

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

## Standing Up for Equal Rights

Long ago, the United States had unfair rules called segregation. Segregation meant that people with dark skin and light skin could not use the same schools, restaurants, or even drink from the same water fountain. This was common in the South, where strict rules kept people apart.

Many people knew these rules were wrong and decided to bring change. They formed the Civil Rights Movement. Leaders like Martin Luther King Jr. stood in front of crowds to explain why everyone should be treated the same. Marches, speeches, and brave actions helped show that all people deserve equal rights.

The Civil Rights Movement became a strong force for change. It helped the country move toward fairness for all.



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

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

### Standing Up for Equal Rights

Long ago, the United States had unfair rules (8)  
called segregation. Segregation meant that people (14)  
with dark skin and light skin could not use the (24)  
same schools, restaurants, or even drink from the (32)  
same water fountain. This was common in the South, (41)  
where strict rules kept people apart. (47)  
Many people knew these rules were wrong and (55)  
decided to bring change. They formed the Civil (63)  
Rights Movement. Leaders like Martin Luther King (70)  
Jr. stood in front of crowds to explain why (79)  
everyone should be treated the same. Marches, (86)  
speeches, and brave actions helped show that all (94)  
people deserve equal rights. (98)  
The Civil Rights Movement became a strong force (106)  
for change. It helped the country move toward (114)  
fairness for all. (117)

### Comprehension Questions:

#### Literary Question:

What were unfair rules in the United States called?

#### Answer:

Segregation.

#### Student Answer:

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

#### Inferential Question:

Why did people join the Civil Rights Movement?

#### Answer:

They wanted fairness for everyone.

#### Student Answer:

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

#### Vocabulary Question:

What does 'common' mean in this passage?

#### Answer:

It means something happened a lot.

#### 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: Standing Up for Equal Rights

### Passage Details

Grade Level: 5

Reading Level: F&P GRL U

Word Count: 117

### High-Frequency Words

bring, common, dark, front, strong

### 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:  
"Why do you think some people wanted to change the rules?"  
"How might you feel if you faced unfair rules?"

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!)