

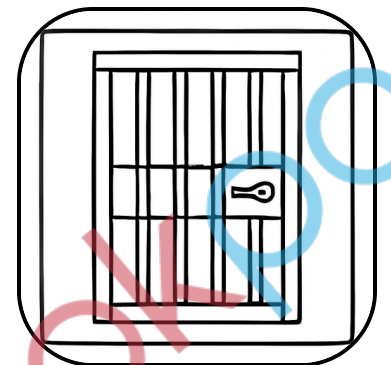
Name: _____

What Is a Juvenile Detention Center?

A juvenile detention center is a place where young people go if they are accused of breaking the law. The government wants to help young people learn from their mistakes and become better people.

Inside a detention center, life can be strict. There are many rules that everyone must follow. Kids might have to stay inside for many weeks, away from family and friends. They are not able to leave until the court decides they can go home.

Sometimes, life in these centers feels unfair. The people in charge have a lot of power over what the kids can do. It is important for the system to treat everyone fairly and help them get back on the right road.



Student Name: _____

Date: _____

What Is a Juvenile Detention Center?

A juvenile detention center is a place where young (9)

people go if they are accused of breaking the law. (19)

The government wants to help young people learn (27)

from their mistakes and become better people. (34)

Inside a detention center, life can be strict. (42)

There are many rules that everyone must follow. (50)

Kids might have to stay inside for many weeks, (59)

away from family and friends. They are not able to (69)

leave until the court decides they can go home. (78)

Sometimes, life in these centers feels unfair. The (86)

people in charge have a lot of power over what the (97)

kids can do. It is important for the system to (107)

treat everyone fairly and help them get back on (116)

the right road. (119)

Comprehension Questions:

Literal Question:

Why might kids go to a juvenile detention center?

Answer:

For breaking the law.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

How might kids feel when they are away from family and friends?

Answer:

They might feel lonely or sad.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'power' mean in this passage?

Answer:

Control or ability to make decisions.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL V Grade Level: 5 Word Count: 119

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: What Is a Juvenile Detention Center?

Passage Details

Grade Level: 5

Reading Level: F&P GRL V

Word Count: 119

High-Frequency Words

able, built, government, power, road

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 how rules can help or hurt people."
"Explain why fairness is important in any system."

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!)