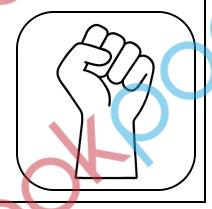Name:

Standing Up for Change: The Civil Rights Movement and the Black Panther Party

The Civil Rights Movement of the 1960s was a time when many people worked together to change unfair laws that separated people by race. People marched, held signs, and spoke up so everyone would have the same rights, no matter their skin color.

One group that stood out was the Black Panther Party. Unlike other groups that focused on peaceful actions, the Panthers emphasized self-defense. They openly carried guns to patrol their neighborhoods and confront police brutality.

They also helped their communities in powerful ways. They offered free breakfasts for children, set up community health clinics, and taught people about their rights.

Student Name: _____   **Date:** _____

Standing Up for Change: The Civil Rights Movement and the Black Panther Party

The Civil Rights Movement of the 1960s was a time	(10)
when many people worked together to change unfair	(18)
laws that separated people by race. People	(25)
marched, held signs, and spoke up so everyone	(33)
would have the same rights, no matter their skin	(42)
color.	(43)
One group that stood out was the Black Panther	(52)
Party. Unlike other groups that focused on	(59)
peaceful actions, the Panthers emphasized	(64)
self-defense. They openly carried guns to patrol	(71)
their neighborhoods and confront police brutality.	(77)
They also helped their communities in powerful	(84)
ways. They offered free breakfasts for children,	(91)
set up community health clinics, and taught people	(99)
about their rights.	(102)

Comprehension Questions:

Literal Question:
What was the main goal of the Civil Rights Movement?

Answer:
To change unfair laws that separated people by race.

Student Answer:

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

Inferential Question:
Why did the Panthers use of self-defence grab attention?

Answer:
Because it was different from the peaceful protesters.

Student Answer:

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

Vocabulary Question:
What does 'communities' mean in the passage?

Answer:
Neighborhoods of people.

Student Answer:

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

Scoring Guide

Text Level: F&P GRL W   **Grade Level:** 6   **Word Count:** 102

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

Notes:

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: Standing Up for Change: The Civil Rights Movement and the Black Panther Party

Passage Details

Grade Level: 6

Reading Level: F&P GRL W

Word Count: 102

High-Frequency Words

race, held, cause, signs, armed

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 way people can stand up for fairness today."

    "How do community programs help people in need?"

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!)