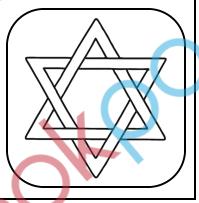
Denmark During World War II

World War II began in 1939. It was a dark and dangerous time for many people around the world. The Nazis, led by Adolf Hitler, took control of several countries in Europe, including Denmark. This group wanted power and made strict rules for everyone living there.

Jewish people were among those most at risk. The Nazis blamed them for problems and tried to take away their rights. Many families had to hide or escape to stay safe. Some Danish people decided to help their neighbors, even though it was not safe. They brought food, gave shelter, and helped people get away on a boat to a safer place.

This time in history shows how strong and brave people can be when they work together to do what is right.



Student Name:

Comprehension: ______/ 3 correct

Date:

| Denmark During World War II | | Comprehension Questions: |
|----------------------------------------------------------|-------|-------------------------------------------------------------------|
| World War II began in 1939. It was a dark and | (11) | Literal Question: Which country did the Nazis control |
| dangerous time for many people around the world. | (19) | during World War II? |
| The Nazis, led by Adolf Hitler, took control of | (28) | Answer: Denmark |
| several countries in Europe, including Denmark. | (34) | Student Answer: |
| This group wanted power and made strict rules for | (43) | |
| everyone living there. | (46) | CorrectIncorrect |
| Jewish people were among those most at risk. The | (55) | Inferential Question: |
| Nazis blamed them for problems and tried to take | (64) | Why did people risk their safety to help others during this time? |
| away their rights. Many families had to hide or | (73) | Answer: They wanted to do what was right. |
| escape to stay safe. Some Danish people decided to | (82) | Student Answer: |
| help their neighbors, even though it was not safe. | (91) | |
| They brought food, gave shelter, and helped people | (99) | |
| get away on a boat to a safer place. | (108) | CorrectIncorrect |
| This time in history shows how strong and brave | (117) | Vocabulary Question: What does the word 'among' mean |
| people can be when they work together to do what | (127) | in the text? |
| is right. | (129) | Answer: It means 'included with others.' |
| | | Student Answer: |
| Scoring Guide | | |
| Text Level: F&P GRL U Grade Level: 5 Word Count: 129 | | Correct Incorrect |
| Total Words Read: | | |
| WCPM: (total words read — errors = WCPM) | | Notes: |
| WCPM: Below grade level At grade level Above grade level | | (1) |
| Prosody: 1 2 3 4 | | |

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 | | 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 Leve | el Norms (WC | PM) * | ノ | | | | |
|------------|--------------|----------|----------|--------|----------|-----------|-----------|
| 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: Denmark During World War II

Passage Details

Grade Level: 5

Reading Level: F&P GRL U

Word Count: 129

High-Frequency Words

among, boat, brought, dark, power

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 people helped their neighbors during hard times?"

"What would you do if you saw someone being treated unfairly?"

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!)