

Women Get the Vote!

Women in the United States haven't always had the right to vote. It wasn't until 1920 that women were given this right. The fight for women's rights began about 70 years earlier. Women wanted the same opportunities as men, and one opportunity was the right to vote.

Over the years, more women began working toward women's voting rights. They held meetings and marched in parades. As a result, some states gave women the right to vote. This was a great step, but many felt that *all* women should have this right. In 1913, eight thousand women marched at the White House. They were persuasive about why they should have the right to vote. They called for an amendment to the Constitution.

Then, during World War I, many men were away fighting in Europe. Women started doing the jobs that men had done before the war. Women were proving that they were equal to men.

After the war, women had to intensify their work. They asked President Woodrow Wilson to help. He did. The Senate passed the amendment. Next, the states had to agree to it. On August 6, 1920, the Nineteenth Amendment was passed. It had taken more than 70 years, but women had earned the right to vote!

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Name/Date _____ Teacher/Grade _____

1. MONITOR ORAL READING FLUENCY

To monitor fluency and accuracy, use two copies of the passage, one for you and one for the student. On your copy of the passage, record the student's oral reading behaviors and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *This passage is titled "Women Get the Vote!" Read aloud to learn how women earned the right to vote. You may begin now.*

RATE Use the student's oral reading time to circle the Words Per Minute (WPM) range. After the assessment, determine and record the student's exact WPM.

209 (Total Words Read) ÷ _____ total seconds = _____ × 60 = _____ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Minutes:Seconds	3:01 or more	3:00–2:07	2:06–1:33	1:32 or less
WPM	69 or fewer	70–99	100–135	136 or more

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of accuracy.

Accuracy	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT		4 ADVANCED	
Number of Miscues	10 or more	8–9	6–7	4–5	1–3	0
Percent of Accuracy	95 or less	96	97	98	99	100

If the student's percent of accuracy or rate is below the instructional range, reassess with a lower-level passage to determine an instructional reading level.

Check one: _____ Expression and phrasing are appropriate.

_____ Expression and phrasing need attention.

Name/Date _____

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2. MONITOR COMPREHENSION

Circle the descriptors that best reflect the student's responses. Possible Independent responses for Sections 2 and 3 are provided. Accept other appropriate responses. The student may use the passage when responding.

SUMMARIZE Important/Main Ideas Say: *What are two important, or main, ideas in this passage about women's right to vote?* (Possible response: *Women in the United States haven't always had the right to vote. They wanted the same voting rights as men. Women worked to get the right to vote.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Main Ideas	Does not identify main ideas or does not respond	Gives a partially correct response, such as identifies 1 of 2 main ideas; may misinterpret information	Identifies 2 main ideas	Identifies 2 main ideas including details and specific vocabulary from the text

SUMMARIZE Details Say: *What are two details about how women got the right to vote?* (Possible responses: *Women marched in parades to get voting rights. Women asked President Woodrow Wilson to help them in their fight.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Summarize: Details	Does not identify details from the passage or does not respond	Gives a partially correct response, such as identifies 1 of 2 details; may misinterpret information	Identifies 2 details	Identifies 2 details using specific vocabulary from the text

Name/Date _____

Teacher/Grade _____

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

COMPREHENSION Cause and Effect

- Say: **What was the effect of women getting more active in the voting rights movement by holding meetings and marching in parades?** (Possible response: *Some states gave women the right to vote.*)
- Say: **What caused women to start doing the jobs that men had previously done?** (Possible response: *Many men went to fight in World War I in Europe.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Cause and Effect	Does not identify cause-and-effect relationships or does not respond	Gives a partially correct response, such as identifies 1 cause-and-effect relationship	Identifies 2 reasonable cause-and-effect relationships using information from the text	Identifies 2 reasonable cause-and-effect relationships using information and specific vocabulary from the text

VOCABULARY Multiple-Meaning Words

- Point to the word *right* in the first paragraph. Say: **What does the word right mean in this passage?** (Possible response: *something that is due someone*) **What is another meaning for the word right?** (Possible response: *the opposite direction of left; to be correct*)
- Point to the word *states* in the second paragraph. Say: **What does the word state mean in this passage?** (Possible response: *an area that is part of a country*) **What is another meaning for the word state?** (Possible response: *to say or write clearly; a physical condition*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Multiple-Meaning Words	Does not identify word meanings or does not respond	Gives a partially correct response, such as the intended meaning of 1 word	Gives the intended meaning of each word	Gives the intended meaning and another meaning for each word

- End the conference.

WORD READING Common Syllables -ify, -sive, -ity Return to the Record of Oral Reading to determine whether the student read these words correctly: *intensify, persuasive, opportunity*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Common Syllables <i>-sive, -ify, -ity</i>	Does not read any words accurately or omits them	Reads 1–2 of 3 words accurately	Reads all 3 words accurately	Reads all 3 words accurately and automatically