

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

## Seeing History Through Different Eyes

History is filled with many stories, and not everyone sees events the same way. When something important happens, people on each side may feel strong emotions and have their own reasons. For example, a rule made by a government can seem helpful to some but unfair to others. These different points of view are called perspectives.

Long ago, during big events, people often had to decide which side to support. Among a group, even friends or family could disagree. It is important to listen carefully and try to understand why a person thinks or acts a certain way.

When we learn about history, we become able to see the full picture. Understanding many sides helps us become better thinkers and more caring people.



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

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

### Seeing History Through Different Eyes

History is filled with many stories, and not (8)  
everyone sees events the same way. When something (16)  
important happens, people on each side may feel (24)  
strong emotions and have their own reasons. For (32)  
example, a rule made by a government can seem (41)  
helpful to some but unfair to others. These (49)  
different points of view are called perspectives. (56)  
Long ago, during big events, people often had to (65)  
decide which side to support. Among a group, even (74)  
friends or family could disagree. It is important (82)  
to listen carefully and try to understand why a (91)  
person thinks or acts a certain way. (98)  
When we learn about history, we become able to see (108)  
the full picture. Understanding many sides helps (115)  
us become better thinkers and more caring people. (123)

### Comprehension Questions:

#### Literal Question:

What are different points of view called?

#### Answer:

Perspectives.

#### Student Answer:

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

#### Inferential Question:

Why is it helpful to learn about more than one side of history?

#### Answer:

It helps us think and care more about others.

#### Student Answer:

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

#### Vocabulary Question:

What does 'decide' mean in the text?

#### Answer:

To make a choice.

#### Student Answer:

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

### Notes:

### Scoring Guide

Text Level: F&P GRL T      Grade Level: 5      Word Count: 123

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: Seeing History Through Different Eyes

### Passage Details

Grade Level: 5

Reading Level: F&P GRL T

Word Count: 123

### High-Frequency Words

able, among, carefully, decide, government

### 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 saw a problem in more than one way."  
"Why does listening to others' views matter in history?"

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!)