

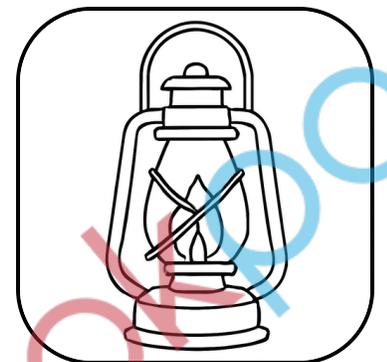
Name:

The Secret Path to Freedom

The Underground Railroad was not a real railroad with trains or tracks. Instead, it was a secret network of people and safe places that helped enslaved people escape to freedom in the north. Many brave men and women, called abolitionists, worked against slavery and planned ways to help others.

At night, people traveled across fields and through the woods. They had to be very quiet and careful, sometimes hiding for hours. Abolitionists risked their own safety because they wanted a better life for everyone.

The Underground Railroad showed how people came together to solve a problem and stand up for what is right. Their actions helped hundreds reach freedom and changed history forever.



Student Name: _____

Date: _____

The Secret Path to Freedom

The Underground Railroad was not a real railroad (8)
 with trains or tracks. Instead, it was a secret (17)
 network of people and safe places that helped (25)
 enslaved people escape to freedom in the north. (33)
 Many brave men and women, called abolitionists, (40)
 worked against slavery and planned ways to help (48)
 others. (49)
 At night, people traveled across fields and (56)
 through the woods. They had to be very quiet and (66)
 careful, sometimes hiding for hours. Abolitionists (72)
 risked their own safety because they wanted a (80)
 better life for everyone. (84)
 The Underground Railroad showed how people came (91)
 together to solve a problem and stand up for what (101)
 is right. Their actions helped hundreds reach (108)
 freedom and changed history forever. (113)

Comprehension Questions:

Literal Question:

What was the Underground Railroad?

Answer:

A secret network that helped enslaved people escape.

Student Answer:

_____ **Correct** _____ **Incorrect**

Inferential Question:

Why do you think people needed to hide for hours?

Answer:

Because escaping was dangerous and they needed to stay safe.

Student Answer:

_____ **Correct** _____ **Incorrect**

Vocabulary Question:

What does 'abolitionist' mean in this passage?

Answer:

A person who worked to end slavery.

Student Answer:

_____ **Correct** _____ **Incorrect**

Notes:

Scoring Guide

Text Level: F&P GRL Q **Grade Level:** 4 **Word Count:** 113

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
Expression and Volume	monotone or quiet	some expression	appropriate expression	varied, natural expression
Phrasing	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
Smoothness	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
Pace	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
First	0 - 10	10 - 50	30 - 90	Fourth	70 - 120	80 - 130	90 - 140
Second	30 - 80	50 - 100	70 - 130	Fifth	80 - 130	90 - 140	100 - 150
Third	50 - 110	70 - 120	80 - 140	Sixth	90 - 140	100 - 150	110 - 160

* Rasinski Words Correct Per Minute Target Rates

Fluency Builder: The Secret Path to Freedom

Passage Details

Grade Level: 4

Reading Level: F&P GRL Q

Word Count: 113

High-Frequency Words

across, against, better, hours, problem

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 helping others was risky?"
"Describe how teamwork helped people find freedom."

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!)