word (no error)	R (one repetition) R2 (two repetitions)	R This is big.
Repetition of phrase (no error)	R with line and arrow at point where reader returned	→ R This is big.
Self-correction (no error)	SC after error	bag/SC This is big.
Appeal (Student appeals for help either verbally or nonverbally.)	A over word where appeal occurred	A This is big.
Told (Student is asked to try again but ultimately must be told the word.)	T over word student was told	T This is big.
Beginning sound read separately and then word read correctly.	Beginning sound above word followed by mark for correct	b/✓ This is big.

How to Use the Oral Reading Record

Scoring an Oral Reading Record

Teachers will use the information gathered while observing the student and marking the record in order to calculate rates of accuracy, error, and self-correction. The error and self-correction rates are written as ratios. The accuracy rate is a percentage. (**Note:** When the reader self-corrects, the original error is not scored as an error.)

After or while marking the oral reading record as you observe the student, tally errors and self-corrections in the columns to the right of the text. Then circle whether those errors and self-corrections are in the area of meaning (M), structure (S), or visual (V) cues.

Use any of the following data calculations as appropriate to monitor student progress and inform instruction.

- **Calculate the rate of error.** Add the total number of words read. Divide that number by the number of errors made.
For example, if the text has 96 words and 8 errors were made, the ratio is 1:12 (one error for every 12 words read).
- **Calculate the rate of self-correction.** Add both the number of errors and self-corrections. Then divide that number by the number of self-corrections.
For example, if there are 8 errors and 6 self-corrections, that makes 14 total. Divide 14 by the number of self-corrections (6). This gives a ratio of 1:2.3 or, rounded, 1:2. This is interpreted as one self-correction for every two errors.
- **Calculate a percentage for accuracy.** Convert the error rate to judge the difficulty of the text. Use the information in the chart below to inform text selections for students.
For example, in a 1:12 error rate, divide 1 by 12 to get 0.08 (round to the nearest hundredth) or 8%. Subtract 8% from 100% to get 92%. This is the accuracy percentage.
Use the information below to determine test difficulty.

Accuracy Percentage	Difficulty of Text for Student
96% or higher	Easy
91%–95%	Instructional level
90% or lower	Challenging

Note: If you do not wish to assess with this level of detail, simply calculate the percentage of words read correctly and the number of words read correctly per minute. Both of these measures give adequate indications of word recognition and fluency. However, keep in mind that these calculations provide one kind of data for students—teachers should examine students' reading and learning in context, as individuals and as members of the larger learning group.

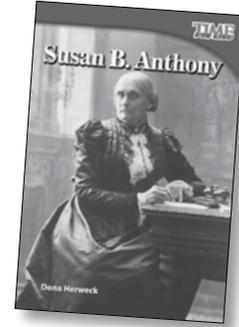
How to Use the Oral Reading Record

Fluency Rubric

Score	Accuracy	Rate (Pace)	Expression	
			Structural phrasing, pausing, smoothness, pitch, volume	Interpretive mood, purpose, emotion, subtleties of meaning
4	Recognizes most words and reads them correctly without hesitation.	Consistently reads at a natural, conversational pace, or as appropriate for the text.	<p>Reads smoothly.</p> <p>Consistently uses meaningful phrasing and appropriate pausing.</p> <p>Adjusts pitch and volume to the circumstances (type of text or audience).</p>	<p>Recognizes different purposes for reading.</p> <p>Consistently conveys the appropriate mood and emotion.</p> <p>Distinguishes word meanings in context.</p>
3	<p>Recognizes pretaught and familiar words and reads them correctly.</p> <p>May hesitate, but can use context and apply word-attack skills.</p>	<p>Sometimes reads at a conversational pace, but is inconsistent.</p> <p>May speed up and slow down or generally read at a slightly slower pace.</p>	<p>Reads smoothly in general, but with some breaks or misuse of pausing.</p> <p>Is aware of pitch and volume.</p>	<p>Reads most text with emphasis appropriate for the purpose and mood of the text.</p> <p>May at times slip into concentrating on pronunciation, but will usually recover and resume once past the problematic area.</p>
2	<p>Recognizes and reads some words correctly, but hesitates.</p> <p>Has some difficulty using context clues and applying word-attack skills.</p>	<p>Reads somewhat slower than appropriate for text.</p> <p>May have stops and starts or have to go back and reread.</p>	<p>Reads unevenly.</p> <p>May miss punctuation clues, resulting in choppiness or run-on reading.</p> <p>Does not generally attend to pitch and volume.</p>	<p>May use natural-sounding language at times, but, in general, frequently resorts to focusing on word-by-word pronunciation without regard for the mood, purpose, or intended meaning.</p>
1	<p>Misreads words frequently.</p> <p>May not recognize words in different contexts.</p> <p>Is not adept at applying word-attack skills.</p>	<p>Reading is slow and laborious.</p> <p>Frequently hesitates, stops, or goes back to "start over."</p>	<p>Does not usually read in meaningful units, such as phrases or clauses.</p> <p>May read word by word with little attention to context or punctuation signals.</p>	<p>Reading is generally monotone and lacks a sense of awareness of mood, purpose, or emotion.</p> <p>May not recognize word meanings in context.</p>

Susan B. Anthony

Oral Reading Record



Name: _____ Date: _____

Assessor: _____

Word Count	Codes				
223	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
4	<p>Long ago, on a hillside in Massachusetts, light flickered from the windows of a cozy farmhouse. Inside the house, eight children gathered near the family fire. They were listening to their father and mother.</p> <p>"Always remember," their father said, "All people are created equal."</p>			M S V	M S V
5	<p>"Everyone deserves a chance to work, own a home, and earn a living," their mother added.</p> <p>"And every adult should be allowed to vote," their father finally said.</p>			M S V	M S V
6	<p>One of the children sitting there took those words into her heart. As she grew, she decided to do everything she could so that all people were treated fairly.</p> <p>Her name was Susan B. Anthony.</p>			M S V	M S V
SUBTOTALS					



Susan B. Anthony *(cont.)*

Oral Reading Record *(cont.)*

Page	Text	E	SC	Cues Used					
				E			SC		
8	Susan Brownwell Anthony was born on February 15, 1820, in the town of Adams, Massachusetts. Her father, Daniel, owned a cotton mill. Her mother, Lucy, cooked, cleaned, and did laundry for the family business.			M	S	V	M	S	V
9	The Anthonys were Quakers. They led a very simple life. Their home had no decorations, games, or musical instruments. They did not want anything to keep them from thinking about God and what God wanted them to do.			M	S	V	M	S	V
10	Quakers believe in hard work. Susan and the other children had many chores to do. They worked at home as soon as they were old enough to walk and follow directions. Just one of Susan's chores was making 21 loaves of bread each day!			M	S	V	M	S	V
Subtotals from previous page									
TOTALS									

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: